



Relationships and Health Education Policy

Status: Policy

Applies to: All schools within Attenborough Learning Trust

Approved by: Trust Board

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Policy owner: CEO

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1 Introduction

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 and Health education compulsory for all pupils receiving primary education. Sex education is not compulsory in primary schools, and schools within the Trust do not cover this area of the curriculum. As such, we have chosen to omit the word Sex from this policy, to be known as the Relationships and Health Education Policy (RHE)

All our schools also teach the mandatory Science National Curriculum, however physical changes and puberty are covered in our Primary and Junior schools in Years 5 and 6 only, (not in Infant schools).

Rationale and Ethos

This policy covers our approach to Relationship and Health Education. It was reviewed in light of updates to the statutory RHE framework which becomes mandatory in September 2026 and developed after many years of joint working and consultation with parents and other interested stakeholders.

We define relationships education as enabling children to embrace the challenges of creating a happy and successful adult life.

We believe relationships and health education is important for our pupils and our school because:

- It is giving children the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self- efficacy.
- It is about giving children the opportunity to put knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts.
- It is the recognition that everyone faces difficult situations in their lives and how relationship education can support young people to develop resilience, to know how and when to ask for help, and to know where to access support

We view the partnership of home and school as vital in providing the context to both complement and reinforce what pupils learn at home about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as how to be healthy.

Our overarching aims for our pupils are:

- to foster pupil wellbeing and develop resilience and characters that we know are fundamental to pupils being happy, successful and productive members of society
- to know how to be safe, including online
- to be both mentally and physically healthy
- to be able to manage their academic, personal and social lives in a positive way
- to demonstrate personal attributes including kindness, integrity, generosity, honesty, respect and tolerance in order to contribute to adult life

We ensure RHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). This will be achieved by ensuring content and teaching is scaffolded to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we will ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

We will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. As a school we will ensure we comply with the relevant provisions of the

Equality Act 2010, ensuring that content is age and developmentally appropriate. Content will be integrated into programmes of study for RHE within our Personal Social and Health Education (PSHE) curriculum.

The intended outcomes of our programme are that pupils will:

- know and understand the characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- know that their peers within school may have family makeups different to their own.
- understand they have a right to personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical touch. Recognise and know how to report abuse, including emotional, physical and sexual abuse
- understand they have a responsibility to treat each other with kindness, consideration and respect including when on line
- develop the skills of being able to express their emotions and seek help where needed, to build friendships and recognise how this can support mental well being
- develop the personal attributes of honesty, integrity, courage, humility, kindness, generosity, trustworthiness and sense of justice, and character traits such as perseverance, working towards long term goals, dealing with setbacks, resilience, permission seeking and giving, and the concept of personal privacy
- understand how the Equality Act 2010 relates to them as a child and through adult life, to recognise and challenge any form of discrimination

Roles and Responsibilities

The RHE programme will be led by PSHE leaders with the support of senior leaders and the governing board and trustees.

It will be taught by class teachers and delivered through the school curriculum and wider opportunities within the school.

The RHE programme will be supported by additional staff in school, appropriate external visitors and developed through advice from professional associations.

Trustees

As well as fulfilling their legal obligations, including establishing the overarching policy, the Trustees should also make sure that:

- Local Governing Boards review the policy appendices on an annual basis
- Local Governing Boards have a named link governor for safeguarding (including RHE)

Governors

As well as fulfilling their legal obligations, the Local Governing Boards should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

Headteacher and PSHE Leader

It is the responsibility of the Head Teacher/PSHE leader to ensure that

- both staff and parents are informed about our RHE policy, and that the policy is implemented effectively
- staff are given sufficient training, so that they can teach about relationship and health education effectively, and handle any difficult issues with sensitivity
- they liaise with external agencies regarding the school RHE programme, and ensures that all adults who work with our children on these issues are aware of the school policy, and work within its framework
- they monitor this policy on a regular basis, and report to governors and trustees, when requested, on the effectiveness of the policy

Adults working with children are entitled to:

- access to high quality, up-to-date, accurate information, resources and training
- mutual understanding of roles and responsibilities in relation to the planning and delivery of RHE
- contribute their views and ideas in support of the development of RHE for children
- professional guidance and support and opportunities to share good practice
- be informed about issues of confidentiality and procedures to be followed

External Visitors

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people.

School will ensure:

- Validity of the visitor or visiting organisation's credentials.
- Teaching delivered by the visitor fits with the planned programme and published policy.
- Discussion occurs in relation to the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for the pupils.
- A review of the materials visitors will use as well as a lesson plan in advance, so that they can ensure it meets the full range of pupils' needs (e.g. special educational needs).
- Agreement of how confidentiality will work in any lesson and that the visitor understands how safeguarding reports should be dealt with in line with school policy
- All visitors are given a copy of the RHE policy
- In class teaching situations, visitors will not be asked to work alone with pupils but will be supported by a member of staff.
- The contributions of visitors will be regularly monitored and evaluated.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RHE is taught
- Understand their rights and responsibilities in relation to RHE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgemental manner.

