



Comberton Primary School

Personal, Social, Health and Relationship Education Policy (including the school's approach to teaching Relationship and Sex Education)

Date of Review – September 2025

Update due – September 2026

Policy Owner – Hannah Watkins

Agreed by Full Governing Body – Sep 2025

The national curriculum states clear objectives with regards to the curriculum:

Every state-funded school must offer a curriculum which is balanced and broadly based and must cover key areas:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.
- make provision for personal, social, health and economic education (PSHE), drawing on good practice.

In addition, **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Therefore, parents do not have the right to withdraw their child from Relationships or Health Education but for the parts of the primary curriculum which cover Relationships and Sex Education (RSE) parents have the right to request their child be excused from this aspect.

The focus of Relationships Education in primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The focus of Physical Health and mental well-being in primary schools should be on teaching the characteristics of good physical health and mental well-being. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

The updated July 2025 statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) details how this should be taught.

Our Intent and Characteristics

PSHRE intent: *Our aim is to enable our children to keep themselves safe both in the community and online, alongside building a healthy body and mind. We are committed to develop their resilience and strategies to cope with life's challenges.*

Our Values

Our core values, supported by the British Values of: <i>democracy; the rule of law; individual liberty; and the mutual respect and tolerance of those with different faiths and beliefs</i> , are:	
Respect	<i>for all members of the school community; for the beliefs and ideas of others and the environment we create.</i>
Responsibility	<i>for our own actions, our own learning, and our pursuit of excellence.</i>
Tolerance	<i>celebrating and understanding differences, and learning from each other.</i>
Collaboration	<i>working together with different people for a common goal.</i>
Perseverance	<i>never, ever giving up. To be the best we can be.</i>
Determination	<i>to do the right thing and wanting to succeed.</i>

Personal, social, health and relationships education (PSHRE) enables children to become healthy, independent and responsible members of society. Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our PSHRE curriculum should be the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Teaching about mental well-being is central to our approach to PSHRE, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Our curriculum will give our pupils the knowledge and capability to take care of themselves and receive support if problems arise.

Finally, our curriculum will support the wider work of the school in helping to foster pupil well-being and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

We have designed 'essential characteristics' as the key drivers for our personal, social, health and relationships curriculum.

Children should leave our school with crucial knowledge, understanding and skills:

- the knowledge and understanding of what constitutes, and the importance of, a healthy lifestyle;
- an understanding of how to keep themselves safe, including online safety;
- an understanding of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults;
- an ability to collaborate with others: to take turns, to treat each other with kindness, consideration and respect and the importance of honesty and truthfulness;
- an understanding of personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- the ability to be responsible members of a school and wider community;
- the ability to be positive and active members of a democratic society, including a sense of justice;
- self-confidence and positive self-esteem, with the ability to make informed choices regarding personal and social issues;
- the skills to be able to think for themselves and make rational and informed decisions;
- character traits such as the belief they can achieve, to persevere with tasks, to work towards long-term rewards and continue despite setbacks;
- an understanding of positive emotional and mental well-being, including how friendships can support mental well-being.

To meet these characteristics, the school will fulfil fundamental roles:

- ensure our PSHRE curriculum is sequenced effectively and identifies a clear progression of skills;
- take an active role in developing staff skills through training opportunities and working alongside other professionals;
- provide a range of opportunities and experiences (workshops, trips, events, positions of responsibility) for all pupils;
- develop links within school and with our wider community;
- monitor and review the implementation of our PSHRE curriculum and amend our provision in light of this.

PSHRE Curriculum

Our PSHRE curriculum is taught by the child's class teacher and is based on six core themes using the Corum SCARF materials. This approach provides a complete PSHE and well-being curriculum, including mental health and Relationships and Sex Education (RSE). For each unit, each year group is provided with a series of lessons focusing on a key aspect of our PSHRE curriculum. Within our half-termly themes there are identified compulsory lessons (to ensure we are meeting the statutory requirements of the Relationships Education, Relationships and Sex Education

and Health Education (England) Regulations 2019 and July 2025 review) along with additional lessons which can be selected depending on the needs and relationships within the class.

	Autumn	Spring	Summer
Half-term 1	Me and My Relationships	Keeping Myself Safe	Being My Best
Half-term 2	Valuing Difference	Rights and Responsibilities	Growing and Changing

A detailed breakdown can be found in Appendix 1.

