



**Yehudi
Menuhin
School**

PSHE Policy (Incorporating RSE Policy)

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Revision History

Revision	Paragraph Number	Revision
Autumn 2017		
Autumn 2020		Combined previous policies 1.6, 1.7 and 1.8. Updated format. Revisions to RSE elements in line with updated curriculum guidance from DfE effective September 2020.
Autumn 2021		Reviewed and updated in line with updated curriculum guidance from DfE published September 2021.
Spring 2023		National Curriculum summary moved to new Appendix A. Links created to relevant legislation.
Autumn 2024		Addition of PSHE curriculum for Ds

Abbreviations, Acronyms and Definitions

Abbreviation / Acronym	Definition
FBV	Fundamental British Values
Parents & Carers	Those with parental responsibility. Note, this does not include Guardians unless they have been given parental responsibility.
PSHE	Personal, Social, Health and Economic Education
RSE	Relationships and Sexual Education
SEND	Special Educational Needs & Disabilities

Aim / Objective / Statement of Intent

1. This policy sets out the School's approach to delivering PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sex Education) to its pupils.
2. This policy has regard to all current statutory requirements and is particularly underpinned by the government's statutory guidance, ***Education, Relationships and Sex Education (RSE) and Health Education***, published in September 2021.
3. This policy will be reviewed annually by the School's Leadership Team and the Head of PSHCE.
4. The School believes that today's children and young people are growing up in an increasingly complex world and living their lives seamlessly online and offline. In this environment, they need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.
5. The School further believes that pupils need the knowledge and skills which will enable them to meet the challenges of creating a happy and successful adult life. High-quality, evidence-based teaching of PSHE and RSE can facilitate the promotion of spiritual, moral, social, cultural, mental and physical development in its pupils, and can help its pupils prepare for the opportunities, responsibilities and experiences of adult life.
6. While parents and carers are the primary educators for children on many of the issues relating to PSHE and RSE, the School has a crucial role in complementing and reinforcing what is learnt at home.
7. The School strives to deliver a curriculum in PSHE and RSE which is age appropriate and developmentally appropriate; is taught in a sensitive and inclusive manner and remains respectful of the backgrounds and beliefs of pupils and parents; and abides by the letter and spirit of the law.

Delivery of PSHE at YMS

8. The teacher in charge of PSHE writes the School's PSHE Scheme of Work, under the auspices of the Deputy Head (Academic), and provides resources for the delivery of the subject. The Scheme of Work is reviewed and adapted annually. At the beginning of each school year, the Scheme of Work is sent to parents and carers by the Deputy Head (Academic) and published on the School's website.
9. The PSHE curriculum is accessible to all pupils, including those with SEND. The teacher in charge of PSHE works with the Learning Support Co-ordinator and Heads of Section to ensure teaching styles used and resources employed are suitable for pupils with SEND.
10. Pupils at the School have a weekly PSHE lesson, taught predominantly by the Heads of Section. In individual cases, where the topic and the resources used are appropriate, different year-groups may be taught separately or together.

11. The RSE curriculum is delivered within the framework of the PSHE scheme of work, while the biological elements of sex education are taught in Science lessons.
12. Notwithstanding these timetabled weekly PSHE lessons, the School believes strongly that matters relating to spiritual, moral, social, cultural, physical and mental development should be approached holistically and permeate the entire school community, therefore topics taught in the PSHE and RSE curriculums are also discussed in assemblies (called Morning Meetings), in General Studies lessons, and across the whole academic and musical curriculum of the School.

PSHE, RSE and the Law

13. The School's PSHE and RSE Curriculum complies with all statutory requirements, including those laid out in the following:

- [Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Current Independent School Standards Regulations \(ISSR\)](#)
- [the UK statutory RSE Curriculum](#)
- [Keeping Children Safe in Education \(September 2022\)](#)
- [SEND Code of Practice](#)

14. In PSHE lessons and throughout the School, we strive to espouse Fundamental British Values (FBV), including respect for the rule of law. Because our approach to PSHE and RSE is holistic in nature, we not only teach FBV as a concept but exemplify FBV in our attitude to our community and the wider world.

