

Angram Bank Primary School



RHE Policy

Responsibility:	Governors & SLT
Date of last review:	Autumn 2025
Date of next review:	Autumn 2027



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Policy Development

Review and Evaluation

At Angram Bank Primary School we follow the Sheffield Primary RSHE curriculum. This has been designed and reviewed through consultations with a wide range of stakeholders across Sheffield.

Our RHE policy is subject to periodic review and evaluation to ensure its effectiveness in meeting the needs of our pupils. We actively seek feedback from pupils, parents, and staff to make improvements where necessary. Our RHE curriculum is regularly updated to reflect current laws, health guidelines, and local statistics regarding issues relevant to the community.

Review

- The RHE lead and headteacher gathered all relevant information from the National Framework and local guidance- Sheffield Primary RSHE curriculum to ensure that our curriculum and policy is suitable for our children and school.

Staff Consultation

- All teaching staff attended training from our RHE curriculum lead.
- The headteacher, RHE lead and an assistant head attended the SLT leadership training for the Sheffield Primary RSHE curriculum.
- All teaching staff were given the opportunity to discuss the information from the training and any questions were answered.
- All staff have looked at the policy and made recommendations and agreements to the terms set out in this policy.

Parent Consultation

- Parents were consulted by a letter informing them of the new RHE curriculum at Angram Bank Primary School.
- We value the input of parents and caregivers in shaping our RHE curriculum. We provide opportunities for parents to be informed about the content and opt-out options for specific lessons.

Approval

- Once amendments were made, the policy was shared with and approved by governors.

Statutory Guidance and Legislation

The Relationships Education, Relationships and Sex Education (RSHE) and Health Education statutory guidance update (July 2020) and regulations made under sections 34 and 35 of the Children and Social Work Act 2017 make it clear that as of September 2020, the **Health Education and Relationships Education for primary age children** and the Relationships, Sex and Health Education aspects of RSHE education for secondary age children are now compulsory in all schools. As a primary school we must provide Relationships Education to all pupils as per section 34 of the Children and Social work act 2017. We follow the National Curriculum and teach science which would include the elements of sex education contained in the science curriculum. In teaching RHE, we are required to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Angram Bank Primary School, we teach RHE as set out in this policy.

Definition of RHE

RHE stands for Relationships and Health Education. It is a comprehensive educational program that equips children with the knowledge, skills, and values necessary to make informed decisions about their health, relationships, and well-being. At Angram Bank Primary School, we are committed to delivering a high-quality RHE curriculum that empowers our pupils with the knowledge and skills to navigate the challenges of the modern world and thrive in life. We believe that by providing comprehensive RHE education, we are nurturing responsible, respectful, and informed individuals who will contribute positively to society.

Training

At Angram Bank we believe that it is important that all school staff feel comfortable and confident in planning and delivering RHE.

All teaching staff have received training in line with the Sheffield Primary RSHE curriculum.

The Headteacher, RHE Lead and SENCO have all attended Senior Leadership Training for the Sheffield Primary RSHE curriculum. There will be regular professional development training in how to deliver relationships, Health and Sex Education and our RHE Lead attends up to date training which is then shared with all teaching staff. Staff can access useful links and resources provided by the Sheffield Primary RSHE curriculum.

Intent, Implementation and Impact

At Angram Bank Primary School, we are committed to providing a safe and inclusive environment where children can learn, develop, and thrive. Our Relationships and Health Education (RHE) curriculum is an essential part of our commitment to nurturing the holistic development of our pupils. At Angram Bank we also encourage children to develop their personal, social, moral and spiritual development through our RHE curriculum.

Our RHE curriculum aims to:

1. Promote the physical, emotional, and mental well-being of our pupils.
2. Encourage respectful and positive relationships.
3. Provide age-appropriate and up-to-date information on health, sex, and relationships.
4. Foster self-esteem, self-respect, and respect for others.
5. Equip pupils with the skills to make safe and informed choices.