The SCARF materials are set out in an easy-to-use way and provide all the resources needed to cover the learning outcomes:

- clear learning outcomes;
- comprehensive lesson notes, some with additional guidance for dealing with sensitive or complex issues;
- all additional resources e.g. activity sheets, films, songs, online games;
- links to the [PSHE Association](#) learning opportunities;
- links to different [National curriculum subjects](#) addressed in the lesson.

In addition, the DfE provide links to a variety of resources targeted at young people that can complement teaching in the classroom. This includes Rise Above resources for lessons linked from the PSHE Association website.

A list of some of the resources, which are available free-of-charge, can be found in Annex B of **Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

Teaching and learning style

We use a range of teaching and learning styles to deliver our PSHRE curriculum and place an emphasis on including children in discussions, collaborative tasks, role-play and problem-solving activities.

Depending on the theme of the lesson, organisation could be in several different ways:

- setting common tasks that are open-ended and can have a variety of results;
- supporting and challenging children through paired work, adult intervention or team participation;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenge through the provision of different resources.

As PSHRE deals with potentially sensitive subjects, it's essential to begin by creating a safe, secure learning environment. This will help children feel confident to share their ideas, values and attitudes without fear of negative feedback from their peers. A safe learning environment with clear boundaries also helps teachers to manage discussions on sensitive issues with greater confidence.

In order to establish a safe learning environment, we will be mindful of what information we provide and how we present it to the children:

- we will work with pupils to establish ground rules about how they will behave towards each other in discussion, rather than imposing rules on them. This helps rules to be more meaningful and relevant;
- we will provide opportunities for children to ask questions anonymously, by using a Question Box or 'Ask it Basket', for example. This enables children to ask questions that concern them without having to do so in front of their peers;
- we will offer opportunities for pupils to discuss issues in small groups as well as sharing views with the class; this can help some children to feel more confident;
- we will provide balanced information including a variety of views to help pupils clarify their own opinions (whilst being clear that behaviours such as discrimination and bullying are never acceptable in any form);
- we will be aware of and sensitive to the needs and experiences of individual children that may have direct experience of some of the issues being discussed;

- we will provide information to children about how they can get help and support both in school and outside, as appropriate;
- we will always work within the school's policies on safeguarding and confidentiality, in particular following up concerns in a more appropriate setting outside lessons;
- we will depersonalise discussions by using distancing techniques – stories, role-play, scenarios of real situations but with fictional characters and storylines etc.

We also offer children the opportunity to hear visiting speakers, such as health workers, the police, local councillors and representatives from the local community, whom we invite into the school to talk about their role. Alongside our PSHRE curriculum, we encourage the children to take part in a range of practical activities that promote active citizenship, e.g. charity fundraising, visiting local care homes, Pick Up Artists Spring Clean, the planning of school special events or involvement in an activity to help other individuals or groups less fortunate than themselves.

PSHRE and the National Curriculum

Elements of PSHRE permeate all aspects of school life. In some instances, we teach PSHRE as a discrete subject whilst some aspects are taught through our assemblies, Science, Computing or PE lessons.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. In primary schools the science content that covers sex education is compulsory.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

We also develop PSHRE through activities and whole-school events, e.g. *Kindness Week*, *World Mental Health Day*, *leadership roles* as well as providing opportunities to engage with outside speakers and providers such as the NSPCC, SCARF workshops, Road Safety, Bikeability or the Kidderminster Harrier.

Relationships and Sex Education (Primary)

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools; however, to support the transition to secondary school, we will offer a sex education programme for our children in upper key stage two (Years 5 and 6).

Sex education will be covered during the summer term, as part of the theme *Growing and Changing*, and will be tailored to the age and the physical and emotional maturity of the pupils (the units will be reviewed and planned with the appropriate content and timing for the needs of each class). It will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

Year five children will have specific lessons focusing on changes and development during puberty. The Scarf lessons which support this are detailed below:

- Changing bodies and feelings
- Growing up and changing bodies
- Help! I'm a teenager - get me out of here!

Year six children will have specific lessons focusing on reproduction:

1. Growing - physical and emotional changes during puberty (building on content covered in Year 5).
2. How babies are made - the meeting of the sperm and the egg.
3. How babies are born - the development of the womb and the birth of a baby.

