


<b>Staffordshire University Academies Trust</b>		 <b>Trust Policy Document</b>			
<b>Personalised for SEAC</b>					
<b>Approved by:</b>	<b>SEAC LAC</b>	<b>Issue date:</b>	September 2023	<b>Review date:</b>	September 2024
<b>Policy Owner:</b>	PSHE Lead Laura Kliment Smith	Page: <b>1 of 18</b>			
<b>Audience:</b>	<b>Trustees</b> <input checked="" type="checkbox"/>	<b>Local Academy Council</b> <input checked="" type="checkbox"/>	<b>Staff</b> <input checked="" type="checkbox"/>	<b>Parents</b> <input checked="" type="checkbox"/>	<b>Pupils</b> <input checked="" type="checkbox"/>
				<b>General Public</b> <input checked="" type="checkbox"/>	

### **Ethos and Context of Our Academy**

St Edward’s Academy Cheddleton (SEAC) is a Church of England school and has the values promoted by Christ, as shown in the Bible, at its heart. Our Christian Distinctiveness is embodied in what you see, hear and feel through our academy ethos, culture, values and curriculum. We are an inclusive academy where all God’s children, and adults, are treated with dignity and respected for difference, diversity and ways of living. We encourage all members of our community to grow and flourish within the context of our Christian belief and practice regardless of challenges, age, ethnicity, gender, identity, learning difficulty, nationality, religion, sexual orientation or disability.

### **Our Vision**

We will teach wisdom, model and expect respect for all. We will nurture compassion, responsibility, courage and perseverance, equipping our children for life in all its fullness as honest adults in our diverse and ever-changing world. We aspire to work collaboratively with our academy, MultiAcademy Trust, local, national and global communities as by...

### **Learning and Caring Together ‘...they will flourish in the courts of our God’ (Psalm 92:13)**

This policy should be read in conjunction with SUAT’s Relationships and Sex Education and Health Education policy. This policy has been drawn up after consultation with staff, governors, children and parents at SEAC. It has been quality assured by an LDBE school advisor and PSHE advisor for SUAT. It sets out the approach of Staffordshire Universities Academies Trust (SUAT) to Relationships and Sex Education and Health Education (RSHE).

It takes into consideration the following Church of England documents:

- [Valuing All God's Children](#)
- [Church of England RSE Charter](#)
- [Pastoral Principles for Living Well Together](#)
- [Faith Sensitive and Inclusive Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(RSHE\)](#)

It will be reviewed annually and takes into consideration the following policies and documents:

- [SUAT Policies](#) (which can be found on the SUAT website)– Drugs Education, Anti-Bullying, British Values, Online Safety, Safeguarding, Equality
- [SEAC Policies](#) (which can be found on the SEAC website) – Healthy Schools, Safeguarding, Anti-Bullying, Behaviour
- Government Policies -[The Equality Act 2010](#), [The Education Act 1996](#), [Keeping Children Safe in Education September 2023](#), [Relationship and Sex Education \(RSE\) and Health Education 2019](#), [Physical health and mental wellbeing \(Primary and secondary\) 2020](#), [Understanding Relationships and Health Education in your child's Primary school: a guide for parents, DFE, 2019](#)

This policy is informed by our Ethos, Context and vision as detailed above it covers our school's approach to PSHE and RSE.

### **Introduction & Legal Context**

The Children and Social Work Act 2017 made it statutory for Primary schools to teach Relationships education and Health Education and for Secondary schools to teach Relationships and Sex Education and Health Education from September 2020. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. Following this change to the law the Department for Education published Statutory Guidance for Relationships Education, Relationship and Sex Education (RSE) and Health Education (2019) which includes the legal requirements for Primary and Secondary schools to have a Relationships and Sex Education policy. A Health Education Policy is not statutory but is recognised as good practice and is included within this policy as part of PSHE.

This policy also supports legal requirements relating to:

- The Equality Act 2010
- The Education Act 1996
- [Keeping Children Safe in Education September 2023](#)

## **Definitions**

### **Relationship, Sex Education (RSE)**

RSHE supports children and young people's personal development including their spiritual, moral, social and cultural development. It aims to help them deal with the real-life issues that they face as they grow up and that they will encounter as adults. It includes teaching children about the fundamental building blocks and characteristics of positive relationships (both off and online), with particular reference to friendships, family relationships and relationships with other children. Their learning will support them to make informed choices both on and off-line about their safety, physical and mental health enabling them to live positive and fulfilled lives.