We implement our curriculum through:

Age-Appropriate Content: We ensure that RHE lessons are age-appropriate, using materials and content that align with the developmental stage of our pupils.

High-Quality Lessons: Our RHE curriculum is delivered by trained teachers who follow high-quality teaching methods, encouraging student engagement and participation.

Inclusivity: We recognise the diverse backgrounds and needs of our pupils, and our RHE curriculum is inclusive, sensitive, and respectful of all cultural and religious perspectives. We ensure that all children, including SEND are included and considered during the planning and delivery of our RHE curriculum. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

See our equality policy for protected characteristics.

The impact of our RHE curriculum:

1. Pupils will develop feelings of self-respect, confidence and empathy.
2. We continuously assess the implementation and impact of our RHE curriculum in order to achieve the highest outcomes possible across all year groups.
3. Pupils will be prepared for puberty, giving them an understanding of sexual development and the importance of health and hygiene.

4. Children will become confident individuals who have positive body awareness and an in-depth knowledge of how to keep themselves safe and healthy.
5. Children will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

Roles and Responsibilities

The Governors at Angram Bank Primary School have approved the RHE policy, and hold the Headteacher and RHE lead to account for its implementation.

The Headteacher and RHE Lead are responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RHE.

Individuals responsible for teaching RHE at Angram Bank Primary School:

<u>Staff Member</u>	<u>Role</u>	<u>Year Group</u>
Andrea Carr	Headteacher	All
Tracey Hotchkiss	Teacher	FS1
Jodie Walsh	Teacher	FS2
Molly Overton	Teacher	Y1
Charlotte Plane	Teacher	Y2
Katie Whitham	Teacher	Y3
Rebecca Shaw	Teacher	Y4
Hayley Matthews		
Jack Bunting	Teacher	Y5
Michael Carr	Teacher	Y6
Zoe Heath	Teacher, SENCo and Assistant Head	
Gemma Bell	Teacher, SENCo and Assistant Head	

Monitoring Arrangements

The delivery of RHE is monitored by the Headteacher, RHE lead and the wider Senior Leadership team through:

1. Teacher conversations
2. Lesson visits
3. Shallow Dives
4. Pupil voice
5. Red planning and assessment book monitoring
6. Up to date with current issues that relate to the safety of the school community and wider community awareness.

Curriculum Overview - EYFS



FOUNDATION STAGE PSED Toolkit 2023

This toolkit has been created to help Foundation Stage practitioners incorporate Personal, Social and Emotional Development (PSED) into their setting and provide a solid foundation for RSHE and PSHE at Key Stage 1.

A	EYFS 2021 – PSED Self-regulation
B	EYFS 2021 – PSED Managing Self
C	EYFS 2021 – PSED Building Relationships
D	EYFS 2021 – Understanding The World People, Culture and Communities
E	General - links, training and further guidance

Enabling Environments

- Children thrive within environments that support their individual and diverse development needs.
- Enabling Environments offer children security, comfort, choice, engagement and opportunity.
- Children's learning is best supported when they have opportunities which allow for movement and action, creativity and imagination, independence and collaboration.
- Time outdoors benefits children by offering unique opportunities.
- Open-ended resources enable children to access and combine processes of development and learning.
- Inclusive spaces are nurturing and supportive of all children.
- Within an enabling environment, knowledgeable practitioners optimise the development and learning potential of every child.
- [Learning environments – Birth To 5 Matters](#)

RHE within Early Years is implemented through a variety of activities including continuous provision, adult led activities and community visitors. We are supporting our children to ensure they all achieve a healthy development.