The Scarf lessons which support this are detailed below:

- [Is this normal?](#)
- [Making babies](#)

These units will be supported by the BBC Sex Education resources along with accessing the DfE links which can be found in Annex B of **Relationships Education, Relationships and Sex Education (RSE) and Health Education**.

Boys and girls will watch the programmes together but may be split up afterwards for separate follow-up discussion with the class teacher and School Nurse. We shall attempt to deal with questions in a sensitive, open and matter of fact way. Questions concerning LGBT, sexually transmitted diseases and contraception will be answered, factually, if raised.

To ensure our curriculum content covers the Early Years, Year 1, 2, 3 and 4 outcomes for RSE we teach the children the correct names for the body parts. This is built into our safeguarding practice and the most up to date Keeping Children Safe in Education DfE legislation. This is taught in an age appropriate way, without describing any detail of sexual activity.

Parent Consultation

To ensure parents know what will be taught and when, and be given every opportunity to understand the purpose and content of sex education, we will share the detailed content of what will be taught. This process will include a parental meeting on request, the opportunity to look at the resources used (including lesson plans) as well as offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Right to be excused from sex education (commonly referred to as the right to withdraw)

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the unit *Growing and Changing*. When a request is received, we will invite the parents into school to discuss this with both the class teacher and head teacher and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Good practice will include the school staff discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. There is no right to withdraw from Relationships Education or Health Education.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Our role in supporting pupils is to work alongside their parents so that they are taught key facts about the menstrual cycle including what is an average period, the range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, we will also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for menstrual products. It is not uncommon for menstruation to begin earlier than the Science National Curriculum associated lesson which takes place in Year 5. Research shows that from the age of 8 some girls can start their periods, so it is recommended that children learn

about the changing body beforehand. Due to this, from Year 3 we teach about menstruation in an age appropriate way by adapting the SCARF lessons for the needs of our children, without describing any detail of sexual activity.

SCARF Year 3 lesson:

- My changing body

SCARF Year 4 lesson:

- All change!
- Preparing for changes at puberty

Inclusion

We are committed to providing a teaching environment conducive to learning and where each child is valued and respected. The Equality Act (2010) requires schools to promote equality of opportunity for all pupils therefore we involve all children, whatever their ability, in PSHRE. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility and where children are to participate in activities outside the classroom, for example trips or workshops, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. PSHRE and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration when teaching these subjects.

Our 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. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, parents' marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

The religious background of all pupils must be taken into account when planning teaching, so that the topics 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.

Lesbian, Gay, Bisexual and Transgender (LGBT)

At Comberton we know that talking about families requires sensitive and well-judged teaching based on our knowledge of our pupils and their circumstances. We will recognise and support that families of many forms provide a nurturing environment for children and can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. We will ensure that there is no stigmatisation of children based on their home circumstances and needs and that we reflect sensitively that some children may have a different structure of support around them. Discussions around LGBT will be addressed, where necessary, when delivering the statutory **Relationships Education, Relationships and Sex Education (RSE) and Health Education** outcomes that state that by the end of primary school pupils should know the information outlined below:

Families and people who care for me:

1. That families are important for children growing up because they can give love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.

5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Respectful, kind relationships:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Working with parents/carers and the wider community

At Comberton we recognise that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships. We will work closely with parents when planning and delivering our PSHRE curriculum, sharing our intent and resources, publishing our curriculum via our website and inviting parents into school to discuss planned topics.

We wish to ensure that our parents know what will be taught and when and be given every opportunity to understand the purpose and content of PSHRE and RSE. Good communication and opportunities for parents to understand and ask questions about the school's approach help increase confidence in the curriculum.

Monitoring and review

Monitoring and reviewing the implementation of our PSHRE curriculum and amending our provision in light of this is the responsibility of the PSHRE subject leader, supported by our Curriculum Lead. This in turn will be reported to, and discussed with, the Raising Standards Committee.

Monitoring will take place in line with the school's curriculum development calendar but will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice.

The work of the subject leader also involves supporting colleagues in the teaching of PSHRE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed on an annual basis.

Appendix 1

Breadth of Study: PSHRE and SRE

Each year group follows six themes (using SCARF suggested half-termly units) providing a complete PSHE and well-being curriculum, including mental health and Relationships and Sex Education (RSE).