Legislation

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 and Health education compulsory for all pupils receiving primary education.

The RHE policy supports/complements the following policies

- Safeguarding Policy
- Anti-Bullying Policy
- Equality Policy and statement
- Acceptable use of IT policy

Documents that inform our RHE policy include:

- Education Act 1996
- Section 80A and section 403 of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE (2025) 'Science programmes of study: key stages 1 and 2'
- DfE (2025) 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2021) 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education ' (latest version – updated annually)

Curriculum Design

Our RHE programme is an integral part of our whole school PSHE. High quality relationships and health education helps create safe school communities in which pupils can grow, learn and develop positive, healthy behaviour for life. We teach RHE on the understanding that:

- it is taught in the context of family life;
- it is part of a wider process of social, personal, spiritual and moral education;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others
- it is important to build positive relationships with others, involving trust and respect, both in person and online;
- it makes a significant contribution to our duty to safeguard and protect all children;
- it plays a key role in improving health outcomes for children and young people such as risk-taking behaviour, including online behaviour

We teach about relationships through different aspects of the curriculum. While we carry out the main RHE in our PSHE curriculum, we also do some RHE through the statutory science curriculum and other subject areas, such as PE and ICT. We believe all these contribute significantly to children's knowledge and understanding of positive relationships, their own bodies, and how they are changing and developing.

Our relationship and health education provision and will cover the following statutory areas, following age-appropriate themes. (see Appendix two)

Relationships	Health and mental well being
Families and people who care for me Caring friendships Respectful, kind relationships Online Safety and Awareness Being Safe	General well being Well-being Online Physical health and fitness Healthy Eating Drug, alcohol and tobacco Health protection and prevention Personal Safety Basic First Aid Developing Bodies

The overriding concepts explored through the curriculum are:

- Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)
- Relationships (including different types and in different settings, including online)
- A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)
- Risk (identification, assessment and how to manage risk, rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings, including online in an increasingly connected world)
- Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010)
- Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts)
- Change (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)
- Power (how it is used and encountered in a variety of contexts including online; how it manifests through behaviours including bullying, persuasion, coercion and how it can be challenged or managed through negotiation and ‘win-win’ outcomes)
- Career (including enterprise, employability and economic understanding)

We understand the importance of ensuring that all children in our school receive their entitlement to RHE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, religion, cultural and linguistic background when planning and delivering RHE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RHE Curriculum meets the needs of all:

- We will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.
- We will not put children on the spot to speak for a religious or cultural group, although they are welcome to share their own views if they wish.

In relation to those with special educational needs or disability, we will review our RHE Programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including support staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Our RHE programme will be taught through a range of teaching methods and interactive activities. Lessons will be scaffolded by all staff or visitors delivering sessions to ensure that individual needs of children are met. We will select resources which:

- are consistent with our Curriculum for RHE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RHE.

In learning about relationships and health education, lessons will complement learning in Science, Personal, Social, and Health Education (PSHE) and Religious Education.

An overview of the learning in each year group can be found in appendix 3 and on the school website.

Staff Training

Teaching RHE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RHE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the curriculum for RHE. We will also encourage the sharing of good practice.

Safe and effective practice

We will ensure a safe learning environment through ensuring RHE is taught in a safe, non-judgemental environment where adults and children are confident that they will be respected.

Teachers and pupils will agree ground rules at the beginning of any RHE work, in addition to those already used in the classroom.

They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

We acknowledge that sensitive and potentially difficult issues will arise in RHE as children will naturally share information and ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RHE. As a first principle, we will answer questions relating to the taught planned curriculum for that age group to the whole class. Where questions asked are beyond the taught curriculum, children will be directed back to speak to their parents/carers and staff will make parents/carers aware. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHE coordinator before answering the child or directing the child back to their parents/carers and making parents aware.

We encourage other valued members of the community to work with us to provide advice and support to the children about relationship and health education. In particular, members of the local health authority, such as the school nurse and other health professionals, and our local community police officer, all of whom can give us valuable support with our RHE programme. We will follow this Code of Practice when working with visitors:

Safeguarding

Our RHE programme is one of the most important ways we act on our responsibility to safeguard and protect our children, as set out in our Safeguarding policy. We also refer to guidance from the government and expert organisations on specific safeguarding issues, which are relevant to our cohort of children, as listed in the current version of Keeping Children Safe in Education. To safeguard children effectively it is vital that opportunities are created in the curriculum to teach about healthy behaviour, caring relationships, online safety and when and how to get help. At our schools we encourage children to develop skills in these areas so that they are equipped with strategies to help themselves in preventing or reporting harm or abuse.

Teachers are aware that effective RHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Where a concern or disclosure is raised teachers or other adults working with the child will consult with the designated safeguarding lead and in his/her absence their deputy safeguarding lead. Staff will respond in the same way as if a child indicates that they may have been a victim of any other type of abuse, including FGM (Female Genital Mutilation). Staff should be familiar with the specific procedures relating to the reporting of FGM (see our Safeguarding Policy). The Designated Safeguarding Lead will then deal with the matter in consultation with other social, health and education professionals, in accordance with statutory safeguarding procedures, following protocols identified in the school safeguarding policy.

