

Andrews' Endowed Church of England Primary School
PSHE CURRICULUM FRAMEWORK:WHOLE SCHOOL OVERVIEW



<p>The School has chosen six key themes which are colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.</p>			Rights and responsibilities		Feelings and friendship	
			Money and Careers		Safety and risk	
			Health		Identity	
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Acorns	'Pleasure to Meet You' 4c, 5abd, 6bcd,7bc, 8cd, 9b, 10bc, 11bd, 12d, 13a, 14ad, 15ab, 16ab Blue's Best Friend Pink Misses Mummy Blue Learns to Share	How can we keep safe? 4a, 8b, 9d, 13b, 15d Blue Explores Road Safety	How can I be healthy? 10ab, 13d, 14c Greens Greens Pinks Screen Time Purple is Poorly Rainbow visits the seaside Red Visits the Dentists Yellow Learns About Germs Yellow's Bedtime	How can we take care of the World? 4d, 9c, 11c, 13c Mindfulness: Enchanted Forest Flower Breath	What can we buy at our Garden Centre? Mindfulness: Butterfly Meadow	What identity does our Fairy tale characters have? 7ad, 12b Green Gets Glasses Rainbow's Food Journey Red's Hearing Aid Why does Purple Play Differently? Green is moving up a Year.

	<p>Pink goes to school Yellow wants to play with orange. Mindfulness: Managing Worry Managing anger Being Kind</p>		<p>Mindfulness: Getting to know your body</p>			
<p>Core Learning</p>	<p>Rules, happy, sad</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Negotiate space and obstacles</p>	<p>Healthy, unhealthy, exercise</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Myself, Feelings, being gentle rights, responsibilities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>job, money</p> <p>Recognise different coins by the numbers on them, their colour, size and shape;</p> <p>Understand that things cost different amounts of money, such as buying toys versus ice cream;</p> <p>Understand that money needs to be kept safe, so they don't lose it and can keep track of how much they have.</p>	<p>Same, different, talents, families, home, friends, standing up for myself</p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>- Explain some similarities and differences between life in this country and</p>

		safely, with consideration for themselves and others;				life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Year 1	<p>How do we decide how to behave?</p> <p>12.15.</p> <p>H14, H24, H28</p> <p>R17,R21, R22, R24, R25</p> <p>L1</p> <p>Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt; co-operate with others in work and play, sharing and taking turns; identify ways of helping in class and improving the environment by their own actions. Make simple choices between activities.</p> <p>Too much selfie isn't Healthy!</p>	<p>What makes us special?</p> <p>1.3.8.9.16.36.</p> <p>H21, H22, H23, H26</p> <p>R1,R2, R6, R22, R23</p> <p>L4, L6</p> <p>Respecting similarities and differences between people; that everyone is unique; but that everyone has similarities; know the different groups to which they belong: families, friends, school, etc; recognise worth in others; make positive statements about other people; understand the effect bullying can have on others and know who</p>	<p>How can I care for myself?</p> <p>8.9.14.33.34.45.55.</p> <p>H1, H3, H4, H5, H7, H17</p> <p>Own their own feelings, making "I" statements; carry out personal routines; develop skills for maintaining personal hygiene, cleaning teeth, washing hands; be motivated to be clean and healthy; think about what can go on their body and in their body and that some substances can be harmful; begin to understand how infections are passed between people; know about medicines and begin to understand that all medicines are drugs, but not all drugs are medicines; the benefits to mental wellbeing of physical exercise and time spent outdoors; the benefits of hobbies;</p>	<p>How do we keep safe?</p> <p>24.27.37.39.</p> <p>H6, H8, H9, H10, H29, H30, H31, H32, H33, H34, H35, H36</p> <p>R13,R15, R18, R20</p> <p>L2, L5, L7, L9</p> <p>Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help; think about what they are keeping safe from indoors and outdoors, and whose job it is to keep them safe; know places that are safe; follow simple safety rules and instructions; appreciate the need to take care and the need for safe actions; know some of the rules for keeping safe, eg: medicines, tablets, household substances, fire, water; care about keeping themselves and others safe.</p> <p>No way through isn't true!</p>	<p>How do we feel?</p> <p>7.30.31.</p> <p>H11, H12, H13, H14, H15, H16, H18, H19, H20, H25, H27</p> <p>R7</p> <p>Different kinds of feelings; strategies to manage feelings; change and loss.</p> <p>Fake is a Mistake!</p>	<p>What can we do with money?</p> <p>L10, L11, L12, L13</p> <p>Where money comes from; spending; saving; keeping money safe; make simple choices about how to spend my money;</p>

