

Finbar's Catholic Primary School

**Type:
Policy**

PSHEE

**Lead:
Miss L Haresnape**

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In God's love we learn and grow together

Founded upon Catholic principles of; dignity, solidarity,
the common good and peace,
we aim to inspire and celebrate each child's spiritual,
intellectual, emotional,
physical and creative growth.

In our safe and caring environment we share strong,
positive relationships with each other as well as the
local community. Learning about each other's lives
locally and the wider world teaches us the value and
unique talents of everyone.

We will achieve our goals by enhancing pupils' self-
esteem, their self-respect, respect for others
and for all of God's creation.



We will learn and grow together.



Policy statement

In this policy, the governors and teachers - in partnership with pupils and their parents - set out our rationale for, and approach to, Personal, Social, Health & Economic (PSHE) education in our school.

This policy has been developed in accordance with current Department for Education (DfE) guidance and pays particular attention to the statutory guidance document [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers’](#) as well as broader best practice guidance and documentation from the PSHE Association.

PSHE education at St. Finbar’s closely links with the Catholic life of our school as many of the themes and ideas taught in our 6 units involve Spiritual, Moral, Social, Vocational and Cultural issues.

Background Information

The children at St. Finbar’s come from a variety of ethnic backgrounds. We also have an increasing number of children from other European countries as well as Africa and Asia that are learning English as their second language.

Not all of children start in the Nursery/ Reception and continue through Key Stages 1 and 2 as there is moderate mobility. The children come from a variety of different areas across the city and a high proportion are disadvantaged. There are also children from Traveller Sites.

A percentage of the children attending the school are Catholic. Some of the children are from other Christian denominations and high percentages are members of Sikh, Hindu, and Muslim faiths.

The school is regarded for its caring, family atmosphere and enjoys good relationships with parents.

Development and Review of Policy

The policy has been drawn up by the PSHE/RSE co-ordinator, in consultation with other teaching staff and pupils. The policy should be reviewed if changes are made or else every two years.

Local data, such as that within the Public Health Data Profiles shows that the school is located within an area of the city which has multiple health priorities. The school also regularly takes part in the Local Authority’s ‘Health Related Behaviour Survey’, a pupil health and lifestyle survey which provides data across a range of themes around health and the themes covered across PSHE, including pupils’ own opinions and behaviours.

This data, along with our own knowledge of our local community, helps to inform our school’s PSHE Education Policy and the schemes of work which are provided to our children to ensure their needs are best met in an engaging and effective manner.

The national context for PSHE education/statutory requirements

The Department for Education's National Curriculum Framework for Key Stages 1-4 states:

- All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The National Curriculum has three aims for all children, to become:

- Successful learners
- Confident individuals
- Responsible citizens.

Under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The 2006 Education and Inspections Act places a duty on Governing Bodies '*to promote the wellbeing of pupils at the school*'. As our school is a place of learning and our intention is to create independent young people, it is essential that we provide the learning to enable our students to take increasing responsibility for these outcomes.

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. Both of these subjects and themes will be taught as part of our integrated PSHE education programme, as they already have been for many years. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the [DfE document can be viewed here](#)

The provision of a PSHE education programme, supported by a curriculum that provides many opportunities for personal and social development, set within a 'healthy school' that models supportive behaviours and offers opportunities for young people to practise personal and social skills and make real decisions about their lifestyle, is central to our school's response to these requirements.

Other statutory guidance documents that inform our school's PSHE policy include:

- Equality Act (2010)
- Keeping children safe in education (2019)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Ofsted School Inspection Handbook (2019)

Equalities Obligations

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked-after children.

Aims and Objectives

Personal, Social, Health and Economic education is a broad subject which covers a wide range of topics under the umbrella of PSHE. It includes topics such as bullying, healthy eating, relationships and sex education, drugs, alcohol and tobacco, staying safe, mental health and emotional wellbeing which are delivered in an integrated way to pupils so that they have the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

From September 2020, the vast majority of PSHE education become statutory via Relationships and Health Education in primary schools, so maintaining a strong and up to date curriculum is important not only for pupils development, but also in allowing the school to discharge its statutory requirements in relation to DfE and Ofsted expectations. PSHE also makes a considerable contribution to safeguarding and helps us to ensure pupils better know how to keep themselves safe and well.

"PSHE education helps pupils to develop the knowledge, skills and attributes they need to thrive as individuals, family members and members of society. From making responsible decisions about alcohol to succeeding in their first job, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up."

