

PSHE

Body of Knowledge

Children's learning to be recorded in blue folders.

Focus Learning Objective: PSHE Education focus

	Autumn	Spring	Summer
Year R	See Jigsaw Document for coverage information on the 6 Areas of PSHE listed below. EYFS Jigsaw programme Timing of content delivery will vary according to the needs of the Unit.		
	Being Me in My World <i>See National Curriculum for objectives</i> Key vocabulary <i>Sharing, listening, unique, feelings, problem, solution, team, together, use words not hands, rights, responsible</i>	Healthy Me <i>See National Curriculum for objective</i> Key vocabulary <i>Exercise, moving, run/jump/skip/hop/balance, changes, body, plan, teamwork, energy, healthy food, unhealthy food, germs, washing hands, visible/invisible, dangers, strangers</i>	Relationships <i>See National Curriculum for objectives</i> Key vocabulary <i>feelings, lonely, help, kind hands, teamwork, argue/fallen out, kind/unkind, behaviour, calm down strategies, deep breathing, angry/sad/happy/calm, calm face, good friends</i>
	Dreams & Goals <i>See National Curriculum for objectives</i> Key vocabulary <i>Challenge, easy, hard, difficult, achieve, problems, work together, not giving up, sorting out, practice, goals, friend, support, jobs, dreams, special, now, next</i>	Celebrating Differences <i>See National Curriculum for objectives</i> Key vocabulary <i>Favourite, proud, same, different, special, unique, likes, dislikes, similar, differences, group, sharing, new friend, nice friend, facial expressions: sad, happy, angry, excited</i>	Finances AIM: To realise that money comes from different sources and can be used for different purposes How to manage money I know there are different coins and notes I can describe different coins and notes I am beginning to understand they have different values Being a critical consumer I know that I can spend money in different places and on different things, e.g. buying toys or going on the bus, and that these may cost different amounts I can make choices on how to spend money I am beginning to understand that people may make different choices about how to spend money. Managing risk/emotions I know I need to look after my money and I can choose a safe place to keep my money e.g. money box, purse. I know that money might make me have different feelings e.g. being happy or sad. I am beginning to understand that money makes people feel different emotions. Money, coins, notes, spending, saving, choices

			Changing Me <i>See National Curriculum for objectives</i> Key vocabulary <i>Body parts: arm/leg/body/head/face/eye/ear/mouth/nose/foot/finger/eyebrow/stomach/tongue/toe, similar/different, important, inside/outside, happy, healthy, feelings, change, visible/invisible, grow, changes, develop, fears, scares, worries, solutions, help, looking forward to</i>
Years 1&2 Year A	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> - I feel special and safe in my classroom. - I can identify some of my hopes and fears for this year. - I understand the rights and responsibilities for being a member of a class and school. Key vocabulary <i>Worries, hopes, fears, belonging, rights, responsibilities, praise, reward, consequence, goals, choices, teamwork, safe, rules, positivity, honesty, respect, kindness, compassion.</i> Autumn 1/2: Recognising emotions - To recognise their own emotions and be able to describe them using the following language: happy, sad, frightened, surprised, nervous, proud, frustrated, calm, worried, angry and confused. - To explore self-regulation when their emotions influence behaviour. - To persevere when they encounter setbacks.	Spring: Healthy Me <i>See National Curriculum for objectives</i> - I know the difference between healthy and unhealthy and I know what I need to keep my body healthy and clean. <i>2. I can clean my teeth and understand why i need to do this daily</i> - I understand simple self-care techniques for mental health. - I understand how to keep myself physically safe in different situations. Key vocabulary <i>Lifestyle, healthy/unhealthy, mental health, physical health, enamel</i> Spring 2 Finances AIM: To make real choices (for example how to spend and save money sensibly) How to manage money I know the value of the coins and notes I use and can put them in the correct order of value. I know where money comes from and how to look after it. Being a critical consumer I can make a simple plan for my saving and spending choices and stick to it I can explain the difference between something that I need and something I might want	Summer: Relationships <i>See National Curriculum for objectives</i> - I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate. - I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. - I know how to make friends and resolve conflicts. - I recognise and appreciate people who can help me in my family, my school and my community. - I can recognise who to trust and who not to trust. - I can distinguish between secrets which are ok to keep and which ones are not. - I can discuss my hopes and fears for next year. Key vocabulary <i>Family, relationships, touch, physical contact, communication, like/dislike, comfortable/uncomfortable, conflict, secret, trust, honest personal space, boundaries, respect, support, lonely</i>