Visitors/external agencies which support the delivery of RHE will be required to inform the designated safeguarding lead or deputy in accordance to the school policy.

Engaging Stakeholders

The school acknowledges that the primary role in children's RHE lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

Parents will be informed about updates and changes to the policy through consultation, information meetings and through written correspondence.

The policy will be available to parents through each school website

We are committed to working with parents and carers by holding in person sessions and providing information in written form or via each school's website.

We work closely with parents to ensure that they are fully aware of what is being taught. As part of our whole school approach to RHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be held.

We will notify parents of pupils in year 5&6 when the puberty elements of the science curriculum will be taught, by written communication and through the sharing of our curriculum coverage plans.

From September 2020 parents/carers do not have the right to withdraw their children from relationship or health education or the science national curriculum.

Monitoring, reporting and evaluation

Teachers will critically reflect on their work in delivering RHE through the evaluation of lessons, discussion with senior leaders and through monitoring activities led by the PSHE leader.

We will involve children in the evaluation and development of their RHE in ways appropriate to their age.

- We will refer to local/countywide/national data
- We will ask children to reflect on their learning and set goals for future learning.
- We will consult children (e.g. through School Council) about their perception of the strengths of our RHE programme and the areas to be further developed.

The local governing board is responsible for monitoring the delivery of our RHE policy. Governors give due consideration to any comments from parents about the RHE programme, and require the Head Teacher to keep a written record of parents' comments.

Appendix 1 Health and Wellbeing Elements of the Science National Curriculum

Appendix 2 Example curriculum Map based on Statutory Guidance from the DFE

Appendix 3 Sparkenhoe's PSHE curriculum map, based on the Jigsaw Scheme of work, adapted to reflect our choices about the curriculum. The PSHE curriculum includes the required elements of the RHE curriculum

Health and Wellbeing Elements of the Science National Curriculum

Year 1	<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Year 3	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
Year 5	<ul style="list-style-type: none"> Describe the changes as humans develop to old age. (This includes changes experienced in puberty)
Year 6	<ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2 Example curriculum Map based on Statutory Guidance from the DFE

Theme	EYFS	Years 1-2	Years 3-4	Years 5-6
Families and people who care for me	Recognise family members and carers and the different roles that they can have in a family	Understand different types of families and talk about why cooperation and care are important.	Recognise that in our school families can be different.	Explore family roles, responsibilities, and challenges Reflect on own qualities
Caring friendships	Play cooperatively and take turns, start to identify what makes a good friend.	Identify qualities of a good friend and start to learn how to manage arguments with friends.	Manage friendship issues and peer pressure, exploring different emotions.	Understand loyalty, trust, and resolving conflict
Respectful, kind relationships	Show kindness to others and start to recognise when others are upset	Learn about manners honesty and respect and who can help them in the school community.	Understand personal boundaries and consent. Reflect on what makes healthy relationships.	Explore prejudice, discrimination, and respectful disagreement
Online safety and awareness	Recognise technology in daily life. Know that they should tell if something on-line worries them.	Understand safe use of devices People should be respectful in on-line interactions. Knowing that we do not share personal information on-line. Know who to go to if they feel worried about anything they see on-line.	Identify risks online, explore how to stay safe, think critically about what they see on line. How to report on-line content that they recognise as harmful. There are minimum ages for social media sites.	Explore digital wellbeing (including screen time), influencers, and online safety strategies. Not sharing inappropriate images on -line. Explore how to judge what is real or fake.
Being Safe	Know trusted adults, know who to go to if they don't feel safe	Understand rules and routines that keep us safe, recognising dangers and road safety.	Recognise unsafe situations and how to respond, who to talk to.	Learn about consent, privacy, and personal safety in public spaces
General wellbeing	Express and start to identify different emotions and feelings	Learn calming strategies Talk about the difference between worrying and good secrets. Identify adults who can help	Understand mental health as part of overall wellbeing, develop strategies for managing difficult emotions.	Explore grief, loss, loneliness, and seeking help
Wellbeing online	Know about time limits for being on-line. Know that they should only be on-line when an adult is there to help and supervise them.	On-line relationships are not a replacement for in-person relationships. Know about time limits for being on-line That bullying and harassment can take place on line and how to seek help.	Understanding that the internet has positives and negative aspects. Consider the impact of their on-line behaviour on others. That apps and websites are age restricted.	Understand the benefits of limiting time spent on-line and the impact of excessive time spent on-line of their mental and physical wellbeing. Consider the impact of their behaviours on-line on others. Why apps and websites are age restricted. Understand the risks of monetisation, scams and fraud.
Physical health and fitness	Enjoy active play	Learn about exercise and rest, keeping healthy through sleep, exercise	Understand how some foods affect their bodies, exploring physical activity and energy.	Explore fitness, body image, and healthy routines
Healthy eating	Try new foods, talk about some foods being healthier than others	Learn about balanced diets	Understand nutrition and food choices	Explore sugar, energy drinks, and media influence on diet. Explore how peer pressure can influence choices.
Drugs, alcohol, tobacco and vaping	Not covered	Learning about medicine safety	Understand key risks of smoking, vaping and alcohol, think about their attitudes to these drugs. Think about pressure from others and how to manage this.	Explore peer pressure and decision-making around substances. Look at the health risks linked to use of drugs.
Health protection and prevention	Talk about the importance of sleep and handwashing.	Understand keeping clean, germs and recognising when they feel ill	Explore dental health, sleep, and sun safety and safety near water	Learn about vaccinations, hygiene, and self-care. Recognise signs of stress and practice strategies for managing pressure.