(PSHE Association)

When delivering PSHE at St Finbar's, we intend to provide a curriculum which is accessible to all through high-quality, age-appropriate teaching and materials. As a result, children will be taught how to stay healthy, how to stay safe on and off-line, how to manage risks safely, how to manage their emotions and to understand and develop safe and healthy relationships both now and in their future lives. Pupils will be taught how to make informed decisions in their lives, enabling them to become confident, healthy, independent, and responsible members of a society.

PSHE is therefore a vital part of our whole school approach to pupils wider development, which is also supported by promoting positive relationships, increasing pupil's self-esteem, encouraging teamwork and effective group enquiry, enabling young people to make positive lifestyle choices, helping pupils to deal with emotions appropriately and encouraging right choices.

Organisation and Delivery

At St. Finbar's we have a senior teacher who acts as PSHE co-ordinator, who is responsible for the long-term planning of the PSHE curriculum, in consultation with the Headteacher and other senior leaders. Class teachers are responsible for planning and delivering individual lessons using the schemes of work which are made available through the You, Me and PSHE scheme.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of PSHE in school. All visitors will be familiar with and understand the relevant school policies and be expected to work within these.

PSHE is taught weekly in timetabled lessons. Each pupil has a PSHE book which travels with them throughout the school to record evidence and learning as well as self and teacher assessment.

Curriculum

At St. Finbar's, PSHE education is delivered and organised into a series of seven recurring and inter-related theme units, which our pupils experience regularly:

Sex and relationship education (SRE)

Drug, alcohol and tobacco education (DATE)

Keeping safe and managing risk

Mental health and emotional wellbeing

Physical health and wellbeing

Careers, financial capability & economic wellbeing

Identity, society and equality

At each encounter, the level of demand increases and learning is progressively deepened. The same 'theme' is taught to each year group from Year 1 to Year 6 with a slightly difference focus each year (as shown in Appendix 1).

This thematic approach, which is repeated each year, gradually expands and enriches key concepts in an age-appropriate way, increases knowledge, deepens understanding, and develops key skills so by the end of Year 6, each child should have a thorough understanding of each theme.

The children are taught Key Objectives taken from the PSHE Association Programmes of Study guidance document. These key objectives are taken from three overlapping and linked '**Core Themes**' as follows:

Health and wellbeing

1. What is meant by a healthy lifestyle
2. How to maintain physical, mental, and emotional health and wellbeing
3. How to manage risks to physical and emotional health and wellbeing
4. Ways of keeping physically and emotionally safe
5. About managing change, including puberty, transition and loss
6. How to make informed choices about health and wellbeing and to recognise sources of help with this
7. How to respond in an emergency
8. To identify different influences on health and wellbeing

Relationships

1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
2. How to recognise and manage emotions within a range of relationships
3. How to recognise risky or negative relationships including all forms of bullying and abuse
4. How to respond to risky or negative relationships and ask for help
5. How to respect equality and diversity in relationships.

Living in the Wider World

1. About respect for self and others and the importance of responsible behaviours and actions
2. About rights and responsibilities as members of families, other groups and ultimately as citizens
3. About different groups and communities
4. To respect equality and to be a productive member of a diverse community
5. About the importance of respecting and protecting the environment
6. About where money comes from, keeping it safe and the importance of managing it effectively
7. How money plays an important part in people's lives
8. A basic understanding of enterprise.

Following these objectives and delivering them via our own themed units allows the school to provide our children with a broad, balanced and effective PSHE curriculum which includes all of the requirements included within the DfE statutory guidance document for school on Relationships Education and Health Education. Please see this document for further details.

At St. Finbar's our PSHE planning has been developed around the You, Me and PSHE scheme of work, which provides children with up-to-date learning, relevant to their own lives in the modern world, with a particular focus on the context of our school. However, PSHE is continually re-enforced on a day to day basis in our weekly 'Worship Assemblies', Science lessons, Religious Education lessons, class discussions and many PSHE related activities e.g. circle time, road safety, multicultural lessons, British Values Assemblies,

Philosophy for Children, Merit assemblies, PCSO workshops, Bike-ability, Harvest festival and various other charity themed work.

You, me and PSHE has a primary focus on the PSHE curriculum and enables pupils to make decisions on a wide range of inter-related subjects relevant to their lives and see the consequences of wrong decisions. We have adapted this resource to ensure that it is appropriate for our pupils and our school ethos. These materials include all of the themes required by statutory guidance on Relationships Education and Health Education so pupils will have covered all that is required by the end of Key Stage 2.

