



Relationships, Sex and Health Education Policy (including PSHE)

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As a Christian School community, we believe at Brookland that the ethos of our school should be built on a foundation of core Christian Values.

The staff, children and governors have agreed on the core Christian Values of Courage, Humility, Offering, Commitment, Empathy and Service (CHOICES) in order to achieve our school vision and ensure our school motto 'For A Brighter Future'

Our school vision reads

Following in Jesus' footsteps, we learn to make positive and courageous CHOICES to brighten not only our future but that of others.

The core values, detailed above, will help us sustain an ethos which supports our aim for children to live happy, safe, healthy and fulfilling lives, to become confident individuals and responsible citizens who make a positive contribution to society.

We hope that our core values will help children understand that there are some central beliefs that people hold, and learn to fall back on these when making 'courageous and positive' choices and decisions using these as an important guiding tool.

The purpose of this policy is to set out our approach to Relationships, Sex and Health Education. As part of this approach, we have incorporated PSHE within this policy.

1. Aims

We undertake to follow the principles in the Church of England *Charter* for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE).

The aims of relationships and sex education (RSE) at our school are to:

- Enable children to understand how to keep themselves and other safe
- Develop the personal skills needed by pupils for them to establish and maintain relationships, to recognise what a healthy relationship looks like, to form healthy relationships, ensuring respect and dignity for themselves and others
- Explore how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- Develop the skills to express their own views and make their own informed decisions, providing a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-worth, self-respect, confidence and empathy, to cherish themselves and others as unique and wonderfully made
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, by giving them an understanding of the importance of health and hygiene
- Enable children to make responsible and informed decisions about their health and well-being.

2. Statutory requirements

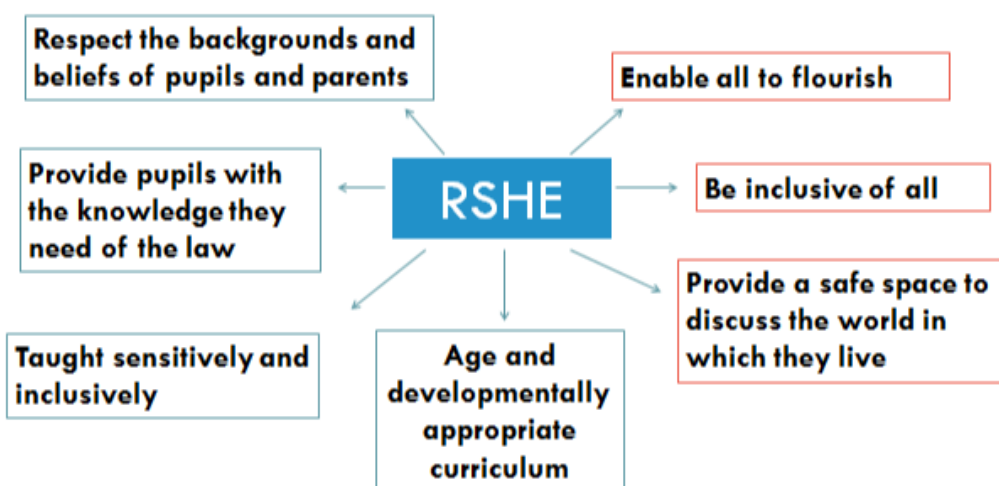
The statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

The guidance **will become compulsory in all schools from September 2020** and replaces the Sex and Relationship guidance document published in 2000.

The Relationships Education and Health Education guidance document contains information on what schools **should** do and sets out the legal duties to which schools **must** comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education.

Under the proposals, **all pupils** will study compulsory health education as well as new reformed Relationships Education in primary school. Parents have the right to withdraw pupils from sex, but not relationships education.