Personal safety Basic first aid	Know when they need to ask an adult for help.	Know how to call 999	Learn basic first aid (e.g. cuts, burns)	Understand CPR basics and emergency responses. Know the importance of reporting incidents rather than filming them.
Developing bodies	Think about how they have changed since they were a baby. Name parts of the body	Think about how their bodies change as they get older. Think about parts of their bodies that are private and about appropriate and inappropriate touch.	Begin understanding body changes and what makes them unique Understanding personal hygiene as they grow and change	Explore media influences on appearance and well-being, reflect on their identity. The science curriculum covers puberty.

Appendix 3. Sparkenhoe's PSHE curriculum map, based on the Jigsaw Scheme of work, adapted to reflect our choices about the curriculum. The PSHE curriculum includes the required elements of the RHE curriculum

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
1 Being me in my world	<p>Children:</p> <ul style="list-style-type: none"> -learn about how they have similarities and differences from their friends and how that is OK. -begin by working on recognising and managing and naming their feelings. -learn about working with others and why it is good to be kind and use gentle hands. -discuss children's rights, especially linked to the right to learn and the right to play. -learn what it means to be responsible. 	<p>Children:</p> <ul style="list-style-type: none"> -are introduced to their Jigsaw Journals and explore what helps them feel special, safe and calm in their class. -learn what it means to belong and understand their rights and responsibilities as class members. -think about welcoming others, keeping their classroom safe for learning, and how their views are valued when contributing to the whole-school Learning Charter. -explore feelings linked to rewards and pride, reflect on their choices, and recognise emotions that can arise from consequences. -understand their role in creating a positive, respectful and safe school community, with the Learning Charter as the shared outcome. 	<p>Children:</p> <ul style="list-style-type: none"> -reflect on their hopes and fears for the year and learn how to recognise feelings of worry and seek help. -explore belonging in their class and school community, developing an understanding of rights and responsibilities and making positive contributions. -discuss rewards and consequences, consider how choices affect themselves and others, and explore what makes a classroom safe and fair. -learn how the Learning Charter supports learning and boundaries. -understand their role in creating a positive school community, with the whole-school Learning Charter as the shared outcome. 	<p>Children:</p> <ul style="list-style-type: none"> - reflect on their achievements, set personal goals, and learn how to make others feel welcome. -explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. -compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. -work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. -recognise how their actions impact others and take responsibility for following the whole-school Learning Charter. 	<p>Children:</p> <ul style="list-style-type: none"> -explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. -learn about roles in school and how to contribute to their community. -explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. -consider how rewards and consequences influence behaviour and practise empathy. - understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome. 	<p>Children:</p> <ul style="list-style-type: none"> -look ahead to the year, setting personal goals and reflecting on what they value about their school community. -explore leadership, motivation and how to approach challenges positively. -learn about rights and responsibilities as citizens and develop empathy for people whose lives are different from their own. -consider fairness, privilege and disadvantage, and how choices affect themselves and others. -examine how rewards and consequences influence behaviour and work together to create and follow their Learning Charter, focusing on cooperation and having a voice. -understand how democracy and shared expectations support a positive school community, with the whole-school Learning Charter as the shared outcome. 	<p>Children:</p> <ul style="list-style-type: none"> -reflect on the year ahead, identifying goals, worries and fears and exploring how to feel welcome and valued. -explore what it means to be a global citizen, comparing wants and needs, learning about children's rights, and considering how their choices affect people locally and worldwide. -explore how rights, responsibilities, rewards and consequences connect to the Learning Charter, working collaboratively to agree shared expectations and safe behaviour. -understand how democracy and modelling positive choices support a strong school community, with the whole-school Learning Charter as the shared outcome.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
1 Being me in my world Vocabulary	Angry, choice, different, excited, feelings, friend, gentle, happy, kind, learn, nervous, responsibilities, rights, sad, share, similar, taking turns, unique	Achievement, belong, belonging, calm, choice, choices, consequences, disappointed, feelings, learn, learning charter, proud, responsibilities, rewards, rights, safe, safe place, special, upset, valued, views	Actions, assertive, belong, belonging, boundaries, choices, consequences, controlling, contributions, fair, fears, hopes, learning charter, negative, positive, praise, problem solving, responsible, responsibilities, rewards, rights, safe, worried	Achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries	Authority, charter, choices, community, conflict, consequences, contribution, courtesy, decisions, democracy, democratic, excluded, friend, friendship, healthy, help, included, job description, learning charter, observer, proud, responsibility, responsibilities, respect, rights, role, school, self-respect, solution, team, trusted adult, UN Convention on the Rights of the Child, valued, violence, voting, welcome, wellbeing	Appreciation, asylum, challenge, choices, citizen, collaboration, cooperation, conflict, consequences, courtesy, deprive, denied, education, empathise, goals, hopes, leadership, learning charter, manners, migrant, motivation, opportunities, participation, persecution, poverty, prejudice, privilege, refugee, responsibilities, rewards, rights, self-respect, vision, wealth	Behaviour, choice, choices, collaboration, community, comparison, consequences, cooperation, cocoa plantation, cocoa pods, courtesy, decision, democracy, discernment, education, empathise, empathy, fears, Ghana, goals, hazard/risk, illegal, lawful, laws, learning charter, legal, manners, Maslow, motivation, needs, obstacles, opportunities, participation, proud, report, resilience, responsibilities, rewards, rights, trusted adult, value, welcome, wants, West Africa, worries