Years 1&2 Year B	4. To know how to seek support and who from. Key vocabulary <i>Feelings, emotions, Happy, sad, angry, frightened, surprised, nervous, frustrated, calm, excited, support, proud, lonely, worried, angry, confused</i>	Manging risk/emotions I am beginning to understand why saving money can be important and how that makes me feel. Money, value, finance ,risk ,critical, consumer, spending , saving	
	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> - I feel special and safe in my classroom. - I can identify some of my hopes and fears for this year. - I understand the rights and responsibilities for being a member of a class and school. Key vocabulary <i>Worries, hopes, fears, belonging, rights, responsibilities, praise, reward, consequence, goals, choices, teamwork, safe, rules, positivity, honesty, respect, kindness, compassion.</i> Autumn 1/2: Recognising emotions - To recognise their own emotions and be able to describe them using the following language: happy, sad, frightened, surprised, nervous, proud, frustrated, calm, worried angry and confused. - To explore self-regulation when their emotions influence behaviour. - To persevere when they encounter setbacks. - To know how to seek support and who from. Key vocabulary	Spring: Celebrating Differences <i>See National Curriculum for objectives</i> - I understand the importance of respecting other people even when they are different from me eg. gender, preferences, physical differences. - I can discuss gender stereotypes. - I can recognise bullying and understand that bullying can sometimes be about differences. - I can tell you some ways that I am different from my friends. Key vocabulary <i>Beliefs. differences, stereotypes, bully, kind/unkind, feelings, included, qualities, friendship, unique, valued, respect, teasing</i> Spring 2 Finances AIM: To make real choices (for example how to spend and save money sensibly) How to manage money I can recognise and choose the correct value of coins and notes to use and calculate change. I am beginning to understand I might run out of money unexpectedly if I don't keep track of it Being a critical consumer I know I have choices about saving and spending my money I am beginning to understand that other people may plan to save and spend money in a different way to me. I can explain the difference between something that I need and something I might want Manging risk/emotions	Summer: Changing Me <i>See National Curriculum for objectives</i> Recap I can clean my teeth properly (and know differences between baby and adult teeth) - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.- link to life cycles science I can recognise the physical differences between boys and girls, use correct names for parts of the body and appreciate that some of my body parts are private. - I understand there are different types of touch and can tell you which ones I like and don't like. - I can identify who I would tell if I was worried about something. - I can discuss my hopes and fears for next year Key vocabulary <i>Change, grow, baby, adult, appearance, physical, , boy/male, girl/female, vagina, penis, testicles, public, private, touch, cuddle, hug, squeeze, like/dislike, acceptable/unacceptable, comfortable/uncomfortable.</i>