The national curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. PSHE education contributes to schools' statutory duties outlined in the Education Act 2002 and Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. **The relationships and health aspects of PSHE will be the only part of the PSHE curriculum that will be compulsory in all schools (from 2020.)**



3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review – The PSHE lead pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Governor consultation- this included wider reading around RSE, the equality act, and debate around the Church of England's guidance documents.
- Parent/stakeholder consultation – The policy was made available to parents on the website for two weeks and they were invited to discuss any points
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

Relationships education in primary school teaches children the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

RSE also encompasses the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

Relationships Education and RSE in schools with a religious character. *Para 19-22*

- All schools must have a good understanding of pupils' faith backgrounds and form positive relationships between the school and local faith communities help to create a constructive context for the teaching of these subjects.
- In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.
- All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.
- In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

5. Curriculum

Our curriculum is set out in Appendix 1. This will be reviewed and adapted as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. Our curriculum content is based on resources provided by the PSHE Association. Teachers will use the objectives and always take into account the needs and feelings of our pupils.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

At Brookland CE Primary School RSE is delivered within the personal, social, health and economic (PSHE) education curriculum. It also compliments content covered in Science, Computing and PE, and other aspects are included in religious education (RE).

Appendix 1 shows how our PSHE curriculum covers all the strands of the statutory guidance. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring Friendships
- Respectful relationships
- Online relationships

- Being safe

Our school follows the Twinkl Life resource (linked to the PSHE Association programme of study for PSHE) to deliver the statutory and non-statutory element of the RSE curriculum.

The PSHE Association Resources sets out learning opportunities based on three core themes

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Inclusion

Equality

Brookland CE Primary School is an inclusive school where we place a strong focus on the wellbeing and progress of every child and where all members of our community are of equal worth

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

RSE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-Bullying Policy
- Behaviour Policy
- Child Protection Policy
- Health and Safety Policy
- Online Safety Policy
- Single Equality Scheme
- Special Education Needs Policy

SEND

At Brookland CE Primary School Relationships and Health Education is accessible for all pupils. We provide high quality teaching that is differentiated and personalised to ensure accessibility.

8. Roles and responsibilities

The Governing body

The governing body has delegated the approval of this policy to The Curriculum and Standards Committee and it will hold the Headteacher to account for the implementation of this policy.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for discussing any concerns or issues parents may have.

The Curriculum Leader

The Curriculum Leader will:

- develop a differentiated curriculum
- work closely with subject coordinators in Science, Computing R.E and P.E. to ensure Relationships Education, Sex Education and Health Education do not duplicate content covered in the National Curriculum;
- work with external organisations in order to enhance delivery of these subjects by introducing specialist knowledge and different ways of engaging with pupils;
- - provide strategic leadership and direction
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- ensure appropriate coverage of the curriculum
- provide support and advice
- monitor pupils progress
- ensure sufficient and up-to-date resources are in place
- provide guidance and support to all staff
- provide induction training for staff and when the need arises
- make effective use of relevant research and information to improve this policy
- keep up-to-date with new developments and resources
- undertake risk assessments when required

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

9. Parent's right to withdraw.

Parents do not have the right to withdraw their children from relationships education. Health Education is also compulsory in all maintained primary schools.

The science national curriculum in key stage 1 and 2 includes teaching about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. Parents cannot withdraw their children from the national curriculum.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development as required. The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Lead for PSHE, Phase Leaders and the Headteacher through: Learning Walks, child conferencing/ pupil voice and work sampling.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by PSHE lead and the Learning and Development committee on a bi-annual basis or in the event of updated statutory guidance. At every review, the policy will be approved by Governing Board.

Expectations at the end of Key Stage 1. Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I know I can choose what happens to my body. I can make healthy choices about sleep and exercise. I can make healthy choices about food and drink. I know how to keep my body clean. I know what is safe to eat or drink. I can choose to keep my mind and body healthy and safe.</p>
<p>Relationships</p> <p>I can talk about the teams I belong to. I can be a good listener. I can explain how to be kind and why it is important. I can talk about unkind behaviour like teasing and bullying. I can explain how to be a positive learner. I can identify good and not-so-good choices.</p> <p>I can talk about what makes me special I can name some of the different feelings I have and can describe how they feel I can talk about things I like that make me happy I can talk about the things that make me feel unhappy or cross and have ideas about what to do when I have these feelings</p> <p>I can discuss how change and loss make me feel I can share what I think and feel with confidence</p> <p><i>I can talk about ways in which the Internet is useful.</i></p>