Curriculum Overview (KS1/2)

Sheffield RSHE, PSHE and Citizenship Learning Journey

- A broad outline of the topics that are covered in each strand of the curriculum.
- Progression of skills
- Can be used to map-out RSHE, PSHE and Citizenship over time



Sheffield ILS eLearning Service

Improving outcomes. Embracing technology

Family		Friends		Community	
KS1	<ul style="list-style-type: none"> - Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse 	KS1	<ul style="list-style-type: none"> - Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying 	KS1	<ul style="list-style-type: none"> - Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys, girls and gender expectations)
LKS2	<ul style="list-style-type: none"> - Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally 	LKS2	<ul style="list-style-type: none"> - Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict - Including people who are in minority groups - Understanding what 'non-binary' means 	LKS2	<ul style="list-style-type: none"> - Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society
UKS2	<ul style="list-style-type: none"> - Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated 	UKS2	<ul style="list-style-type: none"> - Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation 	UKS2	<ul style="list-style-type: none"> - Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British



Sheffield ILS eLearning Service

Improving outcomes. Embracing technology

Mental Wellbeing		Physical health		Growing up	
KS1	<ul style="list-style-type: none"> - Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self 	KS1	<ul style="list-style-type: none"> - Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers 	KS1	<ul style="list-style-type: none"> - Learn how our bodies change over time (Linked to science)
LKS2	<ul style="list-style-type: none"> - Manage feelings - Understand the causes and barriers to our own happiness 	LKS2	<ul style="list-style-type: none"> - Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness 	LKS2	<ul style="list-style-type: none"> - Be able to access to information about periods should they need to
UKS2	<ul style="list-style-type: none"> - Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity 	UKS2	<ul style="list-style-type: none"> - Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills 	UKS2	<p>Puberty</p> <ul style="list-style-type: none"> - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation <p>Optional</p> <ul style="list-style-type: none"> - Learn how sexual reproduction can lead to childbirth

Parents Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents do have the right to withdraw their children from the non-statutory components of sex education within RHE (taught through the Science curriculum).

If a parent wishes to have their child withdrawn from sex education, they are required to put the request in writing, addressed to the headteacher. The headteacher will meet face to face to discuss the request with parents, and as appropriate with the child to ensure that their wishes are heard and understood. The purpose of the meeting is to clarify the nature and purpose of the curriculum and understand the reasons for the request for withdrawal.

A record of the meeting will be taken including the final agreed decision, which will be shared with the child's class teacher. Class teachers will ensure appropriate alternative work will be given to pupils who are withdrawn from RHE.