	Autumn	Spring	Summer
Half-term 1	Me and My Relationships	Keeping Myself Safe	Being My Best
Half-term 2	Valuing Difference	Rights and Responsibilities	Growing and Changing

Year group planners

Nursery	Autumn	Spring	Summer
Half-term 1	Me and My Relationships Marvellous me! I'm special	Keeping Myself Safe People who help to keep me safe (including Listening to my feelings) Safety Indoors and Outdoors What's safe to go into my body	Being My Best What does my body need? I can keep trying I can do it!
Half-term 2	Valuing Difference Me and my friends Friends and family Including everyone	Rights and Responsibilities Looking after myself Looking after others Looking after my environment	Growing and Changing Being created

Reception	Autumn	Spring	Summer
Half-term 1	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe	Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep
Half-term 2	Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)	Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys

Year 1	Autumn	Spring	Summer
Half-term 1	Me and My Relationships Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends	Keeping Myself Safe Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey	Being My Best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! <i>Inside my wonderful body! (OP)</i>
Half-term 2	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special balloon people	Rights and Responsibilities Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Growing and Changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private

Year 2	Autumn	Spring	Summer
Half-term 1	Me and My Relationships Our ideal classroom (1) <i>Our ideal classroom (2) (OP)</i> How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! <i>Bullying or teasing? (OP)</i>	Keeping Myself Safe Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell?	Being My Best You can do it! My day Harold's postcard - helping us to keep clean and healthy Harold's bathroom What does my body do? <i>My body needs... (OP)</i> Basic first aid
Half-term 2	Valuing Difference What makes us who we are? My special people How do we make others feel? When someone is feeling left out An act of kindness Solve the problem	Rights and Responsibilities Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special <i>Harold goes camping (OP)</i> How can we look after our environment?	Growing and Changing A helping hand Sam moves house Haven't you grown! My body, your body Respecting privacy Some secrets should never be kept

Year 3	Autumn	Spring	Summer
Half-term 1	Me and My Relationships As a rule Looking after our special people How can we solve this problem? Tangram team challenge OP Friends are special Thunks Dan's dare <i>My special pet (OP)</i>	Keeping Myself Safe Safe or unsafe? Danger or risk? The Risk Robot Super Searcher Help or harm? Alcohol and cigarettes: the facts <i>Raisin challenge (1)OP</i>	Being My Best Derek cooks dinner! (healthy eating) Poorly Harold Body team work For or against? I am fantastic! Top talents <i>Getting on with your nerves! (OP)</i>
Half-term 2	Valuing Difference Respect and challenge Family and friends My community Our friends and neighbours Let's celebrate our differences Zeb	Rights and Responsibilities Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project <i>Let's have a tidy up (OP)</i>	Growing and Changing Relationship Tree Body space None of your business! Secret or surprise? My changing body Basic first aid

Year 4	Autumn	Spring	Summer
Half-term 1	Me and My Relationships Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings <i>When feelings change (OP)</i> Under pressure	Keeping Myself Safe Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture Wise Medicines: check the label <i>Know the norms (OP)</i> <i>Traffic lights (OP)</i>	Being My Best What makes me ME! Making choices SCARF Hotel Harold's Seven Rs My school community (1) Basic first aid <i>Volunteering is cool! (OP)</i>
Half-term 2	Valuing Difference Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Rights and Responsibilities Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers <i>Harold's expenses (OP)</i> Why pay taxes? <i>Logo quiz (OP)</i>	Growing and Changing Moving house My feelings are all over the place! All change! Preparing for my changing body. (formerly period positive) Secret or surprise? Together

Year 5	Autumn	Spring	Summer
Half-term 1	Me and My Relationships Collaboration Challenge! Give and take <i>Communication (OP)</i> How good a friend are you? Relationship cake recipe Our emotional needs Being assertive	Keeping Myself Safe Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? <i>Thinking' about habits (OP)</i> <i>Drugs: true or false? (OP)</i> <i>Smoking: what is normal? (OP)</i>	Being My Best It all adds up! Different skills My school community (2) Independence and responsibility Star qualities? Basic first aid, including Sepsis Awareness
Half-term 2	Valuing Difference Qualities of friendship Kind conversations Happy being me The land of the Red People Is it true? Stop, start stereotypes <i>It could happen to anyone (OP)</i>	Rights and Responsibilities What's the story? Fact or opinion? Mo makes a difference Rights, responsibilities and duties Spending wisely Lend us a fiver! <i>Local councils (OP)</i>	Growing and Changing Period positive How are they feeling? Taking notice of our feelings Dear Ash Growing up and changing bodies Changing bodies and feelings Help! I'm a teenager - get me out of here! Stop, start, stereotypes