We also use 'Journey in Love' to deliver RSE – a, Relationships and Sex Education scheme accredited by the Archdiocese of Liverpool, which not only meets the new statutory guidance but will provide a truly faith-based programme which will provide the foundation to enable the entire school community to build positive and healthy relationships now and in the future (*For further information on Relationships and Sex Education, please see our RSE Policy*).

Teaching and Learning Approaches

The PSHE education programme is taught within a safe and supportive learning environment, where young people can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Creating a safe learning environment is a vital part of allowing children to access PSHE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

Ground Rules

The use of ground rules are fundamental tools in creating a safe and secure learning environment within PSHE lessons. Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.

Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Dealing with questions

During both formal and informal PSHE sessions, pupils are encouraged to ask questions. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- Use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- Clarify that personal questions should not be asked
- Clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Both formal and informal questions are answered according to the age and maturity of the pupil concerned. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Teachers will handle with sensitivity any explicit or difficult questions asked by pupils. They need not be answered directly and can be answered individually later. Any discussion in relation to sexuality, personal responsibility and the dignity of the individual, will be encompassed within the moral framework, spirituality and teaching of the Catholic Church.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or is not age appropriate (or within the school's PSHE or RSE policy), provision may be made to address the individual child/young person's requirements.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

The programme offers a wide variety of teaching and learning styles in PSHE education, with an emphasis on active and participative learning with the teacher as facilitator so that children are as engaged as possible. Watching and discussing age-appropriate video clips, which the children can relate to, plays a large part in PSHE lessons. As does role-play, circle time, discussion, drama, games, developing scenarios, hot seating, art work, drawing cartoons, making posters and group work are some of the teaching and learning strategies used in PSHE lessons.

Activities are also differentiated where necessary for lower and higher achievers. Pupils with special educational needs follow the same PSHE education programme as all other students, however consideration is given concerning the level of differentiation needed, and in some cases where vulnerable children are involved, the content or delivery will be adapted. Support is provided to individual pupils where required, sometimes on a one-to-one basis. It is the school's policy not to withdraw young people with special educational needs from PSHE education to catch up on other national curriculum subjects, as we believe that these aspects of personal and social development are as important as academic achievement. At St Finbar's we ensure the children use the correct language in PSHE and Relationships Education so this is mapped out in our Vocabulary Progression document (Appendix 2)

Assessment, Evaluation & Monitoring

PSHE will be assessed at the end of each half-termly unit. This involves the children completing a task showing what they know at the beginning of the unit compared with what they know at the end of the unit. This shows both pupil and teacher assessment of the objectives being taught throughout the unit and provides adequate assessment to inform future planning and monitor the progress of learners. At St Finbar's, we recognise that assessment in PSHE education is not about 'passing or failing', or about behavioural outcomes. Teachers and young people both need to know that what has been taught has been learned, and that learning is progressing.

The PSHE coordinator will monitor the planning, teaching and learning of PSHE education regularly. Teachers will save their lesson plans into their year group folder on Staff Share and these will be analysed by the PSHE co-ordinator on a regular basis to check that key objectives for the particular theme and year group are being covered appropriately. This planning will be monitored termly, examples of work produced, photos will be looked at and feedback will be given to teachers as required. Pupil feedback will also be sought on the content and quality of the PSHE programme.

Teachers will critically reflect on their delivery of PSHE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE will be responsible for monitoring and evaluation to ensure that content of the programme is effective and impactful. As required, this may be reported to senior leaders and Governors.

Confidentiality

Due to the nature of the topics covered in PSHE education, all teachers are made aware of the school's guidelines on confidentiality and disclosure. The boundaries and limitations around confidentiality are made explicit to learners. At the beginning of each PSHE lesson, children will be reminded about ground rules so that every response is a valued response, no-one will be singled out and no-one will be made fun of because of their responses, aiming to make PSHE learning enjoyable. Where any issues arise, which are regarded as a safeguarding issue, the correct procedures will be followed in line with school policy.

Use of External Agencies/Visitors

Visitors to the classroom enrich the PSHE education programme by providing expert knowledge or accounts of their personal experiences. These inputs are always part of a planned developmental programme and the teacher is always present to manage the learning. Visitors are resources to enable learning, and not a substitute for a planned developmental programme. Within the programme there is learning both before any visit and as a follow-up to the visit. Visitors to PSHE lessons include: members of the Fire Brigade, PCSO's, Bike-ability trainers, parents, charity workers, the school nurse etc. *(Refer to our Visitor Policy for more detailed information).*

Links to Pastoral Support and Local Services

PSHE lessons help the children to understand that they should talk to a trusted adult if something is troubling them, and build the skills and confidence needed to do this. Children are made aware of pastoral support in school and external agencies as appropriate to the topics being discussed. Posters offering advice are also displayed around school if children do not want to talk to an adult they know e.g. child-line, bullying services.