15. In PSHE lessons and on other occasions when matters relating to PSHE and RSE are discussed, teachers at the School seek to make pupils aware of the legal positions relevant to the topic in question, including:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion
- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism and radicalisation
- criminal exploitation (including through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

RSE: General

16. The Relationships and Sex Education Curriculum follows government statutory requirements regarding what pupils should know at each stage of their education.
17. Therefore, in addition to addressing the specifics of the Secondary PSHE and RSE curriculum, the School reinforces the Relationships Education curriculum, which all pupils should ideally have had before they come to YMS A comprehensive list of the topics contained in the UK statutory Primary and Secondary RSE curriculum is to be found in Appendix A of this policy

Equality

18. The School abides by the 2010 Equality Act and therefore does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation in the delivery of PSHE and RSE. We also make reasonable adjustments to alleviate disadvantage when designing and delivering the PSHE and RSE curriculums.
19. The 2010 Equality Act empowers the School to take positive action to redress disadvantages affecting a particular group, for example, in support of girls if there was evidence they were being disproportionately affected by sexual harassment.
20. The School strives to be attentive at all times to issues such as everyday sexism, misogyny, homophobia or racism, and we seek to build a culture where such discrimination is never tolerated and where occurrences are always acted upon.
21. The School takes on board the advice contained in the government's guidance about sexual harassment and sexual violence between children in schools; equally, we consider it essential that assumptions are not made about the behaviour of boys and young men, and that they are not made to feel that such behaviour is a normal part of being male.
22. This Policy should be read in conjunction with the School's Equal Opportunities Policy for Pupils.

Parents, Carers and the Right to Withdraw

23. The School works closely with parents and carers in the delivery of the PSHE and RSE curriculums and clearly communicates with them what is being taught, when, and to whom.

24. The School strongly believes that the role of parents and carers is paramount in the development of their children's knowledge and understanding about relationships and sex.
25. Parents have the right to request that their children be withdrawn from some or all of sex education as it is delivered in PSHE lessons.
26. Before granting such a request, the Head or Deputy Head (Pastoral) will discuss the matter with the parents as well as ensuring that the wishes of the child are known.
27. The purpose of this discussion is to provide an opportunity to understand the parents' reasons for wishing to withdraw the pupil and to communicate to the parents the nature and purpose of the sex education to be taught. The School would use this discussion to stress the benefits to the pupil of receiving this important part of the school curriculum and the potentially harmful effects of withdrawal, including the likelihood that the pupil will, in any case, hear from his or her peers a second-hand version of what was said in the PSHE lessons in question.
28. Notwithstanding the discussion described above, the School will in all normal circumstances respect the parents' right to withdraw their child from sex education up to and until three terms before the child turns sixteen. Beyond that point, if the child wishes to receive sex education, the School will make arrangements for the child to do so during one of those three terms.
29. While parents may request to withdraw pupils from Sex Education, there is no right to withdraw their children from Relationships Education altogether.

Assessment and Reporting

30. No examinations are set in PSHE or RSE, but teachers monitor pupils' progress and understanding throughout the course. Assessment is formative rather than summative, and takes the form of an informal evaluation by teachers and pupils of the quality of pupils' knowledge, understanding and skills in the areas covered by the curriculum.
31. The School's aim is that pupils consider PSHE and RSE to be a lifelong process, which is valuable for their development as individuals, as citizens in society, and as musicians.

The Pupil-Teacher Relationship

32. The School believes the best way to provide worthwhile PSHE and RSE is for pupils to be taught by teachers who know them best and are responsible for their pastoral as well as academic wellbeing.
33. Even in such situations, where teachers and pupils know each other well, certain aspects of the curriculum may call for particular sensitivity and delicacy, for example, when a pupil

has been personally affected by an issue to be covered in class, such as abortion, self-harm, or domestic violence. The teacher in charge of PSHE and the Deputy Head (Pastoral) are always available to offer support and advice to teachers on how to proceed when delivering PSHE and RSE.

34. Teachers of PSHE lessons know that, when discussing with children matters to do with sex and relationships, they cannot promise to maintain confidentiality if a pupil tells them something which needs to be escalated to a DSL or other child protection officer.
35. Although the relationship between teacher and pupil is crucial to a successful delivery of PSHE and RSE, the School may invite representatives of outside agencies to come and impart their expertise to the pupils in particular areas of the curriculum.

Appendix A: RSE Primary and Secondary Topics

RSE: What YMS Pupils Should Know – Primary Education

The RSE curriculum at YMS builds on the following topics, which pupils should already know from their primary education:

Families

- that families are important for children growing up because they can give love, security and stability;
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed;

Friendships

- how important friendships are in making us feel happy and secure; and how people choose and make friends;
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;

- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed;

Relationships

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

Online Relationships

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

Being Safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);

- about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;
- how to recognise and report feelings of being unsafe or feeling bad about any adult;
- how to ask for advice or help for themselves or others, and to keep trying until they are heard;
- how to report concerns or abuse, and the vocabulary and confidence needed to do so;
- where to get advice, for example, family, school and/or other sources.