	<i>Feelings, emotions, Happy, sad, angry, frightened, surprised, nervous, frustrated, calm, excited, support, proud, lonely, worried, angry, confused</i>	I can explore the different places I can keep my money, can choose a suitable place to keep my money safe, and explain my choice. I can describe why I might want to save my money e.g. for something special or to buy a present for someone else, and where I might save it e.g. cash at home, in a savings account. <i>Manage, plan, suitable, savings account</i>	
Year 3/4 Year A			
	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> 1. I understand why rules are needed and how they relate to rights and responsibilities. 2. I understand that my actions affect myself and others and I care about other people's feelings and try to empathise with them. 3. I can make responsible choices and take action. 4. I understand who is in my school community, the roles they play and how I fit. 5. I understand how groups come together to make decision. 6. I can face new challenges positively and set myself goals. Key vocabulary <i>Valued, solutions, support, rights, responsibilities, behaviour, rewards, consequences, actions, feelings rights responsibilities, fairness, choices, co-operate, team work, belong, included, excluded, school community</i> Autumn 1/2: Recognising emotions	Spring: Healthy Me Spring 1 and 2 <i>See National Curriculum for objectives</i> 1. To understand the mental and physical benefits of an active lifestyle. 2. To understand the benefits of good oral hygiene and the damage that some foods do the enamel on my teeth- link to science 3. To understand how to keep safe in the local and wider environment. 4. To understand the effects of legal and illegal substances on the mind and body (including safe use of medicines) 5. To identify things, people and places that I need to keep safe from (including people who may put me under pressure), and can tell you some strategies for keeping myself safe Key vocabulary <i>oxygen, heartbeat, lungs, heart, fitness, healthy, drugs, attitude, safe, strategy, advice, harmful, medicines, substances, healthy relationships, value, embarrassed, roles, leader, follower, assertive, smoking, pressure, peers, guilt, advice, alcohol, liver, diseased, peers, oral hygiene.</i> Finance	Summer: Relationships covers Summer 1 and 2 <i>See National Curriculum for objectives</i> 1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. 2. I can identify and put into practice some of the skills of friendship e.g. Taking turns, being a good listener. 3. I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant or those I no longer see. 4. I know how to show love and appreciation to people and animals and explain different points of view on animal rights issues. 5. I can recognise how friendships change, know how to make new friends and how to manage my emotions such as a jealousy when I fall out with my friends. 6. I can discuss my hopes and fears for next year. Key vocabulary <i>men, women, male, female, unisex, role, job, responsibilities, respect, stereotype, problem solving, friendship, jealousy, loyalty, appreciate, boyfriend, girlfriend</i>

Year 3/4 Year B	1. To recognise and describe their own emotions (positive and negative) using the following language: jealous, anxious, lonely, bored, isolated, proud, irritated, contented. 2. To explore self-regulation when their emotions influence behaviour. 3. To persevere when they encounter setbacks. 4. To know how and from whom to seek support. Key vocabulary <i>Emotions, feelings, contented, nightmare, fears, worried, jealousy, anxiety, loneliness, isolation, mental health/wellbeing, irritated, frustrated, bored, contented, support, proud</i>	AIM: To look after their money and realise that future wants and needs may be met through saving otherwise we may get into debt. How to manage money I know some different ways of keeping track of my money e.g. counting, keeping receipts. I can plan and track my saving and spending by keeping simple records I understand why it is important to keep track of my saving and spending Being a critical consumer I know that the decisions I make about saving and spending my money can be influenced by, and have an impact on, other people. I know how to prioritise between needs and wants. I can make spending decisions based on my priorities, needs and wants. Managing risk/emotions I understand managing money can be complex and using an account is one way of making it easier e.g. receiving updates and statements. I know that if I don't have enough money I may have the choice to borrow, but that if I do I will have to pay it back. I can explain why I might want to borrow money and how this might make me feel.	
	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> 1. I understand why rules are needed and how they relate to rights and responsibilities. 2. I understand that my actions affect myself and others and I care about other people's feelings and try to empathise with them. 3. I can make responsible choices and take action.	Spring: Celebrating Differences <i>See National Curriculum for objectives</i> 1. I understand that everybody's family is different and important to them. 2. I understand that differences and conflicts sometimes happen among family members. 3. I recognise that some words are used in hurtful ways and I can tell you about a time when my words affected someone's feelings and what the consequences were. 4. I understand that, sometimes, we make assumptions based on what people look like	Summer: Changing Me <i>See National Curriculum for objectives</i> 1. I understand that in animals and humans, lots of changes happen between conception and growing up, and that usually it is the female who has the baby. 2. I can start to recognise stereotypical ideas I might have about parenting and family roles 3. I understand that some of my personal characteristics have come from my birth parents. 4. I can talk about some changes that have happened to me (adult teeth, height, facial features)