Year 6	Autumn	Spring	Summer
<p>Half-term 1</p>	<p>Me and My Relationships Working together <i>Let's negotiate (OP)</i> Solve the friendship problem <i>Dan's day (OP)</i> Behave yourself Assertiveness skills Don't force me Acting appropriately</p>	<p>Keeping Myself Safe Think before you click! It's a puzzle (OP) Traffic lights To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? <i>Joe's story (part 1) (OP)</i> <i>Joe's story (part 2) (OP)</i></p>	<p>Being My Best This will be your life! Our recommendations What's the risk? (1) What's the risk? (2) Basic first aid, including Sepsis Awareness Five Ways to Well-being project</p>
<p>Half-term 2</p>	<p>Valuing Difference OK to be different We have more in common than not Respecting differences Tolerance and respect for others Advertising friendships! Boys will be boys? - challenging gender stereotypes</p>	<p>Rights and Responsibilities Two sides to every story Fakebook friends What's it worth? <i>Jobs and taxes (OP)</i> Action stations! Happy shoppers Action stations! (OP) <i>Project Pitch (parts 1 & 2) (OP)</i> Democracy in Britain 1 - Elections Democracy in Britain 2 - How (most) laws are made <i>Community Art (OP)</i></p>	<p>Growing and Changing I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies <i>What is HIV? (OP)</i></p>

Relationships Education

These pages detail how we will ensure that we meet the core content statements of Relationships Education which are to be covered by the end of primary school.

Families and people who care for me					
<ol style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 Who are our special people? Y1 Taking care of a baby Y1 Good or bad touches? Y1 Same or different? Y1 Our special people balloons Y1 Who can help? (1) Y1 Surprises and secrets	Y2 My special people	Y3 Family and friends Y3 Looking after our special people Y3 Let's celebrate our differences	Y4 Friend or acquaintance? Y4 My feelings are all over the place! Y4 The people we share our world with Y4 What would I do? Y4 Together	Y5 Growing up and changing bodies Y5 Help! I'm a teenager - get me out of here! Y5 The land of the Red People	Y6 Advertising friendships! Y6 Joe's story (part 2) Y6 What's the risk? (2) Y6 Dan's day Y6 Don't force me Y6 Helpful or unhelpful? Managing change Y6 Making babies

Caring Friendships					
<ol style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Y1 Good friends</p> <p>Y1 How are you listening?</p> <p>Y1 Pass on the praise!</p> <p>Y1 Harold has a bad day</p> <p>Y1 It's not fair!</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Who can help? (2)</p> <p>Y1 Surprises and secrets</p> <p>Y1 Who can help? (1)</p>	<p>Y2 Being a good friend</p> <p>Y2 A helping hand</p> <p>Y2 An act of kindness</p> <p>Y2 Solve the problem</p> <p>Y2 Getting on with others</p>	<p>Y3 Looking after our special people</p> <p>Y3 Friends are special</p> <p>Y3 Relationship Tree</p> <p>Y3 How can we solve this problem?</p>	<p>Y4 Friend or acquaintance?</p> <p>Y4 Together</p> <p>Y4 Can you sort it?</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 An email from Harold!</p> <p>Y4 Making choices</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 What would I do?</p> <p>Y4 Islands</p> <p>Y4 How dare you!</p> <p>Y4 My feelings are all over the place!</p>	<p>Y5 Qualities of friendship</p> <p>Y5 It could happen to anyone</p> <p>Y5 How good a friend are you?</p> <p>Y5 Give and take</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Being assertive</p> <p>Y5 The land of the Red People</p> <p>Y5 Ella's diary dilemma</p>	<p>Y6 Advertising friendships!</p> <p>Y6 Dan's day</p> <p>Y6 Joe's story (part 2)</p> <p>Y6 Solve the friendship problem</p> <p>Y6 OK to be different</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Assertiveness skills</p>
--	---	---	--	---	--