RSE: What YMS Pupils Should Know – Secondary Education

36. By the end of their time at the School, YMS pupils should, in addition to those aspects listed above, know the following, which are the distinct elements of the government's statutory Secondary RSE curriculum:

Families

- that there are different kinds of committed, stable relationships;
- how these relationships might contribute to human happiness and their importance for bringing up children;
- what marriage is, including the legal status of married people as opposed to couples who are cohabiting or who married in an unregistered religious ceremony;
- why marriage is an important relationship choice for many couples and why it must be freely entered into;
- the characteristics and legal status of other types of long-term relationship;
- the roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting;
- how to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend or intimate or other relationship is unsafe and to recognise this in others' relationships); and how to seek help or advice, including reporting concerns about others, if needed;

Relationships and Friendships

- the characteristics of positive and healthy friendships (in all contexts, including online), including different (non-sexual) types of relationship;
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage, for example, how they might normalise non-consensual behaviour or encourage prejudice;
- that some types of behaviour within relationships are criminal, including violent behaviour and coercive control;

- what constitutes sexual harassment and sexual violence and why these are always unacceptable;
- the legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the 2010 Equality Act) and that everyone is unique and equal;

Online and Media

- their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online;
- about online risks, including that any material that someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online;
- not to provide material to others that they would not want shared further and not to share personal material which is sent to them;
- what to do and where to get support to report material or manage issues online;
- the impact of viewing harmful content;
- that specifically sexually explicit material such as pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners;
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including gaol;
- how information and data are generated, collected, shared and used online;

Being Safe

- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships;
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts including online).

Intimate and Sexual Relationships

- how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interest and outlook, sex and friendship;
- that all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, for example, physical, emotional, mental, sexual and reproductive health and wellbeing;
- the facts about reproductive health, including fertility, and the potential impact of lifestyle on male and female fertility and on menopause;
- that there are a range of strategies for identifying and managing sexual pressure, resisting pressure and not pressurising others;
- that they have a choice to delay sex or enjoy intimacy without sex;
- the facts about the full range of contraceptive choices, efficacy and options available;
- the facts around pregnancy including miscarriage;

- that there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help);
- how the different sexually transmitted infections (STIs), including HIV/AIDS, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of, and facts about, testing;
- about the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment;
- how the use of alcohol and drugs can lead to risky sexual behaviour;
- how to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment.

PSHE: What YMS Pupils Should Know

37. By the end of their time at the School, pupils should know the following non-RSE elements of the PSHE curriculum:

Personal Health and Safety

- first aid
- misuse of drugs and alcohol
- the danger of gangs
- physically and mentally healthy lifestyles
- managing stress

Skills for Life and Learning

- how to set goals
- how to succeed in exams
- cultivating self-esteem and empathy
- coping with failure, and developing perseverance and resilience

The Future Beyond YMS

- different careers and patterns of work
- options for continued study
- application procedures for higher education
- the importance of teamwork and individual initiative
- politics and current affairs
- financial management

Fundamental British Values

- respect for the rule of law
- the importance of community
- human rights

- civic rights and responsibilities
- the dangers of extremism and radicalisation

Appendix B: YMS PSHE and RSE Schedule

Autumn Term

	Autumn 1	Autumn 2
C1s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Transition and safety Transition to secondary school and personal safety in and outside of school, including first aid. Careers and teamwork.</p>
C2s/C3s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Community and careers Equality of opportunity in careers and life choices, and different types and patterns of work.</p>
B1s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Peer influence Healthy and unhealthy friendships; assertiveness.</p> <p>Setting goals</p>
B2s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Substance use and gangs Substance misuse and gang exploitation.</p>
A1s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Mental Health Mental health and ill health, stigma, safeguarding health, including during periods of transition or change.</p>
A2s/A3s	<p>Consent Characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.</p>	<p>Next steps Application processes, and skills for further education, employment and career progression.</p>

Spring Term

	Spring 1	Spring 2
C1s	<p>Diversity Diversity, prejudice and bullying.</p>	<p>Health and Puberty Healthy routines, influences on health, puberty, unwanted contact, and FGM.</p>
C2s/C3s	<p>Discrimination Discrimination in all its forms, including: racism, religious discrimination, disability discrimination, sexism, homophobia, biphobia and transphobia.</p>	<p>Emotional wellbeing Mental health and emotional wellbeing, including body image and coping strategies.</p>
B1s	<p>Respectful relationships Families and parenting, marriage, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Healthy lifestyle Diet, exercise, lifestyle balance and healthy choices, and first aid.</p>
B2s	<p>Respectful relationships Families and parenting, marriage, healthy relationships, conflict resolution, and relationship changes.</p>	<p>Exams Learning strengths, career options and goal setting as part of the GCSE options process. Revision and study time.</p>
A1s	<p>Healthy relationships Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography.</p>	<p>Exploring influence The influence and impact of drugs, gangs, role models and the media.</p>
A2s/A3s	<p>Communication in relationships Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse.</p>	<p>Independence Responsible health choices, and safety in independent contexts</p>