Training/CPD

The PSHE co-ordinator will have CPD where needed and will report to staff in staff meetings on any PSHE developments. Where the whole school staff need CPD, the PSHE coordinator will identify these needs and work with appropriate specialist agencies to ensure that staff are supported. Teachers delivering PSHE also have a responsibility to ensure that any CPD they feel is of need is raised with the PSHE coordinator for consideration.

Links to Other Policies

Other school policies contribute to the personal, social, health and emotional development of pupils:

- RSE
- Anti-bullying
- Child protection/safeguarding
- Whole School Healthy Food Policy
- Drugs Policy

Dissemination

This policy document is freely available on request to the entire school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found in the school policy folder, the PSHE folder, staff Share and on the school website.

Appendix 1

PSHE Curriculum Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Mental health and emotional wellbeing Feelings	Mental health and emotional wellbeing Friendship	Mental health and emotional wellbeing Strengths and challenges	Mental health and emotional wellbeing Strengths and challenges Dealing with feelings Use Yr 3 and Yr 5 as needed.	Mental health and emotional wellbeing Dealing with feelings	Mental health and emotional wellbeing Healthy minds
Autumn 2	Physical health and wellbeing Fun times	Physical health and wellbeing What keeps me healthy?	Physical health and wellbeing What helps me choose?	Physical health and wellbeing What is important to me?	Physical health and wellbeing In the media	Physical health and wellbeing In the media use Yr5 material as needed.
Spring 1	Identity, society and equality Me and others	Identity, society and equality Me and others Celebrating difference Use Yr 1 and Yr 3 as needed.	Identity, society and equality Celebrating difference	Identity, society and equality Democracy	Identity, society and equality Stereotypes, discrimination and prejudice (including tackling homophobia)	Identity, society and equality Human rights
Spring 2	Drug, alcohol and tobacco education What do we put into and on to bodies?	Drug, alcohol and tobacco education Medicines and me	Drug, alcohol and tobacco education Tobacco is a drug	Drug, alcohol and tobacco education Making choices	Drug, alcohol and tobacco education Different influences	Drug, alcohol and tobacco education Weighing up risk
Summer 1	Careers, financial capability and economic wellbeing My money	Careers, financial capability and economic wellbeing My money Saving, spending and budgeting Use Yr1 and Yr3 as needed	Careers, financial capability and economic wellbeing Saving, spending and budgeting	Careers, financial capability and economic wellbeing Saving, spending and budgeting Borrowing and earning money Use Yr 3 and 5	Careers, financial capability and economic wellbeing Borrowing and earning money	Careers, financial capability and economic wellbeing Borrowing and earning money Use Yr5 as needed
	Sex and relationship education Boys and girls, families Look at Yr 2 as needed	Sex and relationship education Boys and girls, families	Sex and relationship education Boys and girls, families Growing up and changing Use Yr2 and Yr4	Sex and relationship education Growing up and changing	Sex and relationship education Growing up and changing Healthy relationships Use Yr 4 and Yr6 as needed.	Sex and relationship education Healthy relationships / How a baby is made
Summer 2	Keeping safe and managing risk Feeling safe	Keeping safe and managing risk Indoors and outdoors	Keeping safe and managing risk Bullying – see it, say it, stop it	Keeping safe and managing risk Playing safe	Keeping safe and managing risk When things go wrong	Keeping safe and managing risk Keeping safe – out and about FGM

Appendix 2

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feelings/Emotions	Feelings/Emotions	Feelings/Emotions	Feelings/Emotions	Feelings/Emotions	Feelings/Emotions
Jealousy jealous Want Need Grateful Thank you Sharing Caring thoughtful Frustrated Behaviour Different Accept Calm Fair Listen Respect Same Share Treat	Worry Fearful Sad Recognise Calm Annoyed Grief Experience Loneliness Surprise disappointment overwhelmed Fidgety Belief Differences Religion Respect Shared interests Trust Understand Unique	Anger/ grief Friend Kindness Emotions Feelings Care Conflict Qualities impact mental health frustration support manage help agitated irritable Equality Fairness Include Mutual Respect Race Welcome	Jealousy Healthy Unhealthy Envious Excessively Behaviour Manage Emotions Social media Differences Accept Belonging Celebrate Diversity Ethnicity Inequality Mutual Respect Values	Anger Peer pressure Spoken Unspoken Rejection Hostile Annoyance Affect Support Mental health Well-being Defensive Provoked Reluctant Acknowledge Diverse community Inclusivity Mutual Respect Participate Tolerance	Worry Anxious Anxiety Affect Support Communicate Uncomfortable Secret Trustworthy Physical Acceptable Necessary Unwanted Touch Displeasure Appetite Self-harm Peer pressure Social media Influence Appreciation Dignity Discriminate Impose Multicultural society Mutual Respect