	4. I understand who is in my school community, the roles they play and how I fit. 5. I understand how groups come together to make decision. 6. I can face new challenges positively and set myself goals. Key vocabulary <i>Valued, solutions, support, rights, responsibilities, behaviour, rewards, consequences, actions, feelings rights responsibilities, fairness, choices, co-operate, team work, belong, included, excluded, school community</i> Autumn 1/2: Recognising emotions 1. To recognise and describe their own emotions (positive and negative) using the following language: jealous, anxious, lonely, bored, isolated, proud, irritated, contented. 2. To explore self-regulation when their emotions influence behaviour. 3. To persevere when they encounter setbacks. 4. To know how and from whom to seek support. Key vocabulary <i>Emotions, feelings, contented, nightmare, fears, worried, jealousy, anxiety, loneliness, isolation, mental health/wellbeing, irritated, frustrated, bored, contented, support, proud</i>	5. I know that sometimes bullying is hard to spot (online and in person) and I know what to do if I think it is going on but I'm not sure. 6. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell. Key vocabulary <i>Family, safe, conflict, solutions, resolve, difference, witness, bullying, consequences, hurtful, compliment, assumption, judgement, appearance, accept, influence, opinion, attitude, secret, deliberate, cyber bullying, text message, website.</i> Finance AIM: To look after their money and realise that future wants and needs may be met through saving otherwise we may get into debt. How to manage money I can describe ways of paying that don't involve cash e.g. debit cards, credit cards, online payments I understand the reasons for using different forms of payment including the difference between debit and credit cards. Being a critical consumer I am beginning to understand that different people have different attitudes to, and feelings about, saving and spending money. I understand that it may not be possible to have everything I want straight away, if at all, and that I may need to save money for things I want to buy in future. Manging risk/emotions I can explain why I might use an account e.g. bank, building society, credit union. I know I can keep my money in a standard and/or online bank account and what benefits this might have I am beginning to understand that I can pay for things without having enough money and that this has consequences e.g. I could get into debt. Debit, credit, online payment, saving, spending, debt, benefit, consequence	5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. 6. I can name some changes that will happen to me and talk about how I feel about them (explore year changes, homes, friends etc) Key vocabulary <i>changes, birth, animals, babies, mother, growing up, control, stereotypes, personal, unique, characteristics, parents, acceptance,</i> Yr 4 only I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. I understand how babies grow and develop in the mother's uterus; I understand what a baby needs to live and grow. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies; I can identify how boys' and girls' bodies change on the outside during this growing up process. I can correctly label the internal and external parts of male and female bodies(that are necessary for making a baby). <i>uterus, womb, puberty, male, female, testicles, sperm, penis, ovaries, egg, vagina, menstruation, periods,</i> Please note when planning: Puberty shouldn't be taught before year 4, whilst sex education shouldn't be taught before year 5. Year 4: Year 3 Scarf – My changing body, Yr 4 Scarf -all change, preparing for changes at puberty.
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			Growing and Changing Lesson Plans Moving house My feelings are all over the place! All change! Preparing for changes at puberty Secret or surprise? Together Assessment Plans Growing and Changing - Pre and Post Unit Assessment: Y4/P5
Year 5/6 Year A			
	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> - To set personal goals. - To understand one's own and others' rights and responsibilities locally and globally - To make choices about one's own behaviour based on an understanding of rewards & consequences. - To understand how democracy and having a voice benefits the school community; to know that there are universal rights for all children but for many children these rights are not met. Key vocabulary <i>Education, opportunities, motivation, vision, hopes, challenge, universal rights, British,</i>	Spring: Healthy Me <i>See National Curriculum for objectives</i> - To know how to keep one's body healthy (including content on drugs, smoking and alcohol; the positive effects of a healthy lifestyle; basic first aid procedures) - To understand how to look after one's mental and emotional health - To be aware of ways that young people can be influenced (including content on social media, celebrity culture and their effect on body image and self-esteem) - To be aware of how people can be exploited and know how to avoid this (including content on how people can be made to do things that are against the law; risks of joining gangs) Key vocabulary <i>Balanced diet, pressure, drugs (list A, B and C classes), effects, motivation, alcohol, misuse, anti-social, responsible, appropriate, emergency, procedure, level-headed, body image, respect, media, social media, celebrity, altered, self-</i>	Summer: Relationships <i>See National Curriculum for objectives</i> - To understand and take care of one's own and others' mental health - To recognise when some people are trying to gain power and control over others. - To know how to use information technology safely and healthily and understand that being part of an online community can have positive and negative consequences - To know that I have the right to personal privacy. - To discuss hopes and worries for next term/next year Key vocabulary <i>Characteristics, personal qualities, attributes, self-esteem, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, pressure, personal, comfortable, jealousy,</i>