2 Celebrating Differences

Children:
 -are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. - discuss being different and how that makes everyone special but also recognise that we are the same in many ways.
 -share their experiences of their homes and are asked to explain why it is special to them.
 -learn about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.

Children:
 -explore how people can be similar and different, reflecting on their own similarities and differences while learning to include others, use kind words and recognise what makes them special.
 -develop an understanding of what bullying is, how it can make people feel, and who they can talk to if they need help.
 -practise making new friends, giving and receiving compliments, and showing courage by supporting others.
 -reflect on how differences should be respected and celebrated.

Children:
 -explore similarities and differences, learning how assumptions and stereotypes can form and why it is important to treat others with courtesy and respect.
 -develop an understanding of why bullying can happen, how it makes people feel, and how to seek help.
 -practise standing up for themselves and others and solving problems kindly.
 -explore diversity in families, cultures and abilities, and reflect on what it means to belong and be a good friend.

Children:
 -explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together.
 -develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others.
 -practise using kind language, challenging stereotypes, and offering support to those who feel excluded.
 -learn how to give and receive compliments and reflect on how the words we choose affect feelings.

Children:
 -explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements.
 -develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected characteristics are introduced including age, disability, race and sex. reflect on what makes them special and unique,
 -learn to value physical differences, and practice kindness, respect and empathy.
 -explore how opinions can change when people get to

Children:
 -explore cultural similarities and differences, reflect on their own identities, and consider how assumptions and stereotypes can lead to conflict.
 -develop an understanding of racism, discrimination and different forms of bullying, including rumours, name-calling and cyberbullying.
 -practise problem-solving, managing feelings and supporting others who experience bullying.
 -explore how wealth and happiness are not the same and compare lives across the world, developing empathy and respect for different communities.

Children:
 -explore what “normal” can mean and develop empathy for people who are different.
 -examine prejudice, discrimination and protected characteristics, reflecting on their own attitudes and the importance of equality and respect.
 -learn about power imbalances, why bullying might happen, and how to manage feelings and solve problems safely.
 -explore inspirational individuals, including disabled athletes, and reflect on perseverance and achievement.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
					know one another.		
2 Celebrating Differences Vocabulary	Differences, different, friendship, frightened, family, friends, happy, home, kind, proud, sad, similar, similarities, special, unique, unkind	Bully, bullied, bullying, bullying behaviour, celebration, courtesy, courage, deliberate, difference, different from, harmful, inclusive, included, lonely, manners, on purpose, safe, same as, similarity, similar, special, support, unique, unfair	Assumptions, belong, belonging, boundary, boys, bully, bystander, culture, courtesy, difference, different, disability, fairness, family, feelings, female, friends, girls, help, identity, included, inclusive, kind, kindness, lonely, male, on purpose, purpose, respect, sad, self-respect, shield, similarities, special, stereotypes, stand up for, support, teasing, unkind, unique, value	Banter, bullying, bystander, caring, compliment, conflict, connected, consequences, difference, discrimination, family, feelings, gay, hurtful, include, incident, isolate, kindness, lonely, love, loving, protection, resolve, rights, safe, security, self-regulation, similarity, solve it together, special, stability, stereotype, support, tell, unique, unkind, witness	Accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness	Appearance, assumptions, banter, bullying, colour, community, continuum, culture, cyber bullying, difference, direct, developing world, disability, discrimination, fair, happiness, homophobic, indirect, included, name-calling, race, racist, racism, respected, respect, rumour, sexist, similarity, stereotype, texting	Achievement, accolade, admiration, argument, assumption, banter, belonging, bullying, bullying behaviour, celebration, community, conflict, control, difference, direct, disability, discrimination, empathy, equality, equality act, harassment, imbalance, indirect, misunderstanding, normal, Paralympian, perception, perseverance, power, prejudice, protected characteristics, racism, recipient, respect, rights, sport, stamina, struggle, stereotype

