Macaulay CE Primary School
Relationships, Sex and Health Policy

I know who I am

Our vision is to:

Create a nurturing community in the belief that every individual is uniquely and wonderfully created by God
Celebrate and adapt to the holistic needs of each child, inspiring them to fulfil their God-given potential
Join with families and church to guide and equip our children with the attitudes, skills and beliefs to participate thoughtfully in their wider communities

Introduction
At Macaulay our vision is that our Christian beliefs enable each of our children to build an understanding of themselves, their place in the world and how to build and maintain positive and supportive relationships with others. Our vision is that we support our children to build this understanding in partnership with families and church, and through our teaching about Christian beliefs as demonstrated by our twelve Christian values of ***Forgiveness, Wisdom, Peace, Courage, Friendship, Trust, Generosity, Service, Thankfulness, Compassion, Creativity*** and ***Justice.***

We believe that children need to be taught about the world in which they live, to ensure that they are able to articulate their own feelings and choices, whilst being considerate and understanding of the views, beliefs and life choices of others.

Children are entitled to learn about relationships, sex and health education in a positive and safe environment, where they can develop the vocabulary, knowledge and skills to help them understand themselves and others. They need to be equipped with the language and tools to develop healthy resilient relationships, in age-appropriate ways. This is especially vital in an internet age where they have far greater exposure to information than before, much of which reaches them from outside the safety of the classroom or family context.

Ours school's approach to Relationships, Sex and Health (RSH) education will be sensitive to the age and aptitude of the children, but be straightforward and factual in line with the law and good pedagogy.

Legal Requirements
The Relationships Education, RSE and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools from September 2020.

Sex Education is not compulsory in primary schools. The Science national curriculum in Key Stage 1 and 2 include teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. However the DfE continue to recommend that that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils in the transition phase before moving to key stage 3.

Health Education is compulsory in all maintained primary schools.

All schools are also required in law to meet the Equality Act 2010.

The Curriculum

The **Relationship Education curriculum** will focus on teaching fundamental building blocks and characteristics pf positive relationships, with particular reference to friendship, family relationships, and relationships with other peers and adults. It will cover these areas through graduated age appropriate activities and discussions.

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See Appendix 1 for details of the Relationships Education curriculum.

The **Sex Education curriculum** is an important part of the transition phase before moving to secondary school and this supports pupils' ongoing emotional development effectively. The DfE recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It will ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born.
The Sex Education lesson is highlighted in yellow overleaf.

The **Health Education curriculum** will focus on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life in the same way that physical health is. It will cover the following areas through age appropriate activities and discussions:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Basic first aid
- Changing adolescent body

See Appendix 2 for details of the Health Education curriculum

Working with parents/carers and the wider community
Macaulay recognizes that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We believe that for the children to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

Macaulay will work with parents to ensure that they know what will be taught and when. We appreciate the sensitivity and concerns some parents may feel towards RSH Education and, therefore, we invite parents to read through the material we use in school. Parent sessions will be held annually to enable parents to come and look through the curriculum lesson plans and resources. The written plans are also available in the school office for a parent to view when they wish.

There is no right to withdraw from Relationships or Health Education at primary school.

Parents have the right to withdraw their child from some or all of sex education delivered as part of Relationships, Sex and Health Education that goes beyond the national curriculum for science. Parents who wish to do this should use the form at Appendix 3. If a child is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the time of withdrawal. The lesson which covers the Sex Education curriculum is highlighted in yellow overleaf.

Delivery of the curriculum
Relationships, Sex and Health Education at Macaulay will be taught using the Coram SCARF resources. SCARF represents the values for children of Safety, Caring, Achievement, Resilience and Friendship and the resources provide a whole-school approach to building these essential foundations – crucial for children to achieve their best, academically and socially.

Differentiation and special educational needs
Macaulay will ensure that our teaching and materials are appropriate to the pupils whilst making it accessible to those with SEND. We are aware that while some pupils may have a fairly broad knowledge of issues, there are those with little knowledge at all. Teachers will be sensitive to this and lessons planned to take account of the pupils' age, experience and maturity.