	<i>citizen, empathize, responsibilities, rewards, consequences, choices, learning charter, co-operation, collaboration, participation, democracy, elect, community, integrity.</i> Autumn 1/2: Recognising emotions 1. To recognise and describe their own emotions (positive and negative) using the following language: guilty, isolated, confident, secure, insecure, annoyed, humiliated, overwhelmed. 2. To identify some of the triggers that cause different emotions. 3. To identify what these emotions might look like in other people and reflect on how they react to them. 4. To learn how to deal with their emotions in class and in other environments. 5. To know how to seek support and who from. Key vocabulary <i>Appropriate, proportionate, triggers, regulate, mental health, well-being, boredom, loneliness, humiliation, scared, annoyed, confused, shy, proud, guilty, curious, support, isolation, ridicule, confident, secure/ insecure, overwhelmed.</i> Circle time session: understanding periods (separate session for boys/girls) 1. (Girls)To know what to expect when your periods begin and feel confident in managing them. (Boys) To understand what happens when a woman has a period and how periods are managed. 2. To be able to ask questions about periods and other aspects of puberty in a safe space.	<i>respect, self-esteem, eating disorder, mental health, emotional health, mental illness, symptoms, stress, triggers, managing stress.</i> Finance AIMS: What is economy? Being ambitious what are my career goals? (LINK IN WITH CAREERS DAY) How to manage money I can describe different jobs that I might do to earn money when I am older. when I am older. I understand the reasons why some jobs pay more than others. I know that money to be earned is one factor which may influence choosing a job. I am beginning to understand that the choices I make about work and money will affect my life. I know that money is deducted from earnings to provide things we all need e.g. through taxes and National Insurance. I can describe some ways in which the government uses money to provide for my needs and those of my local community I am beginning to understand why and how some of the money we earn supports the wider community Being a critical consumer I can explain how my spending decisions can help support others, e.g. buying fair trade products, using charity shops. I understand why we should all be critical consumers, thinking carefully about how we use our money. Managing risk/emotions I know there are financial risks associated with spending money online e.g. scams and phishing. I understand why I might, or might not, want to give money to help others.	<i>technology, communicate, resist, identity, risk, grieve, trolling, harassment, cyber-bullying, sexting, nudes.</i> Additional: SRE for Year 6 ONLY: 1. To understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. 2. To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (consent/age of consent). Key vocabulary <i>Sperm, semen, ejaculation, wet dream, conception, making love, sexual intercourse, fertilization, fallopian tube, contraception, fertility treatment (IVF), teenage, age of consent.</i> Growing and Changing Lesson Plans • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up and changing bodies • Changing bodies and feelings • Help! I'm a teenager - get me out of here! • Dear Hetty (OPTIONAL)
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Year 5/6 Year B	Autumn 1: Being Me in My World (to be taught as a block at the beginning of the term) <i>See National Curriculum for objectives</i> - To set personal goals. - To understand one's own and others' rights and responsibilities locally and globally - To make choices about one's own behaviour based on an understanding of rewards & consequences . - To understand how democracy and having a voice benefits the school community; to know that there are universal rights for all children but for many children these rights are not met. Autumn 1/2: Recognising emotions Key vocabulary <i>Education, appreciation, opportunities, goals, motivation, vision, hopes, challenge, universal rights, British, citizen, empathize, responsibilities, rewards, consequences, choices, learning charter, co-operation, collaboration, participation, democracy, elect, community, integrity.</i> - To recognise and describe their own emotions (positive and negative) using the following language: guilty,	Spring: Celebrating Differences <i>See National Curriculum for objectives</i> - To understand that there are different cultures from my own and that cultural differences sometimes cause conflict and lead to racist attitudes. - To understand there are different perceptions about what normal means and how being seen as different could affect someone's life (including content on disability and gender). - To understand different types of bullying (including direct and indirect) and to know how to respond to it. Key vocabulary <i>Culture, conflict, difference, similarity, belong, racism, colour, race, toleration, exclusion, discrimination, prejudice, rumour, name-calling, racist, homophobic, cyber bullying, texting, trolling, problem-solving, gender, transgender, indirect/direct, happiness, continuum, celebration, additional needs, disability.</i> finances Decisions and accountability make real choices and decisions how to manage and spend money, including pocket money and contributions to charities. How to manage money I understand that planning my spending helps me to stay in control of my money. I know why it is important to help others e.g. by donating to charity. Being a critical consumer I know that advertising is used to persuade me to spend my money I know that some things are better value for money than others.	Summer: Changing Me <i>See National Curriculum for objectives</i> <i>Link to science curriculum:</i> Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. - To look after your health and wellbeing as your body changes (puberty) - To understand how a baby develops before birth and how it is born - To be aware of how it feels to be attracted to another person and what this can mean - To discuss your hopes and worries for next term/next year (Y6 SRE: To understand sexual intercourse and age of consent) Key vocabulary <i>Self-image, self-esteem, perception, affirmation, puberty, menstruation, sanitary wear, hormones, ovary, vagina, womb, uterus, testicles, larynx, facial hair, relationships, pregnancy, embryo, umbilical cord, responsibilities.</i> Additional for Year 6 ONLY: Link to Science curriculum: Pupils should learn how to keep their bodies healthy and how their bodies might be damaged –