Expectations at the end of Lower Key Stage 2. Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I can choose what happens to my body and I can get help with any concerns I know how to keep my body healthy. I know why it is important to get enough sleep. I understand the importance of hygiene and what to do if I feel unwell. I know how to take medicine safely and keep safe around drugs. I know how to make better choices and choose healthy habits</p>
<p>Relationships</p> <p>I can talk about changes and how they might make me feel. I can explain how and why we should work well as a team. I can describe how my actions and behaviour affect my team. I can pay attention to and respond considerately to others. I can describe why disputes might happen and strategies to resolve them. I can talk about changes and how they might make me feel.</p> <p>I can say the things about myself that I am proud of. I can identify the feelings I have and describe how different emotions feel. I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. I know how to be assertive. I can explore messages given by the media and decide if they are helpful or harmful. I can identify different strategies I can use if I make a mistake. I can identify the positives and negatives of being online.</p>

Expectations at the end of Upper Key Stage 2 Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I know how to take care of my changing body I understand the harmful effects of using drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health.</p>
<p>Relationships</p> <p>I can talk about the attributes of a good team. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. I can work collaboratively to complete a task. I can compromise to ensure a task is completed. I can reflect on the need to care for individuals within a team. I can understand the importance of shared responsibilities in helping a team to function successfully. I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make amends.</p>

I know how to balance screen time with other activities and understand why this is important.
I know how to stay safe online.
I can explain why we keep personal information private.
I know how to communicate online in ways that show kindness and respect.
I understand that not everything on the Internet is true.

Living in the Wider World

I can think of star qualities I already have and those I would like to develop.
 I can explain how a positive learning attitude can help me.
 I can talk about jobs that people can do and tell my friends what I want to be when I grow up.
 I can understand that it is a person's interests and skills that make them suited to doing a job.
 I can think about things I would like to achieve in the future.
 I can think about changes which might happen to me and consider how I feel about them.
I can explain the different forms money comes in.
I can explain where money comes from.
I can explain how to keep money safe and why this is important
I can explain choices I have about spending money and why it is important to keep track of what I spend.
I can explain the difference between things we want and things we need.
I can explain what happens when we go shopping.
I can describe ways that I can help my school community.
I can describe ways that I can be a good neighbour.
I can identify things that help and harm my neighbourhood.

I can be kind online and I can help make the Internet a safer place
I know how to stay safe when communicating online and what to do if I don't feel safe
I can decide how reliable online information is and know how to share information responsibly online.
I can identify things we shouldn't share online and give reasons why we shouldn't share them
I understand how technology can affect our wellbeing in different ways.

Living in the Wider World

I can identify achievements and suggest how my actions can help me to achieve.
 I can identify personal goals and suggest actions that I can take to achieve them.
 I can explain how a positive learning attitude can help me to learn new things
 I can identify the skills and attributes needed to do certain jobs.
 I understand that we should all have equal opportunities to follow our career ambitions.
 I can discuss what job I might like to do when I grow up and what skills I will need to achieve this
I can explain what skills are needed for a range of jobs and why people go to work.
I can explain the different ways people pay for things.
I can discuss financial risk and borrowing and explain some consequences of this
I can explain choices we have about spending money
I can explain how adverts try to influence our spending and why they do this.
I can explain ways I can keep track of what I spend and why it is important to do this.
I can describe what it is like to live in the British Isles.
I can talk about what democracy is and understand why it is important.

I can identify the benefits of the Internet and know how to look after my digital wellbeing.
I know how to stay safe, healthy and happy online and when I use digital technology.
I know how to develop safe, respectful and healthy online relationships and can recognise the signs of inappropriate and harmful online relationships.
I know how to use social media responsibly to protect the health, wellbeing and rights of all.
I know what online bullying is and what to do if I see or experience it to help make it stop.
I understand not all information online is true and know how to assess the reliability of both text and images.

Living in the Wider World

I can understand how people learn new things and achieve certain goals.
 I can understand that a helpful attitude towards learning can help us succeed in life.
 I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them.
 I can understand that gender, race and social class do not determine what jobs people can do.
 I can understand there are a variety of routes into different jobs which may match my skills and interests.
 I can discuss my goals for the future and the steps I need to take to achieve them.
I can explain some financial risks we might encounter and can discuss how we can avoid them,
I understand how retailers try to influence our spending
I understand what 'value for money' means and can explain how we can tell if things are good value
I can explain why we need to budget and how to make one
I can explain why people borrow money
I can explain what tax is and why we need to pay it.
I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people

I can describe what it is like to live in the British Isles.
I can explore how people living in the British Isles can be different and how they are the same.
I can talk about being British and living in the British Isles.