Equal Opportunities
The school's equal opportunities policy applies to Relationships, Sex and Health Education. Resources selected to support the programme will be free from cultural bias wherever possible and will avoid gender stereotyping. RSH Education will be available to all pupils regardless of gender, culture or disability

(Signed)_____Dated _____
(Headteacher)

(Signed)_____Dated _____
(Chair of Governing Body)

(Signed)_____Dated _____
(Chair of Pupils, Parents and Community Committee of the Governing Body)

Appendix 1 - Relationships Education Curriculum

TOPIC	PUPILS SHOULD KNOW
Families and people that care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 2 – Health Education Curriculum

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • where and how to report concerns and get support with issues online
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy Eating	• what constitutes a healthy diet (including understanding calories and other nutritional content) • the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

MACAULAY CE SCHOOL

PERSONAL, SOCIAL, HEALTH AND ECONOMIC (PSHE) EDUCATION OVERVIEW

	AUTUMN	SPRING	SUMMER
Year 1	• **Me and My Relationships:** Why we have classroom rules, thinking about feelings recognising and managing feelings, knowing both bodies and feelings can hurt, special people and groups , what makes a good friend, listening skills, attentiveness, conflict resolution, giving and receiving positive feedback • **Valuing Difference:** Identifying and appreciating differences and similarities, empathy, difference between unkindness, teasing and bullying, keeping safe through school rules, qualities of people special to us, recognising fair, unfair, kind and unkind	• **Keeping Myself Safe:** Energy from food and water, exercise and sleep is essential, emotions connected to being unsafe and getting help, loss, medicines as helpful, staying safe around medicines, good and bad (including inappropriate) touch, body privacy and saying no. • **Right and Responsibilities:** Regular hygiene routines, caring for the school environment, looking after our own and others' property, caring for something, where people get money from, looking after money, saving money	• **Being My Best:** Healthy eating including 5 a day fruit and vegetables, what to eat less of, how diseases spread and how to help prevent this, both failing safely and practising as an important and good part of learning new skills, attentive listening, giving and receiving praise, how others' behaviour affects us. • **Growing and Changing:** Naming major internal body parts and knowing some of their processes, looking after a baby's needs, including cuddles and eye contact, how toddlers develop, what 5 year olds can do, difference between teasing and bullying, getting help, keeping private body parts private.
Year 2	• **Me and My Relationships:** Our ideal classroom, pledging and sticking to making a positive difference, creating and agreeing classroom rules, describing feelings, recognising how people show feelings and responding to others' feelings, difference between bullying and teasing, strategies for dealing with bullying, difference between bullying and isolated unkind behaviour and	• **Keeping Myself Safe:** Medicines help us feel better, what else we can do to help us feel well, staying safe around medicines, situations that feel unsafe and how to get help, body language, facial expression, touch we don't like, asking people to stop, getting help, safe and unsafe secrets, telling the right person when we don't feel safe or comfortable.	• **Being My Best:** Understanding the learning process, positive attitude supports wellbeing, growth mind set, choices we make and others make for us, likes and dislikes, healthy and unhealthy choices, how germs are spread, handwashing, vaccinations, good dental hygiene, exercise, sleep, food and energy, internal organs, how our body get air, water and food into the blood.

	knowing that both are unacceptable, how good friends care, knowing how to get help if we feel upset by someone else's behaviour. • **Valuing Differences:** Physical and no physical differences and similarities, showing respect, identifying people special to us, knowing how our behaviour can affect others, feeling part of a group and feeling left out, the impact of kindness, active listening skills and negotiation.	• **Rights and Responsibilities:** Strategies for getting on with others, strategies for impulsive behaviour, who can help us keep safe, improving and having responsibility for the school environment, choices with money including saving for later, why we might save money, the difference between essential and non-essential items.	• **Growing and Changing:** Positive feedback, dealing with loss, stages of life, our bodies are similar but may look different, private parts help make babies when people are grown-ups, privacy, private belongings and private information.
Year 3	• **Me and My Relationships:** Why we have rules and why they change as we get older, considering consequences of breaking rules, understanding feelings around loss, cooperation and collaboration, different skills in groups, how to maintain relationships with special people, rehearsing conflict resolution, dares and how to say no, considering points of view, explaining thinking behind opinions, why friends sometimes fall out, rehearsing making up • **Valuing Differences:** Knowing that there are many different types of families, benefits of being part of a community, respectful language and how to challenge an opinion respectfully, Identify similarities and differences between a diverse range of people from	• **Keeping Myself Safe:** Safe and unsafe situations, who can help, danger, risky, dealing with risky situations, risks from alcohol and cigarettes, defining the word 'drug', reducing and managing risks, safety online, browsing safely online, knowing our body tells us if things are not ok, safety on and offline, getting help, decision making skills, understanding that medicines are drugs and knowing how they might help. • **Rights and Responsibilities:** What a volunteer is, how volunteering helps others and the volunteer, people who are key to helping us be healthy, fact, opinion, differing viewpoints, defining the environment, methods for looking after the environment, income, saving, spending, utilities at home that need paying for, pay reflecting skills,	• **Being My Best:** The Eatwell Guide, balanced diet, infectious disease and hygiene routines, medical and non-medical ways to treat illness, discussion, debate, empathy, making recommendations, recognising achievement, saying good things, under representation of some people in the media, collaboration, brain function through nerves, recognising our own skills and talents and those of others. • **Growing and Changing:** Different types of relationships, healthy relationships, personal space, what to do or say if someone breaches our space, safe and unsafe secrets, surprises, babies are made through the joining of an egg and sperm. What happens when an egg doesn't meet a sperm, understanding that for girls, periods are a normal part