RSE is enhanced by our supportive school ethos, school vision and values where all are valued, positive relationships are promoted and there is a safe learning environment.

### **Personal, Social and Health Education (PSHE)**

PSHE education is a planned and progressive programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives and contribute positively to society, now and in the future. As part of a whole school approach, PSHE education teaches pupils about the qualities and attributes they need to thrive as individuals, family members and members of the local community and wider society both nationally and globally. (*ENTRUST Education 2019*)

## **Aims**

With this in mind, our PSHE/RSE policy at SEAC aims to:

- Provide honest, accurate, age appropriate information for all children to enable them to make informed choices; including how to stay safe both off and online. (WISDOM)
- Support children in keeping themselves and others safe from a range of risks both offline and online.
- Build confidence and self-esteem and develop personal attributes.
- Prepare children as they become adults for life in modern Britain.
- Enable children to value themselves and their bodies and teach them how to use the correct vocabulary to describe their bodies.
- Develop our school values and other personal attributes and attitudes.

- Develop positive and inclusive attitudes towards everyone, particularly those with protected characteristics under the equalities act 2010. (COMPASSION & RESPECT)
- Promote the spiritual, moral, cultural, mental and physical development of children at SEAC and of society.
- Give an understanding of a range of family dynamics and promote healthy resilient relationships.
- Prepare young people for puberty, and give them an understanding of age appropriate sexual development and the importance of health and hygiene. (WISDOM)
- Ensure that all children flourish and have an abundant life by eradicating all types of bullying.

You can find further details - <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse->

### **Roles, Responsibilities and Expectations**

An effective programme of PSHE & RSE requires support from the whole school community, therefore the following roles and responsibilities have been identified.

#### Trustees

Oversee strategies and procedures across the Staffordshire University Academy Trust (SUAT).

#### SEAC's Local Academy Council (LAC)

The LAC will hold the Principal / Senior Leadership team to account for the implementation of this policy. They should also make sure that:

- They oversee strategies and procedures within SEAC including the requirement in [Keeping Safe in Education September 2023](#) - "Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities".
- SEAC follows relevant guidance and policy provided by the Church of England.
- All children make progress in achieving the expected educational outcomes.
- Clear information is provided for parents on the subject content and the right to request that their child is withdrawn from non-statutory curriculum content.

In addition, Foundation LAC members will also have wider responsibilities in relation to maintaining and developing the Christian Distinctiveness, religious ethos, vision and values of SEAC and ensuring that this is reflected in the content and delivery of the PSHE / RSE curriculum.

#### Principal / The Senior Leadership Team (SLT)

The Principal / SLT oversee the development and delivery of PSHE / RSE at SEAC including supporting the subject leader. They should also ensure that they:

- Give staff the opportunity to contribute to the development of PSHE / RSE.
- Discuss the development and delivery of RSE with the LAC / Trustee as required.
- Facilitate training for the subject leader and staff as required.
- Support the subject leader's work with parents / carers so that they are kept informed of current content and delivery of PSHE / RSE curriculum.
- Support discussions with parents over statutory and non-statutory components of RSE.
- Ensure RSE supports safeguarding requirements including providing sufficient curriculum time.
- Ensure that relevant Church of England guidance and policy is followed.

#### Subject Leader

The subject leader at SEAC will lead the development and delivery of effective PSHE / RSE. In particular, they will,

- Keep up to date with latest developments in the subject including links to other areas such as safeguarding, equality and personal development.
- Support staff as necessary and deliver relevant PSHE / RSE training.
- Monitor and evaluate PSHE / RSE and report to the Principal / SLT and LAC link.
- Liaise with parents and carers as necessary to keep information on the subject content and delivery up to date.
- Ensure that relevant Church of England guidance and policy is followed.