	isolated, confident, secure, insecure, annoyed, humiliated, overwhelmed. - To identify some of the triggers that cause different emotions. - To identify what these emotions might look like in other people and reflect on how they react to them. - To learn how to deal with their emotions in class and in other environments. - To know how to seek support and who from. Key vocabulary <i>Appropriate, proportionate, triggers, regulate, mental health, well-being, boredom, loneliness, humiliation, scared, annoyed, confused, shy, proud, guilty, curious, support, isolation, ridicule, confident, secure/ insecure, overwhelmed.</i> Circle time session: understanding periods (separate session for boys/girls) (Girls) To know what to expect when your periods begin and feel confident in managing them. (Boys) To understand what happens when a woman has a period and how periods are managed. - To be able to ask questions about periods and other aspects of puberty in a safe space.	I can make comparisons between prices when deciding what is best value for money, including for services such as electricity, phones and the internet. I understand why making informed decisions will help me make the most of the money I have. Managing risk/emotions I can describe some ways to keep my money and personal information safe when using the internet e.g. protecting passwords and PINs. I understand some consequences of financial scams and how they might make me feel I know what interest is and that it may be added to money I save and borrow/ I can explain some of the benefits of saving, and some of the risks involved in borrowing money <i>Donating, control, value, persuade, services, financial scam, borrowing</i>	including how some drugs and other substances can be harmful to the human body. - To understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby. SEE BELOW!! - To identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (consent/age of consent). - recognise the impact of drugs on the way their bodies function (prescription and non prescription). Key vocabulary <i>Sperm, semen, ejaculation, wet dream, conception, making love, sexual intercourse, fertilization, fallopian tube, contraception, fertility treatment (IVF), teenage, age of consent.</i> Growing and Changing Lesson Plans I look great! Media manipulation Pressure online Helpful or unhelpful? Managing change Is this normal? Making babies Keeping Safe Lesson Plans Think before you click! It's a puzzle (OPTIONAL) To share or not to share? Rat Park What sort of drug is...? Drugs: it's the law! Alcohol: what is normal? Joe's story (part 1) (OPTIONAL)
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