	varying national, regional, ethnic and religious background and what people need to get along together, repeated name calling as bullying and how to deal with it, exploring and knowing what prejudice is.	experience, training etc	of puberty and adult life.
Year 4	• **Me and My Relationships:** Different feelings, good and not so good, words to describe intensity of feelings, positive healthy relationships, qualities we admire, saying no to a friend, being assertive, strategies for collaboration, successful teamwork, same situation with different feelings, facial expression, body language, changing feelings, how to respond to bullying, pressure to behave in an unhealthy/unacceptable/risky way. • **Valuing Differences:** Managing conflict through negotiation and compromise, personal space, nonverbal signals, who to talk to, different relationships with different types of people, what we share with others, differences (including race, gender and religion), respect, identifying stereotypes, media stereotyping, consequences of aggression, how to deal with aggression, respect for differences.	• **Keeping Myself Safe:** Defining 'danger', 'risk' and 'hazard', strategies for managing risk, safe/unsafe images online, implications of sharing images without consent, dares, managing dares, understanding medicines are drugs, limiting the spread of infectious diseases risks around smoking and drinking, increasing numbers of young people choose not to smoke, not all adults drink alcohol, positive and negative influences, consequences for unacceptable behaviour. • **Rights and Responsibilities:** What responsibility is, who in the school and community has responsibility, staying healthy and safe, people have rights and with these come responsibilities, reasons for rules, democracy, engaging with decision making, how the media influences, checking facts and forming opinions, bullying and bystanding, income, expenditure, prioritising expenditure, income tax, national insurance, VAT, payslips, deductions, prioritising public services.	• **Being My Best:** Appreciating our uniqueness, choosing the same or different from friends, healthy lifestyle including water, food, sleep and exercise, '7Rs' of recycling, defining community, considering attributes of those who support the community • **Growing and Changing:** Managing change, negative feelings, possible emotions around the time of puberty, why sometimes children fall out with their parents, compromise, correct names for genitalia, why puberty happens, menstrual cycle, ways to cope with periods, revisiting safe and unsafe secrets and surprises, marriage as a commitment, why people marry, who may marry and at what age

Year 5	• **Me and My Relationships:** Attitudes and attributes to work collaboratively successfully, negotiation, compromise and resolving problems, how to respond to a range of feelings in others, friendship qualities, unhealthy relationships and how to get help, difference between passive aggressive and assertive behaviour, rehearsing assertiveness, recognising basic emotional needs and how they change, risks to ourselves physically and emotionally, misinterpretation and online behaviour. • **Valuing Differences:** Qualities of friendship, making friendship last, why friendships sometimes end, active listening, appropriate respectful responses, discrimination and injustice, empathy for those who are discriminated against (including racism), challenging discriminatory behaviour, benefits of a diverse society, online accuracy of images and information, understanding own identity, consequence and impact of positive and negative behaviour.	• **Keeping Myself Safe:** Understanding what a habit is, habits being hard to change, weighing up risks in decision making, strategies for face to face and online bullying including supporting others, understanding dares, standing up to someone who dares you, how to manage a risky situation, what information to share online/offline, consequence of sharing personal information, protecting personal information, complexities of categorising drugs, all medicines are drugs but not all drugs are medicines, misconceptions around the 'norms' of cigarettes/alcohol. • **Rights and Responsibilities:** Identify and discuss issues about wellbeing in the media, express opinions and make recommendations, fact, opinion, biased reporting, responsibilities, rights, duties, impact on not carrying out our duties/responsibilities, voluntary/community/pressure groups, costs in making and selling a product, consumer questions, credit, debt, interest, personal finance solutions, council and local councillors	• **Being My Best:** Harmful effects of smoking/drinking, misconceptions around norms, healthy lifestyle, interrelated body systems, function of an internal organ, own strengths and talents, how to improve, community, recognising star qualities described in the media may not reflect reality, identifying star qualities in everyday people. • **Growing and Changing:** Language of emotion, resilience, trust, inappropriate touch, seeking help, managing separation, supporting others, correct terminology for sexual organs, debunking urban myths around puberty, products we might start using around puberty, menstruation, relaxed, nervous/sad, how groups might impact positively or negatively, bullying around gender, stopping bullying.
Year 6	• **Me and My Relationships:** Implementing collaborative skills, suggesting and demonstrating positive strategies for negotiating and	• **Keeping Myself Safe:** Respectful behaviour on and off line, how something posted online spreads, risks of sharing images online, what to do if	• **Being My Best:** Aspirational goals, actions to meet these, five ways to wellbeing, health and wellbeing issues, managing risk, (including emotional risk),