#### Teachers

All staff at SEAC should know and implement the policy relating to PSHE / RSE. In particular they will:

- Know and implement the policy in relation to PSHE / RSE and related areas
- Follow relevant Church of England guidance
- Create a safe learning environment

- Deliver PSHE / RSE in a way that affords dignity and shows respect, whilst teaching SEAC's agreed academy curriculum, at least once a week
- Respond appropriately to current news and affairs
- Maintain positive and supportive links with parents and carers, responding appropriately to questions regarding content and delivery
- Ensure that the PSHE learning journey evidences curriculum coverage and sticky knowledge
- Model positive attitudes and behaviours
- Respond appropriately to the needs and questions of individual children including those with SEND, vulnerable children and those from different religions / faith
- Monitor progress
- Ensure that where children indicate that they may be vulnerable and at risk, they will get appropriate support by following our safeguarding procedures within school (see safeguarding policy). Information about this can be sought from the Designated Safeguarding Lead (DSL - Mrs Machin) or the safeguarding team (Mrs Leese and DDSL - Mrs Hordern).

At SEAC, staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar. The advice, guidance and support from outside agencies may also be sought as appropriate to enhance the delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. All appropriate checks are considered prior to engagement. Staff do not have the right to opt out of teaching RSE. However, if a member of staff has a concern or question raised during a discussion in PSHE/RSE then they are encouraged to discuss this with the Safeguarding team or Senior Leadership team, following established referral routes.

### Children

All children are expected to engage fully in the PSHE and RSE curriculum wherever possible. When discussing specific issues, they are expected to be honest and to treat others with respect and sensitivity. Through pupil voice, the PSHE lead will determine what is and is not working well within the subject.

### Parents/Carers

The role of parents in the development of their children's understanding about relationships and PSHE is vital as they are the first teachers of their children. (RE, RSE & Health Education 2019). With this in mind we will,

- Encourage parent/carers to engage with staff to better understand the content and delivery of the PSHE / RSE curriculum.
- Keep parents / carers up to date of any changes and/or additions to the PSHE / RSE curriculum via the website, dojo and other communication methods.
- Inform parents of their right to withdraw their children from sex education lessons when these are scheduled.

- Assure parents / carers that relevant Church of England guidance and policy is followed.
- Encouraged parents / carers to continue the learning at home if their child has any questions.

### **Curriculum Organisation**

SEAC staff recognise that:

- They should determine children’s prior knowledge and starting points. E.g. through KWL activities. (What do you know? What do you want to know? What have you learnt?)
- RSE is part of PSHE education and is best taught within this wider context in a way that is age and developmentally appropriate, sensitive to the needs and religious backgrounds of all pupils and in a way, which reflects the law (including the Equality Act 2010).
- Weekly lessons provide the best opportunity for children and young people to develop their wisdom, knowledge, skills, and attitudes and revisit topics when necessary and that these lessons should not be taught on Fridays.
- Lessons need to be of sufficient length to enable children and young people to fully explore topics and reflect on learning.
- Focus days, visits and visitors can enhance learning but cannot replace planned and progressive programmes.
- Confident and skilled staff are best placed to deliver effective PSHE / RSE lessons particularly where sensitive or controversial issues are included.
- Cross curricular links make a valuable contribution to learning and should be recognised within planning and delivery.
- The biological aspects of Relationship Education (RSE) are taught within our science curriculum (again at an appropriate age)
- All Christian / other religions and faith considerations in relation to RSE are taught in Religious Education (RE).

### **Teaching and Learning**

PSHE/RSE is delivered in line with SEAC’s ‘Teaching and Learning’ policy and relevant Church of England guidance and policies. As the subject deals with real life experiences it is important to establish a safe and positive learning environment using the following approaches:

- Establish consistent clear ground rules in consultation with children and young people covering our core values (resilience, perseverance, wisdom, courage, honesty, responsibility, respect and compassion) confidentiality, privacy and boundaries
- Use distancing techniques including depersonalisation discussions, role play and theatre in education
- Use clear language to avoid misunderstandings
- Avoid prejudice and assumptions about children and young people’s abilities, desires, background and experiences
- Allow time for reflection

- Deal sensitively with unexpected questions
- Assess and build on existing knowledge and experiences
- Ensure learning is engaging using a range of activities including structured discussion and problem solving
- Provide a range of opportunities to learn, practise and demonstrate knowledge, skills and attitudes
- Provide a variety of differentiation techniques and groupings to enhance learning.
- Seek children's views so that teaching can be relevant to their lives.
- Signpost children to sources of help and information both within and outside of school as appropriate to the topic