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
3 Dreams & Goals	<p>Children:</p> <ul style="list-style-type: none"> -talk about challenges and facing up to them. -discuss not giving up and trying until they have achieved their goal. -are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. -talk about achieving goals and the feelings linked to this. 	<p>Children:</p> <ul style="list-style-type: none"> -talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. -learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. -discuss partner working and how to do this well 	<p>Children:</p> <ul style="list-style-type: none"> -talk about setting realistic goals and how they can achieve them. -discuss perseverance when they find things difficult as well as recognising their strengths as a learner. -talk about group work and reflect on who they work well with and who they don't. -talk about sharing success with other people. 	<p>Children:</p> <ul style="list-style-type: none"> -look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. -identify their own dreams and ambitions and explore how developing their skills and interests can build their self-esteem and sense of identity. -talk about how it will feel when they achieve their goals and how respect from others, and showing respect for difference, can support them along the way. -discuss facing learning challenges and identify their own strategies for overcoming these, including the benefits of physical activity, being outdoors, helping others, rest, friendships, and hobbies for wellbeing and happiness. -also explore how safe choices, such as keeping safe at home, outdoors, and around water can support their dreams and goals. -talk about obstacles which might stop them from achieving their goals and how to overcome these. -reflect on their progress and successes, noticing how these experiences boost their self-esteem, and identify what they could do better next time. 	<p>Children:</p> <ul style="list-style-type: none"> -talk about their hopes and dreams. -discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. -talk about making new plans and setting new goals even if they have been disappointed. -talk about group work and overcoming challenges together. -reflect on their successes and the feelings associated with overcoming a challenge. 	<p>Children:</p> <ul style="list-style-type: none"> -talk about their dreams and goals and how they might need money to help them achieve them. -look at jobs that people they know do, -look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. -look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. 	<p>Children:</p> <ul style="list-style-type: none"> -talk about their own strengths and further stretching themselves by setting challenging and realistic goals. -discuss the learning steps they'll need to take as well as talking about how to stay motivated. -explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this they reflect on their own emotions linked to this learning. -talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
3 Dreams & Goals Vocabulary	Dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.	Proud, success, internal treasure chest, stretchy learning, stepping-stones, process, working together, team work, celebrate, challenge, obstacle, overcome, achieve, dreams, goal.	Realistic, strengths, persevere, challenge, difficult, easy, learning together, partner, product, problem-solve.	Co-operation, motivated, enthusiastic, excited, efficient, responsible, frustration, solutions, review, evaluate respect, ambition.	Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment.	Lifestyle, job, career, profession, salary, contribution, society, culture, sponsorship, aspiration, communication, support, rallying, difference.	Personal, realistic, unrealistic, criteria, learning steps, global, issue, suffering, concern, hardship, empathy, praise, compliment, recognition.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
4 Healthy Me	<p>Children:</p> <ul style="list-style-type: none"> -learn about their bodies: the names of some key parts as well as how to stay healthy. -talk about food and that some foods are healthier than others. -discuss the importance of sleep and what they can do to help themselves get to sleep. -talk about hand washing and why it is important. -discuss safe adults and what they should do if approached by someone they don't know. 	<p>Children:</p> <ul style="list-style-type: none"> -learn what it means to be healthy, exploring food, exercise, sleep and everyday choices that help their bodies and minds. -develop understanding of hygiene, germs and how to keep clean and safe at home. -learn about medicine safety, road safety -practise recognising when they feel worried or unwell, -think about who can help them stay safe. -reflect on how healthy choices can make them feel good about themselves. 	<p>Children:</p> <ul style="list-style-type: none"> -learn about healthy eating, balanced diets and making healthier food choices, including nutritious foods. -explore how to keep safe at home and outside, learning to recognise risks and hazards, and how to respond when something feels unsafe. -develop understanding of medicine safety and how to care for their bodies. -reflect on feelings linked to safety and practise making calm, responsible choices that support wellbeing. 	<p>Children:</p> <ul style="list-style-type: none"> -learn how exercise and food affect their bodies, exploring energy, fitness and making balanced choices. -consider attitudes towards drugs and reflect on how these make them feel. -learn about ways to keep themselves safe - especially around water - recognising risk and who to contact in emergencies and how to do this, including the water safety code -practise identifying safe and unsafe situations, managing worried feelings and taking responsibility for their own safety and the safety of others. 	<p>Children:</p> <ul style="list-style-type: none"> -explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. -consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways. -learn key facts about smoking, vaping and alcohol, -practise recognising pressure, managing uncomfortable feelings and acting assertively. -reflect on what makes a healthy friendship and how to resist unsafe situations. 	<p>Children:</p> <ul style="list-style-type: none"> -learn about the health risks linked to smoking, vaping and alcohol, and practise making informed, pressure-resistant choices. -develop basic emergency aid skills, including how to stay calm and get help. -explore body image, the influence of media and advertising, -reflect on their relationship with food. -learn to respect and value their bodies while considering what supports a healthy lifestyle. 	<p>Children:</p> <ul style="list-style-type: none"> -learn to take responsibility for their physical and emotional wellbeing, exploring how choices, prevention and healthy habits support long-term health. -develop understanding of different types of drugs and their effects and discuss safer ways to cope with life's challenges. -learn about exploitation and how pressure can affect decisions -learn how to seek help and they explore emotional and mental health -recognise signs of stress and practise strategies for managing pressure.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
4 Healthy Me Vocabulary	<p>asleep, challenge, clean, exercise, germs, healthy, hygiene, less healthy, movement, rest, safe, scared, sleep, stranger, stretch, teeth, unexpected, unplanned, worried</p>	<p>balanced, bacteria, body parts, choices, clean, crossing, ears, exercise, eyes, germs, healthy, hygienic, keeping clean, kerb, less healthy, listen, look, medicines, nervous, pavement, safe, scared, sleep, soap, traffic, traffic lights, trust, unhealthy, virus, wait</p>	<p>assess, balanced diet, barriers, body, choices, crossing, dangerous, energy, hazard, healthy, medicines, nutritious, portion, react, risk, risks, safe, scared, stop, drop, roll, unhealthy, unsafe, worry</p>	<p>advice, ambulance, anxious, appreciate, attitude, body, calories/kilojoules, choice, coastguard helicopter, complex, dangerous, drugs, emergency, emergency services, energy, fat, feelings, fire engine, fitness, harmful, heartbeat, healthy, heart, labels, lungs, oxygen, police car, responsibility, risk, safe, scared, strategy, sugar, saturated fat, unsafe</p>	<p>advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader, liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong</p>	<p>addicted, alcohol, altered, body image, calm, celebrity, choices, comparison, debate, emergency, fact, healthy behaviour, healthy lifestyle, informed decision, influence, level-headed, media, motivation, nicotine, obesity, opinion, pressure, procedure, recovery position, self-respect, smoking, social media, tobacco, unhealthy behaviour, vaping</p>	<p>anti-social behaviour, choice, crime, criminal, drugs, effects, emotional health, exploited, gangs, gang, illegal, immunisation, managing stress, mental health, mental illness, motivation, new psychoactive substances, over-the-counter, prevention, prescribed, pressure, reputation, responsibility, restricted, strategies, stress, synthetic highs, symptoms, triggers, unrestricted, volatile substances, vulnerable.</p>