Appendix 1: Content and Progression



RHE Curriculum overview Early Years to Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	Building Relationships Classroom expectations and golden rules Forming an identity People, Culture and Communities		Managing self - oral hygiene Caring for others Zones of Regulation		Self regulation (focussing on transition) Road Safety British Values	
Personal Development in Early Years is implemented in the moment (provision) throughout the year but we focus on specific units during each term (see above)						
Year One	Os) Password C1	Fr1) Who is my friend? P1) How do I help my body stay healthy? (H37)	M1) Where do feelings come from? (H14, H15, R7) P2) How do I decide what to eat? (L3) Os) What is the internet? (C2)	Fa1) Who's in my family? Os1) Screen time Os) Choosing what to do online (L2)	Fr2) What makes a good friend? (R9) Fr3) Should friends tell us what to do? (H13) Os) Searching Safely (P3)	M3) What helps me to be happy? Os) Communicating online (S3) Os) Being kind online (S2)
Year Two	C1) How do we make a happy school? C2) Who lives in my neighbourhood? Os3) Online strangers [P1] (L8, L9)	Fr4) How do we stop bullying? Os2) Personal information [S1] C4) How do I save up to buy something? (L10, 11, 12)	Fa2) Do Families always stay the same? Fa3) How should families treat each other? P3) How do we stop getting ill? (H37)	Fa4) When should I say no? Fa5) Who owns my body? I do! G1) Will I always be a child? (link with science) Os) Accepting messages (C3)	Os4) Fake news [N1] (L9) M2) Who am I? P4) How can I stay safe? (H8, H37) Os) Scary News (N2)	C3) What makes a boy or a girl? Fa6) Are all families the same? Os) Feeling uncomfortable online (P2)
Year 3	Fr1) What makes a good friend? Os1) Online strangers [P1] Os2) Sharing Online [P2]	Fa1) Do Families always stay the same? Fa2) Are all families like mine? (R6)	M1) How do I manage my feelings? P1) How do I keep my body healthy? (H5) P2) How do I get a healthy diet?	Os) Screen time (L1) Os) Sleep (L2) Os3) Friendship Online [S1]	Os4) Personal Information [C2] P3) How do I stop getting ill?	Os) Deciding what is appropriate L3) (L14) Os) Suspicious messages (C4)
Year 4	Fr2) Are all friends the same? Fr3) Are friendships always fun? M2) Are we happy all the time?	Os) Password (C5) C1) How do we make the world fair? C2) Where do you feel like you belong?	C3) How can we help the people around us? Os) Copyright (C3) Os5) Digital Media [N1]	Os6) Verifying content and echo chambers [N3] Fa3) Are boys and girls the same?	Os) Media Bias (N2) Os) Advertising (C1) (L14)	Anti-discrimination lessons Fr4) What is sexism?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Fa1) Why do some people get married? Fa2) Are families ever perfect? (R6) Os1) Control and consent (S1) Os2) Protecting our identity (P1) Qs) Passwords (C3)	Fr1) What makes a close friend? M1) Does everybody have the same feelings? Qs) Self esteem (L2) Qs) Social media & cyber bullying (S2)	Fr2) Can we be different and still be friends? Fr3) Should friends tell us what to do? P1) Is there such a thing as the perfect body? Qs) Fake news (N4)	Os3) Meeting strangers online (P4) Os4) Personal Information, terms and conditions (C2) M2) Should we be happy all the time? M3) Why do we argue? Qs) Copyright (C4) Qs) Protecting images of us online (P2) C4b) How can we make positive change in the world?	P2) How can I stay fit and healthy? (H5) P3) Can I avoid getting ill? (H5, 10) M4) Who am I? (H29) Fa3) Is there such a thing as a normal family? (R8) Qs) Digital 5 a day (L4) OS3b) How do we decide what to share?	Fr4) Why are some people unkind? Os5) Analysing Digital Media (N1) (L14) G4) What is Menstruation? Qs) Game rating (L6) Qs) Internet advertisements and money (C1)
Year 6	Os6) Bias (N2) Os7) Echo Chambers (N5) (L14) Fr5) What are stereotypes? Fr6) How do I accept my friends for who they are?	C1) What is prejudice? C2) What is the history of prejudice? C3) What should I do if I encounter prejudice? Fr7) How do we reduce sexism?	Sx1) How do plants and animals reproduce? (H33) <small>(N.B. Taught through science - does not include sexual intercourse)</small> C4) How can I be a great citizen? C5) Why is money important?	P4) Why do some people take drugs? (H10,40,47,48,49) P5) Where should I get my health information? (H50) P6) How do I save a life?	Os8) Does the internet make us happy? (L1) C5b) How should I spend my money? C5c) How can I earn money? C6) What makes us feel like we belong? C7) What does it mean to be British?	G1) How will my body change as I get older? G2) How will my feelings change as I get older? (H34) G3) How will I stay clean during puberty?

Enrichment is implemented through our curriculum through parent workshops, educational visits, visitors from our community into school, skill based workshops, class ducklings/chicks, mini police programme, community competitions, NFL, dance competition, supporting local charities, children's university.