Respectful Relationships

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.
5. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
6. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Y1 Pass on the praise!</p> <p>Y1 How are you listening?</p> <p>Y1 Same or different?</p> <p>Y1 Why we have classroom rules</p> <p>Y1 Harold has a bad day</p> <p>Y1 It's not fair!</p> <p>Y1 Harold's school rules</p> <p>Y1 Taking care of something</p> <p>Y1 Who can help? (2)</p> <p>Y1 Unkind, tease or bully?</p> <p>Y1 Good or bad touches?</p> <p>Y1 Surprises and secrets</p>	<p>Y2 What makes us who we are?</p> <p>Y2 Our ideal classroom (1)</p> <p>Y2 How do we make others feel?</p> <p>Y2 An act of kindness</p> <p>Y2 Getting on with others</p> <p>Y2 Bullying or teasing?</p> <p>Y2 Don't do that!</p> <p>Y2 Types of bullying</p> <p>Y2 Bullying or teasing?</p> <p>Y2 I don't like that!</p>	<p>Y3 How can we solve this problem?</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Respect and challenge</p> <p>Y3 Zeb</p> <p>Y3 Our friends and neighbours</p> <p>Y3 For or against?</p> <p>Y3 Thunks</p> <p>Y3 Family and friends</p> <p>Y3 None of your business!</p>	<p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 Friend or acquaintance?</p> <p>Y4 Under pressure</p> <p>Y4 The people we share our world with</p> <p>Y4 What would I do?</p> <p>Y4 Can you sort it?</p> <p>Y4 Making choices</p> <p>Y4 What makes me ME!</p> <p>Y4 Human machines</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 In the news!</p> <p>Y4 Keeping ourselves safe</p> <p>Y4 How dare you!</p> <p>Y4 Safety in numbers</p>	<p>Y5 Qualities of friendship</p> <p>Y5 Happy being me</p> <p>Y5 Being assertive</p> <p>Y5 Kind conversations</p> <p>Y5 Spot bullying</p> <p>Y5 The land of the Red People</p> <p>Y5 Help! I'm a teenager - get me out of here!</p> <p>Y5 Stop, start, stereotypes</p> <p>Y5 Is it true?</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Relationship cake recipe</p> <p>Y5 Taking notice of our feelings</p> <p>Y5 Growing up and</p>	<p>Y6 Respecting differences</p> <p>Y6 OK to be different</p> <p>Y6 Is this normal?</p> <p>Y6 Media manipulation</p> <p>Y6 I look great!</p> <p>Y6 Don't force me</p> <p>Y6 What's the risk? (1)</p> <p>Y6 Behave yourself</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 Tolerance and respect for others</p> <p>Y6 We have more in common than not</p> <p>Y6 Assertiveness skills</p>

			Y4 That is such a stereotype! Y4 Islands Y4 Secret or surprise?	changing bodies	Y6 Joe's story (part 2) Y6 Acting appropriately Y6 Two sides to every story Y6 Think before you click! Y6 It's a puzzle Y6 Fakebook friends
--	--	--	---	---------------------------------	--

Online Relationships

1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
5. How information and data is shared and used online.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Y3 None of your business! Y3 I am fantastic! Y3 Let's celebrate our differences Y3 Zeb Y3 Relationship Tree Y3 Super Searcher Y3 Recount task	Y4 How do we make a difference? Y4 Picture Wise Y4 Raisin challenge (2) Y4 That is such a stereotype! Y4 In the news!	Y5 Spot bullying Y5 Play, like, share Y5 Is it true? Y5 Communication Y5 Fact or opinion?	Y6 Fakebook friends Y6 Pressure online Y6 Media manipulation Y6 It's a puzzle Y6 Think before you click! Y6 Traffic lights Y6 What's the risk? (2) Y6 To share or not to share?