### **Resources**

In order to effectively do this, we use and adapt a variety of schemes as a basis for planning. These include:

- ENTRUST's scheme of work for PSHE / RSE
- PSHE Association Programmes of Study 2018 and Programme Builders 2018
- Be Internet Legends

We also use other up to date resources including:

- Newsround to discuss National and Global news
- Discussion around local news using the Leek Post and Times

**We will only teach PSHE Monday-Thursdays. This is to allow for the follow up of any questions or safeguarding concerns that may arise.**

At SEAC we have decided to use the following topic areas as our long-term overview for PSHE / RSE. They will be taught as part of a rolling programme in line with other curriculum areas in the order detailed below:



Year A (2023-2024)	Autumn	Spring	Summer
Early Years Foundation stage (EYFS)	Me and My School Happy Healthy Me	Me and My Relationships Me and My Safety	Me and Other People Me in the World (including online world)
Key Stage 1 & 2	Me and My School Happy and Healthy Me	Me and My Relationships	Me and Other People

Year B (2024-2025)	Autumn	Spring	Summer
Reception	Me and My School Happy Healthy Me	Me and My Relationships Me and My Safety	Me and Other People Me in the World <i>Reception – Complete Me in the Online World instead of Me in the World.</i>
Key Stage 1 & 2	Me and My School	Me and My Safety	Happy Healthy Me (Including Money)

Within these topic areas, we use the following terminology which may be deemed sexualised. In doing so we are covering the science curriculum and equipping children with the vocabulary and confidence needed to report concerns or abuse and to understand how bodies change as they age.

Key Stage / Year Group	Topic Name	Coverage
KS1	<p>Happy and Healthy Me</p> <p>Science links - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Relationships Education links - how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>Label the external parts of the human body.</p> <p>Terminology during this topic will include - elbows, <b>nipples, vulva, penis and testicles.</b></p>
Year 3	<p>Happy Healthy Me</p> <p>Science links – introduce the main body parts, finding out how different parts of the body have special functions.</p> <p>Relationships Education links - how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>Look at the physical, emotional and social differences between boys and girls. Terminology during this topic will include –a revision of KS1 terminology and <b>breasts, vagina, womb.</b></p>
Year 4 specific	<p>Happy Healthy Me</p> <p>Health Education – key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p>	<p>This is a continuation from the lesson above which is specific to Year 4. The meaning of the word <b>puberty</b> is discussed. We also discuss the changes to our bodies, when it might happen and stress that the changes and variation in when it happens is normal and that they happen gradually and not overnight.</p> <p>Terminology during this topic will include – Terminology during this topic will include –a revision of KS1 and Year 3 terminology.</p>

### **Right to Withdraw**

Parents and carers cannot legally withdraw their child from any aspect of the Relationship Education or Health Education. They do however, have the right to withdraw from Sex Education apart from content that is taught within the Science Curriculum.

As none of the content covered at SEAC is part of Sex Education, parents do not have the right to withdraw their child from lessons. However, SEAC staff will inform parents/carers when specific themes are covered to outline the lesson content.

If you wish to discuss this further, then please make an appointment with the PSHE / RSE lead.

### **Equality**

The Equality Act sets out the duty to eliminate discrimination, advance equality opportunity and foster good relationships between those with protected characteristics and those without. With this in mind, we take into consideration age, maturity, SEND, disability, race/ethnicity, nationality, gender, identity, marriage and civil partnerships, religious beliefs, faiths of all our children and families and adapt lessons to suit.

Where necessary, we also use additional resources and guidance from the DFE, [NSPCC](#), [MindEd](#), [Mentally Healthy Schools](#), [Thinkuknow](#) and [Church school Education documents](#). These resources will be up to date, relevant to children and young people and consistent with the values of the Trust and our Academy. This will be overseen by the Subject Leader.