I can talk about what rules and laws are and identify how they help us.
I can talk about what liberty means and I can identify the rights of British people
I can describe a diverse society and talk about why it is important.
I can explain what being British means to me and to others.

I can explain what a community is and what it means to belong to one.
I can explain why and how laws are made and identify what might happen if laws are broken.
I can discuss the terms democracy and human rights in relation to local government.
I can discuss the terms democracy and human rights in relation to national government.
I can investigate what charities and voluntary groups do and how they support the community.

Expectations at the end of Key Stage 1. Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I can understand how happy thoughts can make me feel good.</p> <p>I can make good choices and consider the impact of my decisions.</p> <p>I can set myself goals and consider how to achieve them.</p> <p>I can discuss my feelings and opinions with others and cope with difficult emotions.</p> <p>I can discuss things I am thankful for and focus on what I do have, rather than what I don't have.</p> <p>I can focus on what is happening now and how I am feeling.</p> <p>I know how to stay safe and who can help if I feel unsafe.</p> <p>I know how to stay safe at home.</p> <p>I know how to stay safe when I am out and about.</p> <p>I can keep myself safe in different situations with people I don't know</p> <p>I know what I can share and what I should keep private to keep myself and others safe.</p> <p>I know who to go to if I need help.</p> <p>I can name the main parts of boys' and girls' bodies</p> <p>I understand how to respect my own and other people's bodies</p> <p>I understand that we are all different and different people like different things</p> <p>I can describe how I have changed since I was a baby</p> <p>I can describe how I will change as I get older</p> <p>I can describe things that might change in a person's life and how it might make them feel</p>
<p>Relationships</p> <p>I can talk about the very important people in my life and explain why they are special.</p> <p>I can describe why families are important</p>

Expectations at the end of Lower Key Stage 2. Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I understand that having a positive attitude is good for our mental health.</p> <p>I can recognise and manage positive and negative thoughts effectively.</p> <p>I understand that some changes can be difficult but that there are things we can do to cope.</p> <p>I can use mindfulness techniques to keep calm.</p> <p>I can identify uncomfortable emotions and manage them effectively</p> <p>I can apply a positive attitude towards learning and take on new challenges.</p> <p>I can be responsible for making good choices to stay safe and heal</p> <p>I can identify a risky situation and act responsibly</p> <p>I understand that I can choose not to do something that makes me feel uncomfortable.</p> <p>I know how to stay safe when out and about.</p> <p>I know about dangerous substances and how they affect the human body.</p> <p>I know how to respond in emergency situations.</p> <p>I can describe male and female body parts and explain what these are for.</p> <p>I can describe how boys' bodies will change as they go through puberty.</p> <p>I can describe how girls' bodies will change as they go through puberty.</p> <p>I can describe the feelings that some people experience as they grow up.</p> <p>I understand that there are many different types of relationships and families.</p> <p>I can describe reproduction and birth as part the human lifecycle</p>
<p>Relationships</p> <p>I can explain why we need new friendships and how to make them.</p> <p>I can create a list of positive actions needed to stay friends with my friends.</p>

Expectations at the end of Upper Key Stage 2 Children should be able to answer the following questions
<p>Health and Wellbeing</p> <p>I understand the link between thoughts, feelings and behaviours.</p> <p>I understand the concept and impact of positive thinking.</p> <p>I can recognise and manage uncomfortable feelings.</p> <p>I understand the importance of making good choices.</p> <p>I can use mindfulness techniques in my everyday life.</p> <p>I can apply a growth mindset in my everyday life.</p> <p>I can take responsibility for my own safety.</p> <p>I can assess and manage risks in different situations.</p> <p>I can confidently identify and manage pressure to get involved in risky situations.</p> <p>I can act sensibly and responsibly in an emergency.</p> <p>I can identify hazards and reduce risks to keep myself and others safe at home.</p> <p>I know how to stay safe in different outdoor environments.</p> <p>I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.</p> <p>I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.</p> <p>I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.</p> <p>I understand what a loving relationship is and that there are many types of relationships</p> <p>I understand what a sexual relationship is and who can have a sexual relationship.</p> <p>I can describe the process of human reproduction, from conception to birth.</p>
<p>Relationships</p> <p>I can explain how VIPs who love and care for each other should treat each other.</p> <p>I can identify different ways to calm down when I am feeling angry or upset.</p>