	compromising, challenges that may arise from friendship, positive strategies for challenges, respect, assertiveness, influence, peer pressure, using role-play to resist peer pressure, peer group dynamics, recognising when someone feels under pressure to do something they feel uncomfortable about, commitment, age of marriage, freedom of choice and marriage, some physical touch as negative, understanding inappropriate touch is illegal, safety online. • **Valuing Differences:** understanding that bullying and discrimination may come from disrespect, strategies as a bystander to deal with bullying, offering support to someone bullied, uniqueness, how much we have in common, respect verbally and non-verbally, prejudice, different groups within a diverse society, mutual respect for different faiths and beliefs.	an inappropriate image is sent to you, addiction, meeting basic human needs, categorisation of drugs, laws around drugs in Britain, misconceptions of norms around alcohol, effects and risks of alcohol, emotional needs, conflicting emotions, responsibilities with independence. • **Rights and Responsibilities:** Fact, opinion, biased, unbiased, legal age for social media, untruths online, normal life is balanced with positive and not so positive experiences, different ways to save money, funding public services, voluntary, community & pressure groups, environmental sustainability.	assessing and reducing risk. • **Growing and Changing:** Recognising change, managing change, supporting others experiencing change, knowing that fame can be short lived, manipulation of photos in the media, qualities in people other than their looks, understanding and challenging stereotypes, knowing that 'normal' is a very wide range, safety around peer groups and online images, managing puberty, knowing where to get help when needed, changes around puberty that enable reproduction, age of consent, ways babies are made.

RELATIONSHIPS EDUCATION WITHIN THE PSHE SCHEME

YEAR 1		
Me and My Relationships Thinking About Feelings Our Feelings Feelings and Bodies Our Special People Balloons Good Friends	***Keeping Myself Safe*** Who Can Help? Harold Loses Geoffrey Good or Bad Touches Sharing Pictures	
Valuing Difference Same or Different? Who Are Our Special People?		***Growing and Changing*** Taking Care of a Baby Then and Now Surprises and Secrets Keeping Privates Private
YEAR 2		
Me and My Relationships How Are You Feeling Today? Being a Good Friend Let's All Be Happy	***Keeping Myself Safe*** How Safe Would You Feel? What Should Harold say? I Don't Like That Fun or Not? Should I Tell? Some Secrets Should Never Be Kept	
Valuing Difference What makes us who we are? How do we make others feel? My Special People	***Rights and Responsibilities*** Feeling Safe Playing Games	***Growing and Changing*** Haven't You Grown! My Body, Your Body Respecting Privacy
YEAR 3		
Me and My Relationships My Special Pet Looking after Our Special People How can we solve this problem Friends are Special		***Being My Best*** I Am Fantastic
Valuing Difference Family and Friends Let's Celebrate Our Differences Respect and Challenge Zeb	***Keeping Myself Safe*** None of your Business Raisin Challenge Help or Harm?	***Growing and Changing*** Relationship Tree Body Space Secret or Surprise? My Changing Body
YEAR 4		
Me and My Relationships OK or not OK? Part 1 OK or not OK? Part 2 Human Machines Different Feelings When Feelings Change Under Pressure	***Keeping Myself Safe*** Keeping Ourselves Safe Raisin Challenge 2	***Being My Best*** What Makes Me Me?
Valuing Difference Islands Friend or Acquaintance? That is such a stereotype	***Rights and Responsibilities*** Who helps us stay Healthy and Safe?	***Growing and Changing*** My feelings Are All Over The Place All Change Preparing for Periods Secret or Surprise?

YEAR 5		
Me and My Relationships Give and Take How Good A Friend Are You? Relationship Cake Recipe	***Keeping Myself Safe*** Decision Dilemmas Play Like Share	***Being My Best*** Star Qualities
Valuing Difference Qualities of Friendship Happy Being Me		***Growing and Changing*** How are they feeling? Taking Notice of Feelings Changing Bodies and Feelings Growing Up and Changing Bodies Help I'm a Teenager, Get Me Out of Here
YEAR 6		
Me and My Relationships Solve the Friendship Problem Assertiveness Skills Don't Force Me Acting Appropriately	***Keeping Myself Safe*** Traffic Lights To Share or Not To Share Joe's Story (Part Two)	***Being My Best*** What's The Risk?
Valuing Difference OK to Be Different? We Have More in Common Than Not Advertising Friendships Boys Will Be Boys OK To Be Different	***Rights and Responsibilities*** Fake Book Friends	***Growing and Changing*** I Look Great Media Manipulation Pressure Online Is this Normal? Dear Ash Making Babies