### **Online Safety**

A key development within statutory guidance is the inclusion of 'online relationships' and 'internet safety and harms' which rightfully recognise the impact the internet and technology have on children's lives in the 21<sup>st</sup> Century. Wherever possible, these will be taught within the 'Me in the Online World' topic. In addition to this, there will be regular half term refresher / update lessons for children and cross curricular approaches with computing will also be sought. Additional resources that we may use to support the teaching of online safety are [Education for a Connected World](#), [Be Internet Legends](#) and [Thinkuknow](#).

### **Cross Curricular links**

When using cross curricular approaches, it is important that staff are clear on the PSHE education approach to the subject. For example, when teaching about puberty in Science the focus would be the biological aspects however PSHE education would include how children feel about and cope with the changes they experience at this time.

### **Safeguarding**

RSE and Health Education include sensitive topics and it is therefore possible that discussions will prompt safeguarding disclosures. Reference should be made to St. Edward's C.E. Academy (SEAC) Policy for Safeguarding Incorporating Child Protection and procedures to deal with any disclosures appropriately and sensitively.

The subject leader and teacher should discuss potentially sensitive topics with the Designated Safeguarding Lead in the academy. Any appropriate steps must be taken to provide additional support for children and young people if required.

Staff should consider the timings of lessons to ensure that children and young people have the opportunity to report any concerns they may have either that day or the following day. PSHE should therefore not be taught on a Friday.

Staff should regularly remind children about the academy procedures for safeguarding particularly about how they can access help if they have concerns about the safety of themselves or their peers.

### **Monitoring and Evaluation**

The Principal / SLT / LAC link Governor and Subject Leader will have responsibility for monitoring and evaluating PHSE / RSE in line with other subjects in the Academy. This could include; learning walks, professional discussion with staff, planning & work scrutiny's, pupil and parent voice, Local Academy Council (LAC) Link meetings with the PSHE lead and /or lesson observations.

### **Communication of policy**

This policy is available on the policy section of our Academy website.

If you require this policy in another format, then please contact the school office and we will endeavour to help you.

**For more information please refer to the following useful documents.**

- [Understanding Relationships and Health Education in your child’s Primary school: a guide for parents, DFE, 2019.](#)
- [Relationship Education, Relationships and Sex Education \(RSE\) and Health Education, DFE, 2019](#)
- [Keeping Children Safe in Education 2023](#)
- [Physical health and mental wellbeing \(Primary and secondary\) 2020,](#)

**Appendix A**

**SEAC’s PSHE / RSE Curriculum Overview (Adapted from the ENTRUST scheme of work 2019)**

This has been mapped against the statutory guidance for relationships education (RE), the Science (Sc) national curriculum, (PSE) Personal Social Education, health education (HE) and those which might be considered Sex education (SE). Vocabulary and content which may be considered as sex education are highlighted in bold.

EYFS			
Year	Theme	Big Question	Vocabulary
Nursery	Me and My School	Who are my friends in nursery? What are the school rules?	adult, Mrs, Mr, peg, tray, teacher, PE Kit, Forestry kit office, principal’s office, hall, playground, classroom, chicken area, dining hall, cook, caretaker, midday supervisor, class teacher, principal, deputy principal, cleaner, child champion, school values, online safety
Nursery	Happy Healthy Me	How can I stay healthy and happy?	angry, worried, angry, unwell, well, better, help, medicine, safe, adult, amount, wipe, clean, dirty, ill, wash, rub, soap, water, towel, dry, warm, clean, healthy, germs

Nursery	Me and my Relationships	Who is in my family?	friend, like, family,, step mum, step dad, grandparent, auntie, uncle, cousin, childminder
Nursery	Me and My Safety	Who keeps us safe at home? Who keeps us safe in school?	safe, rules, crossing patrol (lollipop person), locked
Nursery	Me and Other People (local and National)	How am I the same / different to my friends?	dislike, same, different
Nursery	Me in the World (global)	How will it be next year?	safety, remember, learnt, holiday, exciting, safe, lost

EYFS			
Year	Theme	Big Question	Vocabulary
Reception	Me and My School	What are my school values? Who in school can help me to follow them?	School Council, Eco Council, Christian Council, skills School values, peg, tray, water bottle,
Reception	Happy Healthy Me	How can we stay healthy and safe?	Healthy, germs, tooth, brush, toothpaste, feelings,
Reception	Me and my Relationships	How can I be a good friend / family member?	look after, sharing, compassionate, caring, listening, understanding