Appendix 2: RHE Vocabulary

RHE Vocabulary	
Key Stage 1	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Who's in my family?	people, roles, change, loss
Fa2) Do Families always stay the same?	change, moving, forever, feelings
Fa3) How should families treat each other?	responsibility, kindness
Fa4) When should I say no?	consent, private, permission
Fa5) Who owns my body? I do!	trusted adult, secret, surprise, worried
Fa6) Are all families the same?	normal, different, religion, culture, gender
Relationships-Friends	
Fr1) Who is my friend?	friend, family, stranger, acquaintance, member of my community
Fr2) What makes a good friend?	kind, sorry, apologise, difference, different, feelings, thoughts, opinions, perfect, team
Fr3) Should friends tell us what to do?	include, exclude, leave out, respect, listening, polite
Fr4) How do we stop	bullying, physical,

bullying?	emotional, group, disability, minority
Living in the wider world-Community	
C1) How do we make a happy school?	rules, right, wrong
C2) Who lives in my neighbourhood?	community, different
C3) What makes a boy or a girl?	penis, vagina, boy, girl, non-binary
Online Safety	
Os1) Screen Time [L1]	screen, connect, active, creative
Os2) Personal information [S1]	personal, information, private
Os3) Online strangers [P1]	truth, private, personal, information
Os4) Fake News [N1]	internet, information, money, fake
Health and Wellbeing -Mental Wellbeing	
M1) Where do feelings come from?	angry, happy, nervous, scared, sad, calm, surprised
M2) Who am I?	pride, unique,
M3) What helps me to be happy?	feelings, online, offline, activities, hobbies, sleep, physical exercise, indoors, outdoors
Health and Wellbeing -Physical Health	
P1) How do I help my body stay healthy?	exercise, diet, sleep, brushing, teeth
P2) How do I decide what to eat?	diet, healthy, unhealthy, fruit, vegetable, energy,

	Halal, Kosher
P3) How do we stop getting ill?	teeth, dentist, clean, wash, disease, germs
P4) How can I stay safe?	chemical, medicine, needles, railway, emergency, police, fire brigade, ambulance
Growing Up-Growing	
G1) How bodies change as we get older (link with science) Will I always be a child?	change, age, baby, child, teenager, adult, elderly,

Lower Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Do Families always stay the same?	foster care, adoption, divorce, break-up, death, grief, illness, disability
Fa2) Are all families like mine?	religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex
Fa3) Are boys and girls the same?	gender, stereotype, sexism, bullying, disability, diversity, religion
Relationships-Friends	
Fr1) What makes a good friend?	happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome
Fr2) Are all friends the	Ramadan, Islam, Muslim,

same?	biological sex (in terms of male and female), same-sex, gay, straight, bullying, discrimination, non-binary, gender
Fr3) Are friendships always fun?	disagreement, positive and negative emotions, perfect, compromise
Living in the wider world-Community	
C1) How do we make the world fair?	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	community, citizen, support, belong, adoption, same-sex, gay, straight
C3) How can we help the people around us?	community, responsibility, acts of kindness
Online Safety	
Os1) Online strangers [P1]	strangers, online, deception, social media
Os2) Sharing Online [P2]	personal, information, privacy, stranger, trust
Os3) Friendship Online [S1]	social media, kindness, cyberbullying, friendship, pressure, behaviour
Os4) Personal Information [C2]	personal, information, identities
Os5) Digital Media [N1]	digital literacy, analyse, content, media, headlines, features, tabloid, broadsheet

Os6) Verifying content and echo chambers [N3]	content, media, advertising, fake news, theories
Health and Wellbeing -Mental Wellbeing	
M1) How do I manage my feelings?	responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress
M2) Are we happy all the me?	feelings, emotions, sadness, depression, anger, happiness, love, self-esteem
Health and Wellbeing -Physical Health	
P1) How do I keep my body healthy?	active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance
P2) How do I get a healthy diet?	
P3) How do I stop getting ill?	germs, bacteria, virus, hygiene, infection
Growing Up-Growing	
G1) What is a period?	menstrua on, periods, vagina