Summer Term

	Summer 1	Summer 2
C1s	Building Relationships Self-worth, romance and friendships (including online), equality and relationship boundaries.	Financial decision making Saving, borrowing, budgeting and making financial choices.
C2s/C3s	Identity and relationships Gender identity, sexual orientation, consent, 'sexting' and an introduction to contraception.	Drugs and alcohol Alcohol and drug misuse and pressures relating to drug use.
B1s	Intimate relationships Relationships and sex education including consent, contraception, the risk of STI's, and attitudes to pornography.	Employability skills Employability. Learning strengths, career options and goal setting as part of GCSE options process.
B2s	Intimate relationships Relationships and sex education including consent, contraception, the risk of STI's, and attitudes to pornography.	Employability skills Employability. Learning strengths, career options and goal setting as part of GCSE options process.
A1s	Addressing extremism and radicalisation Communities, belonging and challenging extremism.	Work experience Preparation for and evaluation of work experience and readiness for work. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices.
A2s/A3s	Families Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships.	Building for the future Self-efficacy, stress management, and future opportunities.

Appendix C: Ds PSHE Schedule

	Autumn 1 Health & wellbeing	Autumn 2 Relationships	Spring 1 Relationships 2
Ds	<p>Transition and safety</p> <p>Consent. Transition to secondary school and personal safety in and outside school. Healthy eating. First Aid. Changes in adolescence.</p>	<p>Building relationships</p> <p>Self-worth, romance and friendships (including online) and relationship boundaries. (Which relationships can you trust?) Different types of marriages. (Including forced marriages.) Honour-based violence. Gender identity. (Including stereotypes.) Sexual orientation. Prevent.</p>	<p>Diversity</p> <p>Diversity, prejudice, and bullying.</p>
Unit of Work	<p>Safety First</p> <p>In this unit of work, children will consider what it means to take responsibility for their own safety, including the decisions they make and how they can stand up to peer pressure in a range of situations. They will assess the risk associated with different situations and learn about what to do if they feel in danger. They will also learn about how to identify an emergency, what to do in this situation and how to get help when needed. Children will look at hazards, dangers and risks, both inside the home and outdoors, and they will identify strategies for safe use of roads, railways, water and fireworks.</p>	<p>Be Yourself</p> <p>This unit is inspired by the idea that we are all individuals and that it is important to 'be yourself'. It aims to encourage the children to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality. In this unit, children focus on the importance of recognising situations where they need to make positive choices in order to do the right thing. They also explore how to avoid being led into tricky situations and how to recognise and respond to peer pressure. The unit will also look at how to be confident and how to manage uncomfortable feelings. The unit ends by helping the children to investigate how to make things right when they make a mistake.</p>	<p>Diverse Britain</p> <p>This unit is inspired by the idea that Britain represents a wide range of faiths and ethnicities and that the structures within it are there to support all. It aims to enable the children to identify how they can make a positive contribution to the community. In this unit, children learn about the law and the consequences of not respecting it. They will also learn about the workings of local and national government and the role of charities and voluntary groups in British society.</p>

Spring 2 Living in the wider world	Summer 1 Health & wellbeing	Summer 2 Living in the wider world
Developing skills and aspirations Careers, teamwork and enterprise skills, and raising aspirations. Community projects.	Health and puberty Healthy routines (physically and mentally), influences on health, puberty and unwanted contact.	Financial decision making Saving, borrowing, budgeting and making financial choices.
Aiming High In this unit of work, children will focus on achievements, aspirations and opportunities. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us succeed. They will also learn about their own personal preferred learning styles, to understand how they learn best. Children will look at challenges people face and barriers to success, then think about strategies we can use to overcome such obstacles. They will identify opportunities that are available to them now and those which may be available to them in the future. Stereotypes in the world of work will be addressed, as children are encouraged to consider jobs they would like to do and the skills needed to do those jobs. The children will also have the opportunity to reflect on their personal goals and the steps they can take to achieve these in the future.	It's My Body In this unit of work, children will learn about how to take care of their bodies. This will involve learning about consent and autonomy, learning about body image and stereotypes and learning about substances which are harmful to our bodies. Children will also learn about the importance of sleep, exercise and hygiene. Lessons will explore the things that influence the way people think about their bodies, where different pressures can come from and how these pressures can be resisted. Throughout the unit, children will be encouraged to consider the choices they have, healthy habits that can benefit us all and how to seek support should they need to.	Money Matters This unit aims to encourage children to think about how money is used in the wider world. They will discuss the possible consequences of taking financial risks and identify ways to avoid these. Children will also learn about influences advertisers try to use to encourage us to spend our money and how to see the real value of products by being critical consumers. They will also explore what ethical spending means and consider how to identify the impact of our spending choices on the environment around us. Having learnt about ways we can spend money, children will also learn about budgeting and discuss how to prioritise our spending. Through this unit of learning, children will also have the opportunity to discuss how our earning and spending can contribute to society through the payment of tax and by making ethical choices.