Reception	Me and My Safety (including Online Safety)	Who keeps us safe? How do they keep us safe?	people, job, danger, feel, unsafe
Reception	Me and Other People (local and National)	How are we the same / different?	Similar, Difference, celebrate
Reception	Me in the World (global)	What will it be like next year?	Holiday, exciting, change, new, remember, learnt

Key Stage 1			
Theme		Big Question	Vocabulary
Year A	Me and My School	What values, roles and responsibilities do children have at SEAC?	representative, meeting, changes, responsibility, role, views skills election, ballot box skills election, ballot box , democracy,
	Me and My Relationships	What makes a good friend?	choice, decide, decision, consequences, behaviour, affect, teamwork, online bullying, gender, religion, race, bullying, teasing, emotions, strategies, fair, unfair, relationship, problem, resolved, forever trust, kindness, trust, share, special, unique, celebrate, differences, respect

Me and Other People	What communities do I belong to (families, faith, culture, race)? How are these the same and different?	respect, faith, belief stereotypes, community group, community, belong, culture, include, excluded
Me in the World	How should we look after animals and the environment?	improve, action, area, street, feature, positive, negative, wants, rights, contribute needs, shelter, warmth, space, cost, choice, favourite, reason, responsibility,

Year B	Me and My School	What values, roles and responsibilities do children have at SEAC?	representative, meeting, changes, responsibility, role, views skills election, ballot box skills election, ballot box, democracy,
	Me and My Safety	How do I keep myself safe in different situations?	protect, damage, swallow, inject, sniff, breath, dangerous, risk, plan, emergency, pavement, bright clothes, danger
	Happy Healthy Me	How do I keep myself happy and healthy as I change and grow?	vaccines, immunisations Illness, spread, bacteria, infection, hygiene, death, mental health, physically healthy, sleep apnoea, physical activity, starchy carbohydrates, dairy and alternative, pulses, proteins, oil and spreads, private, harm, secret, shoulders, arms, hands, knee and elbow, nipples, vulva, penis, testicles
	Me in the World – Money	How can I spend money wisely?	priorities, spending, savings, savings account



Key Stage 2			
Theme		Big Question	Vocabulary
Year A	Me and My School	How can we show democracy at SEAC?	chairperson, secretary, politics, Councillor, racism, suffragettes manifesto, contribute, representative, Free speech, freedom, respect, opinion, view, courtesy, manners develop responsible, majority, fair, minority
	Me and My Relationships	What makes a healthy relationship?	emotions, moods, comfortable, uncomfortable, acceptable, unacceptable, permission separated, died, relief, regret, support bullying, teasing, exclusion, discrimination violence, enemy, acceptable, responsibility arguments consequences, recipe
	Me and Other People	Where do I belong?	race, nationality, ethnicity, stereotypes, prejudice, community, individual, common, area nationality, appearance
	Me in the World	What are my rights, responsibilities and duties?	rights responsibility, right, duty, achievement, personal goals, outcomes
Year B	Me and My School	How can we show democracy at SEAC?	chairperson, secretary, politics, Councillor, racism, suffragettes manifesto, contribute, representative, Free speech, freedom, respect, opinion, view, courtesy, manners develop responsible, majority, fair, minority
	Happy Healthy Me – 1	Big Question – How can we stay healthy?	balance diet, variety, benefit, tooth decay, healthier, treat, influence, positive, negative, respect, reason, virus, allergy, reaction, symptoms, drugs, risk, tobacco, alcohol, smoke, lungs, cancer, irritate, smoke free, habit

	Happy Healthy Me - 2	How do we grow and change?	develop, mature puberty, body processes, inevitable, developing, physical, emotional, social, teenager wrist, ankle, stomach, heart, lungs, brain, tongue, uterus
	Me and My Safety	How do I keep myself safe in different situations?	identify, waterways, hazard, bruises, scalds, burns, bleeds, head injuries, asthma attack, decisions, pressure, influence, pressure, assertive, compromise, persuade, negotiate surprise, secret
	Me in the World – Money	SAVINGS - What for? Why? How?	present, inheritance, purchase, bill, afford, fraud