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
5 Relationships	<p>Children:</p> <ul style="list-style-type: none"> -are introduced to the key relationships in their lives. -learn about families and the different roles people can have in a family. -explore the friendships they have and what makes a good friend. -are introduced to simple strategies they can use to mend friendships. -practise Calm Me strategies and how they can use these when feeling upset or angry. 	<p>Children:</p> <ul style="list-style-type: none"> -explore families, friendships and what it means to belong and help others feel included. -learn how to make friends, solve problems and when to seek help or support. -practise appropriate ways to greet others, -learn who can help them in their school community, -reflect on how to ask for support when they feel upset. -build confidence by recognising their own qualities and learning how to praise themselves. 	<p>Children:</p> <ul style="list-style-type: none"> explore different types of families and learn why cooperation and care are important in relationships. -develop understanding about safe and unsafe physical contact and practise expressing what feels comfortable to them. -learn how to manage friendship & conflicts, -recognise the difference between good and worrying secrets, -identify trusted adults who can help them. -reflect on trust, honesty and appreciation in relationships. 	<p>Children:</p> <ul style="list-style-type: none"> -explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. -start to learn how to stay safe online and think critically about information they see through the media and digital platforms. -explore global connections, -rights and wellbeing, -developing empathy for people in different cultures -understanding how the world is interconnected. 	<p>Children:</p> <ul style="list-style-type: none"> -explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. -develop strategies for managing difficult emotions and supporting others through change. -practise negotiating, compromising and repairing friendships, -reflect on what makes healthy relationships. -consider early ideas about romantic relationships and learn not to feel pressured. 	<p>Children:</p> <ul style="list-style-type: none"> -build a strong sense of self by reflecting on their qualities, interests and self-esteem. -explore how relationships form online and consider both the benefits and risks of digital communities. -learn how to stay safe when using digital technology for uses such as gaming and the internet. -learn about how we can balance screen time, protect personal data and recognise unsafe situations. -practise being responsible, respectful and assertive online -learn how to seek help when worried. 	<p>Children:</p> <ul style="list-style-type: none"> -explore mental health, learning how to recognise stress, anxiety and early warning signs, and how to seek support for themselves and others. -examine love and loss, understanding grief and developing strategies for managing strong emotions. -learn about power and control in relationships -practise assertive responses -explore how to stay safe online, including judging what is real or fake and resisting pressure.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
5 Relationships Vocabulary	angry, argue, calm, family, friend, feelings, jobs, lonely, relationships, upset	appreciate, belong, celebrate, community, confidence, different, dislike, family, feel, feelings, friendship, friends, greeting, help, helpful, incredible, kind, like, praise, proud, qualities, relationships, same, skills, special, texture, touch	acceptable, adult, appreciate, celebrate, communication, compliments, conflict, cooperate, different, dislike, diverse, family, frightened, friends, good secret, happy, honesty, hugs, important, like, likes/dislikes, negative, not acceptable, physical contact, point of view, positive, problem solving, relationship, reliability, sad, secret, special, stereotype, surprise, touch, trust, trustworthy, worry secret	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	anger, appreciation, attraction, betrayal, boyfriend, care, close, comfortable, compromise, conflict, critical thinking, emotions, empathy, envy, friendships, girlfriend, jealousy, lonely / loneliness, loss, love, loyalty, manage, memories, memento, negotiate, negative, personal, positive, pressure, problem-solve, reality, relationship, remember, souvenir, special, support, symbol, trust, vulnerable	addiction, age restriction, appropriate, assertive, being responsible, bullying, characteristics, choices, community, controlling, data, data protection, devices, fake online hoaxes, gambling / betting, grooming, harassed, hobbies, interests, location settings, lonely, loot boxes, mental health, offline, online, personal information, personal qualities, physical health, privacy, reliable, reporting, responsibility, responsibilities, rights, risk, risky, safe, screen time, self-esteem, self-perception, social, social network, targeting, troll, trustworthy, vulnerable, wellbeing	age restrictions, AI (artificial intelligence), anxiety, ashamed, assertive, authority, bullying, communication, consent, control, courtesy, digital rights, early warning signs, emotions, feelings, grief, influences, isolation, loneliness, mental health, personal data, power, pressure, privacy, real / fake, respect, risks, safety, self-care, self-control, signs, stigma, strategies, stress, support, targeting, technology, true / untrue, warning