I can describe what makes someone a good friend.
I can describe ways to help resolve arguments and disagreements.
I can cooperate with others to achieve a task.
I can describe how I can show my special people that I care about them and I understand why this is important.

Living in the Wider World

I can talk about what rights are and identify rights that all people share.
I can explain who helps protect our rights.
I can show respect for the rights of others and understand why this is important.
I can show respect for the differences between people.
I can understand why it is important to be fair.
I can explain why making a positive difference is important.
I can explore family life in different countries and say how it is the same as mine and how it is different.
I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.
I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.
I can explore places where people live which are different from where I live.
I can think about how people use things from the earth and what problems this can cause.
I can say why it is important to care for the earth and identify how I can help protect it.

I can identify my own support network.
I can demonstrate strategies for resolving conflicts.
I can identify what bullying is.
I know what to do if someone is being bullied.

Living in the Wider World

I understand what rights are and that all people share the same rights.
I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.
I can explain what democracy is and how this relates to rules and human rights.
I understand that human rights are not dependent on responsibilities.
I can explain what it means to respect the rights of others and I understand why this is important.
I understand how stereotypes can stop people's human rights being met.
I can discuss ways in which people's lives are similar and different and give reasons for these differences
I can explore differences of opinion and identify if I feel these are fair.
I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions
I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.
I can explain what Climate change is and how it affects people's lives and identify what I can do to help.
I can identify different organisations which help people in different countries who are in challenging situations and explain how they do this.

I understand that people have different opinions that should be respected.
I can identify negative influences on my behaviour and suggest ways that I can resist these influences.
I can explain when it is right to keep a secret, when it is not and who to talk to about this.
I can recognise healthy and unhealthy relationships.

Living in the Wider World

I can explain what the Universal Declaration of Human Rights is and understand that children have their own rights
I understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.
I can identify why people's rights are sometimes not met in the UK and in places across the world.
I can explain how I can respect other people's rights and I understand why this is important.
I can identify how and why ideas about human rights have changed.
I can explain the role and importance of human rights activists.
I can talk about and understand how we can be responsible global citizens.
I can describe what global warming is and what we can do to help prevent it from getting worse.
I can explain how our energy use can harm the environment and describe what we can do to help.
I can describe how we can use water responsibly and understand the importance of doing this.
I can understand what biodiversity is and explain the importance of doing all we can to encourage it.
I can make choices which make the world a better place and that help people across the world.

	EYFS (A&B)	KS1 CYCLE A	LKS2 CYCLE A	UKS2 CYCLE A	KS1 CYCLE B	LKS2 CYCLE B	UKS2 CYCLE B
DISCOVER		AIMING HIGH TEAM	AIMING HIGH TEAM	AIMING HIGH TEAM	VIP'S THINK POSITIVE	VIP'S THINK POSITIVE	VIP'S THINK POSITIVE
EXPLORE		MONEY MATTERS DIVERSE BRITAIN	MONEY MATTERS DIVERSE BRITAIN	MONEY MATTERS DIVERSE BRITAIN	RESPECTING RIGHTS ONE WORLD	RESPECTING RIGHTS ONE WORLD	RESPECTING RIGHTS ONE WORLD
CREATE		BE YOURSELF IT'S MY BODY	BE YOURSELF (YR 3) IT'S MY BODY (YR 4)	BE YOURSELF (YR 5) IT'S MY BODY (YR 6)	SAFETY FIRST IT'S MY BODY (YR1) GROWING UP (YR2)	SAFETY FIRST IT'S MY BODY (YR3) GROWING UP (YR4)	SAFETY FIRST IT'S MY BODY (YR5) GROWING UP (YR6)
ADDITIONAL UNIT ON DIGITAL WELLBEING							