Being Safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. How to recognise and report feelings of being unsafe or feeling bad about any adult.
6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.
7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. Where to get advice e.g. family, school and/or other sources.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<p>Y1 Surprises and secrets</p> <p>Y1 Good or bad touches?</p> <p>Y1 Harold's school rules</p> <p>Y1 Keeping privates private</p> <p>Y1 Thinking about feelings</p> <p>Y1 Our feelings</p> <p>Y1 Who can help? (1)</p>	<p>Y2 How safe would you feel?</p> <p>Y2 What should Harold say?</p> <p>Y2 Should I tell?</p> <p>Y2 Fun or not?</p> <p>Y2 Some secrets should never be kept</p> <p>Y2 My body, your body</p> <p>Y2 Respecting privacy</p> <p>Y2 I don't like that!</p> <p>Y2 Feeling safe</p>	<p>Y3 Dan's dare</p> <p>Y3 Safe or unsafe?</p> <p>Y3 None of your business!</p> <p>Y3 Raisin challenge (1)</p> <p>Y3 Secret or surprise?</p> <p>Y3 Body space</p> <p>Y3 Danger or risk?</p> <p>Y3 The Risk Robot</p> <p>Y3 Helping each other to stay safe</p>	<p>Y4 How dare you!</p> <p>Y4 Islands</p> <p>Y4 Secret or surprise?</p> <p>Y4 Raisin challenge (2)</p> <p>Y4 Danger, risk or hazard?</p> <p>Y4 Who helps us stay healthy and safe?</p> <p>Y4 Safety in numbers</p> <p>Y4 All change!</p>	<p>Y5 Taking notice of our feelings</p> <p>Y5 Play, like, share</p> <p>Y5 Is it true?</p> <p>Y5 Would you risk it?</p> <p>Y5 Ella's diary dilemma</p> <p>Y5 Dear Ash</p> <p>Y5 Growing up and changing bodies</p>	<p>Y6 It's a puzzle</p> <p>Y6 Think before you click!</p> <p>Y6 What's the risk? (1)</p> <p>Y6 To share or not to share?</p> <p>Y6 What's the risk? (2)</p> <p>Y6 Acting appropriately</p> <p>Y6 Pressure online</p> <p>Y6 Dear Ash</p> <p>Y6 Making babies</p> <p>Y6 Behave yourself</p> <p>Y6 Is this normal?</p> <p>Y6 Don't force me</p> <p>Y6 Acting appropriately</p>
--	---	--	--	---	---

Physical health and mental well-being

This page details how we will ensure that we meet the core content statements of Physical Health and well-being Education which are to be covered by the end of primary school.

<p>Mental Well-being</p> <ol style="list-style-type: none"> 1. That mental well-being is a normal part of daily life, in the same way as physical health. 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. 9. Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online). 					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Y1 Our feelings</p> <p>Y1 Harold loses Geoffrey</p> <p>Y1 Thinking about feelings</p> <p>Y1 Feelings and bodies</p> <p>Y1 Who are our special people?</p> <p>Y1 Who can help? (2)</p> <p>Y1 Unkind, tease or bully?</p>	<p>Y2 Sam moves house</p> <p>Y2 How are you feeling today?</p> <p>Y2 I don't like that!</p> <p>Y2 Some secrets should never be kept</p> <p>Y2 Let's all be happy!</p> <p>Y2 How do we make others feel?</p> <p>Y2 When I feel like erupting</p> <p>Y2 Harold's picnic</p> <p>Y2 My day</p> <p>Y2 An act of kindness</p> <p>Y2 When someone is feeling left out</p>	<p>Y3 My special pet</p> <p>Y3 My community</p> <p>Y3 Our helpful volunteers</p> <p>Y3 Zeb</p> <p>Y3 Let's celebrate our differences</p>	<p>Y4 Different feelings</p> <p>Y4 Moving house</p> <p>Y4 Secret or surprise?</p> <p>Y4 An email from Harold!</p> <p>Y4 Ok or not ok? (part 1)</p> <p>Y4 Ok or not ok? (part 2)</p> <p>Y4 When feelings change</p> <p>Y4 My feelings are all over the place!</p> <p>Y4 How dare you!</p> <p>Y4 Islands</p> <p>Y4 Volunteering is cool</p> <p>Y4 Under pressure</p>	<p>Y5 How good a friend are you?</p> <p>Y5 How are they feeling?</p> <p>Y5 Our emotional needs</p> <p>Y5 Mo makes a difference</p> <p>Y5 Communication</p> <p>Y5 Spot bullying</p>	<p>Y6 Rat Park</p> <p>Y6 Five Ways to Well-being project</p> <p>Y6 Dan's day</p> <p>Y6 Facebook friends</p> <p>Y6 Helpful or unhelpful? Managing change</p> <p>Y6 I look great!</p> <p>Y6 Joe's story (part 1)</p> <p>Y6 Community art</p> <p>Y6 Action stations!</p> <p>Y6 Five Ways to Well-being project</p> <p>Y6 Advertising friendships!</p>
--	--	--	--	--	--