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
6. Changing Me	<p>Children:</p> <ul style="list-style-type: none"> -think about how they have changed from being a baby and what may change for them in the future. -name some of the main parts of the body and discuss how these have changed. -learn that our bodies change in lots of different ways as we get older. -understand that change can bring about positive and negative feelings, and that sharing these can help. -consider the role that memories can have in managing change. 	<p>Children:</p> <ul style="list-style-type: none"> -learn about life cycles and the changes that happen as humans and animals grow. -reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. -practise respecting their own bodies and those of others. -think about feelings linked to change, such as excitement and worry, and learn ways to cope. 	<p>Children:</p> <ul style="list-style-type: none"> -explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. -reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. -learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. -think about feelings linked to future change, such as excitement and worry, and learn ways to cope. 	<p>Children:</p> <ul style="list-style-type: none"> -learn how babies grow and explore the physical changes that happen to bodies as people grow up. -develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. -reflect on their feelings about change -learn correct vocabulary for body parts -challenge family stereotypes -consider who they can ask for help if they feel worried. -think about future transitions and how to cope with them. 	<p>Children:</p> <ul style="list-style-type: none"> - explore identity and what makes them unique. -consider the role of families, trusted adults, and inner circles in providing care and support. -develop strategies for coping with change, managing worries, and accepting things beyond their control. -practise reflecting on personal goals and positive changes they would like to make. 	<p>Children:</p> <ul style="list-style-type: none"> -explore self-image and body confidence. -how media influences perceptions of appearance and wellbeing. -practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. 	<p>Children:</p> <ul style="list-style-type: none"> -explore self-image and self-esteem while learning about physical and emotional changes. -reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. -practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships.

	F2	YR 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
6. Changing Me Vocabulary	angry, argue, calm, family, feelings, friends, jobs, lonely, relationships, upset	adult, adulthood, anus, anxious, baby, change, changes, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, new, proud, worried	adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, grow, growing up, hug, independent, life cycle, like, looking forward, male, nervous, old, older, physical, private, public, respect, responsibilities, teenager, texture, timeline, toddler, touch, uncomfortable, young	animals, babies, birth, care, challenge, change, changes, control, egg, family, female, growing up, looking forward, male, mother, personal hygiene, roles, stereotypes, task, worries	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, hobbies, identity, inner circle, interests, love, looking forward, personality, proud, proportionate, reliable, seasons, skills, support, trusted adult, trustworthy, unique, values,	affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, consent, edited, emotions, excitement, fear, filter, growth spurt, hope, influences, larynx, manage, media, media influencer, mental health/wellbeing, milestone, opportunities, perception, perceptions, relationships, reliable sources, responsibilities, self, self-esteem, self-image, teenager,	adolescent, assertive, attraction, baby, celebrity, challenge, choice, consent, criticise, feelings/emotions, freedoms, identity, independence, journey, looking forward, love, mental health, negative body-talk, opportunities, pressure, real self, relationship, relationships, responsibilities, secondary, self-esteem, self-image, sexting, values, worries