	<p>Rule of Law</p>	<p>to tell in the event of experiencing or observing bullying; show respect by listening to what other people say; understand that other people have needs; consider the value of being a friend and having friends; show a willingness to care for others; recognise the ways their own behaviour affects others, ask for and give permission.</p> <p>Don't rub it in, rub it out.</p> <p>Tolerance of different Cultures and Religions</p>	<p>Don't forget to let Love in!</p> <p>Individual Liberty</p>	<p>Individual Liberty</p>		
	<p>rules, consequences, responsibility</p>	<p>food, drink, celebration, same, different, choice, active, protect, damage, sun, effect, games, safety, cultures, world, countries, special times, Special, different,</p>	<p>Substance, harmful, rules, Dangerous, feelings</p>	<p>Real, imaginary, danger, secret, trust, good touch, bad touch, unsafe worried, private, community, help, safety</p>	<p>Feelings words, worried, excited, nervous, angry, same, different, emotion, loss, challenge, different</p>	<p>earn, win, find, presents, pocket money, borrow, benefits, save, choices, jobs</p>

		dilemma, responsibility, challenge, unhelpful, helpful, behaviour, problem, co- operative.				
Year 2	How can we help?	What is bullying?	How can we be healthy?	What is the same and different about us?	How do we show our feelings?	How can we keep safe in different places?
Core learning	12.13.14.15.24.25. H24, H33, H33, H34, H35, H36 R22, R24, R25 L1 Group and class rules and why they are important; respecting own and others' rights and needs; privacy; looking after the environment. Too much selfie isn't Healthy! Democracy	16.18.26.36. R10, R11, R12 Hurtful teasing and bullying is wrong; what to do about bullying; unsafe secrets; inappropriate touch, what to do if it happens. Don't rub it in, rub it out. Mutual Respect	33.44.45.47.48.50.53.55. H1, H2, H3, H4, H5, H6, H7, H17, H37 Things that keep bodies and minds healthy (activity, rest, food, a range of emotions); hygiene routines; healthy choices: value their bodies and monitor what they put into it, as all substances can be harmful if not used properly; understand the need for exercise and rest to keep healthy; know the range of options open to them, eg: food, games and activities; know that some people need drugs to lead a normal life and that some drugs can prevent the development of diseases, eg: immunization; know that some diseases are infectious and can be controlled;	3.17. H21, H22, H23, H26 R1, R3, R4, R6, R23 L2, L4, L6 Recognise what they are good at; set simple goals; growing; changing and being more independent; naming body parts correctly; belonging to different groups; be able to express positive statements about themselves and others; identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background; know that people have things in common but that everyone is unique; fairness for all; begin to question media messages and stereotypes.	30.31.32. H11, H12, H23, H13, H14, H15, H16, H18, H19, H20, H25, H27 R8, R9, R18, R20 Different kinds of feelings; strategies to manage feelings; change and loss; recognising how others are feeling; sharing feelings. Fake is a Mistake!	19.20.21.27.28.29.37.39 H8, H9, H10, H29, H30, H31, H32, H33 R5, R13, R15, R16, R17, R18 L3, L5, L7, L8, L9 Rules for keeping safe in different places; including online; people who work in the community; asking for help; including in an emergency. The Rule of Law

			<p>appreciate the need to take care, to be safe and care about keeping themselves and others' safe; know the names of more parts of their bodies; know that they have rights over their own bodies; know when to keep a secret and when to tell.</p> <p>Individual Liberty</p>	Tolerance of Different Faiths and Cultures		
	respect, responsible, rules and rights	assumptions, stereotypes, self-worth, perspectives	body parts, vagina, penis, medicine, healthy, pharmacy, doctor, safety, asthma, instructions, Healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, routines..	Family, same, different, boy, girl, babies, male, female, new life cycle, birth, body parts, timeline, order, vagina, penis, growing, changing, skill attribute, emotions	Managing emotions, conflicts, overwhelming	Emergency, safe, responsible. Rules, unsafe, hazards, road safety, fire safety, danger.
Year 3 Core learning	<p>What are the rules that keep us safe?</p> <p>13.26.50.57.58.</p> <p>H11, H14, H36, H37, H40, H41, H42,</p>	<p>What can we do about bullying?</p> <p>7.8.16.</p> <p>H25</p> <p>R10, R19, R20, R21, R29</p>	<p>What are we responsible for?</p> <p>1.12.</p> <p>H35, H38, H42</p> <p>R30, R31, R33, R34</p> <p>L2, L3, L4, L5,L7</p>	<p>How can we describe our feelings?</p> <p>9.30.31.</p> <p>H15, H17, H18, H19, H20, H21</p> <p>Wider range of feelings; conflicting feelings, experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to others feelings; be able to</p>	<p>How can we eat well?</p> <p>47.48.49.</p> <p>H1, H2, H6, H11</p> <p>What makes a balanced lifestyle; balanced diet;</p>	<p>What jobs would we like?</p> <p>L26, L27, L28, L29, L30, L31, L32</p> <p>What is meant by stereotypes; what it means to be enterprising; working</p>