Internet Safety and Harms

1. That for most people the internet is an integral part of life and has many benefits.
2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
3. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
4. Why social media, some computer games and online gaming, for example, are age restricted.
5. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
7. Where and how to report concerns and get support with issues online.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Y3 Super Searcher</p> <p>Y3 None of your business!</p> <p>Y3 As a rule</p> <p>Y3 Let's celebrate our differences</p> <p>Y3 Zeb</p> <p>Y3 Recount task</p>	<p>Y4 Raisin challenge (2)</p> <p>Y4 That is such a stereotype!</p> <p>Y4 Picture Wise</p> <p>Y4 Under pressure</p> <p>Y4 In the news!</p>	<p>Y5 Is it true?</p> <p>Y5 Play, like, share</p> <p>Y5 Spot bullying</p> <p>Y5 Star qualities?</p> <p>Y5 Fact or opinion?</p> <p>Y5 What's the story?</p> <p>Y5 Smoking: what is normal?</p>	<p>Y6 It's a puzzle</p> <p>Y6 Five Ways to Well-being project</p> <p>Y6 Boys will be boys? - challenging gender stereotypes</p> <p>Y6 I look great!</p> <p>Y6 Media manipulation</p> <p>Y6 Traffic lights</p> <p>Y6 To share or not to share?</p> <p>Y6 Think before you click!</p> <p>Y6 Fakebook friends</p> <p>Y6 Two sides to every story</p>

					Y6 What's the risk? (2)
--	--	--	--	--	---

Physical Health and Fitness

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
3. The risks associated with an inactive lifestyle (including obesity).
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 Healthy me Y1 Inside my wonderful body!	Y2 My body needs... Y2 My day		Y4 Who helps us stay healthy and safe?	Y5 What's the story?	Y6 Five Ways to Well-being project

Healthy Eating

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 I can eat a rainbow Y1 Eat well	Y2 My day Y2 My body needs...	Y3 Derek cooks dinner! (healthy eating) Y3 Alcohol and cigarettes: the facts Y3 Help or harm?	Y4 Danger, risk or hazard? SCARF Hotel (formerly Diversity World Hotel) Y4 Know the norms (formerly Tell Mark II)	Y5 What's the story?	Y6 Rat Park Y6 What sort of drug is...? Y6 Joe's story (part 1) Y6 Drugs: it's the law! Y6 Alcohol: what is normal?

Drugs, alcohol and tobacco

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 What could Harold do?	Y2 Harold's picnic	Y3 Help or harm? Y3 Alcohol and cigarettes: the facts		Y5 Smoking: what is normal? Y5 Drugs: true or false? Y5 Getting fit Y5 'Thinking' about habits	Y6 What sort of drug is...? Y6 Rat Park Y6 Alcohol: what is normal? Y6 Drugs: it's the law! Y6 What's the risk? (1)

Health and Prevention

1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. the facts and science relating to allergies, immunisation and vaccination.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 Super sleep Y1 Healthy me Y1 Harold's wash and brush up Y1 Catch it! Bin it! Kill it!	Y2 My body needs... Y2 Harold's bathroom Y2 Harold's postcard - helping us to keep clean and healthy		Y3 Poorly Harold Y4 Medicines: check the label		Y6 What is HIV?

Basic First Aid

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Y1 Basic first aid	Y2 Basic first aid Y2 Feeling safe	Y3 Basic first aid	Y4 Basic first aid	Y5 Basic first aid	Y6 Basic first aid

Changing Adolescent Body

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual well-being including the key facts about the menstrual cycle.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>y1 Taking care of a baby y1 Then and now</p>	<p>y2 Haven't you grown! y2 My body, your body</p>	<p>y3 My changing body</p>	<p>y4 Preparing for changes at puberty y4 All change! y4 My feelings are all over the place!</p>	<p>y5 Growing up and changing bodies y5 Help! I'm a teenager - get me out of here!</p>	<p>y6 Is this normal? y6 Making babies</p>
---	--	--	--	--	--