Upper Key Stage 2	
Lesson title	Vocabulary
Relationships-Family	
Fa1) Why do some people get	marriage, wedding,

married?	ceremony, gay
Fa2) Are families ever perfect?	consent, secrets, surprises, unwanted, fault
Fa3) Is there such a thing as a 'normal' family?	difference, conventional
Relationships-Friends	
Fr1) What makes a close friend?	kindness, friendship, inclusion, transition
Fr2) Can we be different and still be friends?	jealousy, betrayal, different, excluding, including,
Fr3) Should friends tell us what to do?	friendship, boundaries, manipulation tactics, relationship, controlling, consent, dares, peer-pressure
Fr4) Why are some people unkind?	bullying, cyber-bulling, discrimination, insecurities, fear, anger
Fr5) What are stereotypes?	gender stereotypes, male, female, man, woman, sexism
Fr6) How do I accept my Friends for who they are?	Gender, male, female, intersex, non-binary, lesbian, gay, bisexual, transgender, sexual orientation
Living in the wider world-Community	
C1) What is prejudice? prejudice?	race, racism, segregation, discrimination, prejudice, equality act, gender, sexual

	orientation, homophobic
C2) What is the history of prejudice?	Race, racism, segregation, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C3) What should I do if I encounter	race, racism, discrimination, prejudice, equality act, gender, sexual orientation, homophobic
C4) How can I be a great citizen?	citizen, disabled people, disability, community, society, built environment
C5a) Why is money important?	poverty, inequality, privilege
C5b) How should I spend my money?	debt, earn, salary, tax
C6) What makes us feel like we belong?	rights, refugees, asylum seekers, migration, immigrant
C7) What does it mean to be British?	culture, religion, language
Online Safety	
Os1) Control and consent [S1]	control, consent, social media, manipulation, public, private, pressure
Os2) Protecting our identity [P1]	personal, information, identity, protect, privacy, valuable, sensitive
Os3) Meeting strangers online [P4]	Strangers, social media, passwords, manipulation, catfish, deception, vulnerable

Os4) Personal Information, terms and conditions [C2]	personal, information, terms and conditions, social media, advertisement
Os5) Analysing Digital Media [N1]	analyse, digital, media, literacy, headline, broadsheet, tabloid, links, clickbait, compare
Os6) Bias [N2]	
Os7) Echo Chambers [N5]	Echo chamber, bias, groups, viewpoints, propaganda
Os8) Does the internet make us happy? [L1]	social media, anxiety, jealous, insecure, vulnerable, analyse
Health and Wellbeing -Mental Wellbeing	
M1) Does everybody have the same feelings?	angry, anxious, worried, frustrated, confused, emotional reaction
M2) Should we be happy all the time?	loss, separation, divorce, bereavement, managing impulsivity, restraint, self-control
M3) Why do we argue?	listen, respond, impulsivity conflict, resolve, resolution, triggers, restraint, self-control
M4) Who am I?	identity, emotions
Health and Wellbeing -Physical Health	
P1) Is there such a thing as the perfect	body image, self-esteem, unrealistic, expectations, insecurity

body?	
P2) How can I stay fit and healthy?	
P3) Can I avoid getting ill?	oral hygiene, flossing, tooth decay, plaque
P4) Why do some people take drugs?	drugs, illegal, alcohol, tobacco, cigarettes, addictive, addiction
P5) Where should I get my health information?	Verify, misinformation, fake news, genuine, accurate,
P6) How do I save a life?	danger, hazard, environment
Growing Up-Growing	
G1) How will my body change as I get older?	puberty, testicles, penis, Adam's apple, erection, ejaculation, vagina, vulva, clitoris, discharge, menstruation, period, wet dream
G2) How will my feelings change as I get older?	hormones, moods, anxiety, insecurity, self-conscious, risk
G3) How will I stay clean during puberty?	hygiene, sweat glands, smegma, genitals, bacteria, essential, luxury, poverty
G4) What is Menstruation?	menstruation, menstruator, periods, vagina, vulva, ovaries, ovum, hormones, uterus
Sexual reproduction	
Sx1) How do plants and animals reproduce? (Taught through science) (N.B. does not include sexual intercourse)	