Staying safe road	Staying safe home	Staying safe sun and rail safety	Staying safe bicycle	Staying safe peer pressure	Staying safe water
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<p>accident motorway dual carriageway traffic lights crossing helmet fluorescent vehicle traffic speed pedestrian risk crowd victim brake Arrest danger Highway Code Illegal Law PCSO Police Officer Safe Safety Siren Speed bump Traffic Warden</p>	<p>Hazard Trip Fall Bump Bandage Stitches Ambulance Emergency Accident and Emergency Hospital Treatment Stairs Protect Safety Electricity Bruise accident burn choke collision danger drown electrocution fire extinguisher handrail injury poison prevent scald Caution Emergency Services Explosives Health and Safety Regulations Smoke Alarms Supervised Unattended</p>	<p>Sun Summer Holiday Temperature Thermometer Degrees Weather protection Sun stroke Water reflect Shade Hydrate Dehydrate Sun hat Sun glasses Sun screen Sun cream After sun lotion Factor Burn Scald Rash skin Harmful Rays O Zone layer Prohibited Re-apply Sun Protection Factor (SPF) Ultra violet £1000 fine Barrier CCTV Conductor Derail Emergency Stop Illegal Level Crossing Prohibited Trespass</p>	<p>accident traffic lights crossing helmet fluorescent vehicle obstruction traffic speed prevention fracture pedestrian risk judgment crowd victim brake Cycle path Hazards High Vis jacket Overtaking Parked cars Reflective strips Roadworthy Traffic Tyre pressure Visibility</p>	<p>give in bullying influence authority confidence convince prank rebel stand up peer pressure pressurise negative dilemma force Accomplice Bystander Criminal damage Hate crime Ill-advised Prevent Refusal to comply Safety Witness</p>	<p>turbulent current tide drown tread water recreation lifeguard unattended open water rapids waterfall emergency services life boat brook, river, stream, lake dinghy life jacket Diving High tide Life guard Strong current Unsupervised</p>
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Online Safety	Online Safety	Online Safety	Online Safety	Online Safety	Online Safety
Computer Internet Information Mobile phone Tablet laptop On-line Strangers Comments Danger Harmful Name calling Unkind	Social media Images Image sharing Websites Access Personal Age restrictions Apps Block Consent Monitoring Privacy Report Share Unfollow Upload	Sharing Friend requests Block Download Password Bullying Target Cyber friend Notifications Personal information Strangers Supervision Virtual	Privacy setting Web cam E-safety Security Cyber safety Pressured Peer pressure Block Name Calling Negative Comments Online friends Report Social Media Targeted Unfriend Victimised		

Washing Brushing teeth Get dressed Clean Boy Girl Penis Vagina Same Different Physical characteristics Gender Hair Face Acceptable Unacceptable Actions	Similar Different Gender roles Stereotypes Boy Girl Male Female Body parts Penis Vagina Choice Own	Similar Different Male Female Penis Vagina Comfortable Uncomfortable Body parts Like Dislike Touch Hug Kiss Family Fostering Adoption	Puberty Lifecycle Reproduction Physical Pregnancy Breasts Penis Vagina Egg Pubic hair Emotions Feelings Appropriate Inappropriate Permission Touch Private	Adolescent body. Puberty Physical changes Emotional changes Moods Menstruation Periods Tampons Sanitary towels Sweat Breasts Spots Pubic hair Facial hair	health choices sex and relationships, positive or negative, physical, emotional, mental, Reproduction Womb Sperm Egg Conception Pregnancy Fostering
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My body		Relationship Stereotypes Gender roles Control Personal		Underarm hair Privacy Contact Freedom Personal Physical Report Touch	Adoption Love Intimacy Privacy Human rights Protection Wet dreams Consent Health choices Human rights.
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British Values key: Democracy, Rule of Law, Tolerance, Mutual Respect and Individual Liberty