	<p>R22, R23, R24,R27, R28, R29</p> <p>L1, L6,L11, L12, L15</p> <p>Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe; know school safety rules relating to medicines, alcohol, solvents and illegal drugs; consider how they contribute to making the school environment a safe place; know that discarded syringes and needles can be dangerous.</p> <p>Too much selfie isn't Healthy!</p> <p>The Rule of Law</p>	<p>L9, L10, L27</p> <p>Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; know about bullying, why it happens and the effects it has on people;</p> <p>Mutual Respect</p>	<p>Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others; recognise the views of their peers, parents, teachers and people of different faiths and cultures; understand that there are many social groups in society in terms of culture, religion, age, etc; know that people live their lives in different ways and that different cultures may have different life patterns</p> <p>Don't rub it in, rub it out.</p> <p>Individual Liberty</p>	<p>recognise their own and someone else's feelings</p> <p>No way through isn't true!</p>	<p>making choices; what influences choices</p> <p>Individual Liberty.</p>	<p>collaboratively to the shared goals; recognise achievements and set targets; know the range of jobs and work roles carried out by people they know and what they like/dislike about their work; identify ways in which different types of work are similar or different to each other; explore and compare how adults feel about their work; understand how work involves a variety of different tasks, undertaken by people with different roles.</p> <p>Fake is a Mistake!</p>
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	Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions.	Bullying, unacceptable, falling out, racism, cyber bullying, bystander, help, support, bully, cyber, Physical Unkind, Mental health, Feelings Emotions, Unhappy, Differences Power, Bystander, Empathy, Acceptance, Courage, Feelings Witness	challenges, goals,	Managing feelings	Food labelling Healthy choices, moderation,	Manufacture, pressure, decisions, value, spend, shift, full-time, part-time, shift, paid, unpaid, Charity, Fund raiser Community, Saving, Jobs World of work, Occupation Wage / salary , budget
Year 4 Core learning	What is diversity? 3.12.15.17. H25, H27, H28 R32, R33 L2, L6, L7, L8, L9, L10	How can we be a good friend? 1.7.8.10.30.31. H29 R1, R10, R11, R14, R15, R16, R17, R18,	How can we manage our money? L17, L18, L19, L20, L21, L22 About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality.	What choices help health? 2.33.34.37.45.46.47.48.49.51.53.55. H1, H2, H3,H4, H5, H6, H7, H8, H90, H10, H11, H14, H15, H16, H18, H21, H32, H43 R12, R13, R31	How can we keep safe in our local area? 8.11.24.32.39.41.43.50.56 H35, H37, H38, H39, H41 R5, R6, R7, R8, R9 L5	How can our choices make a difference to others and the environment? L4, L5, L19, R34

	<p>Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes.</p> <p>Too much selfie isn't Healthy!</p> <p>Tolerance of Different Faiths and Cultures</p>	<p>R21, R27, R28, R29, R30, R34</p> <p>L3, L4</p> <p>Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback; know that there are many different patterns of friendship; understand the meaning of <i>friendship</i> and <i>loyalty</i>; be able to be honest; know where to get help in school and through helplines when facing problems.</p> <p>. Fake is a Mistake!</p> <p>Democracy</p>		<p>Accept responsibility for personal cleanliness; handle food safely; know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used; know about different cultural practices in health and hygiene; understand the important and beneficial role which drugs have played in society; know some of the options open to them in developing a healthy lifestyle now and in the future: know about the positive effects of exercise.</p> <p>No way through isn't true!</p> <p>Individual Liberty</p>	<p>Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe; identify hazards from substances at home and at school; know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco; have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse; think about risks and hazards in the environment and where to go for help; understand that it is wrong for children to be bullied or abused by other children or adults.</p>	<p>Caring for others; the environment;</p> <p>people and animals; shared</p> <p>responsibilities, making choices and decisions</p>
	<p>Religious diet, cultural diet, moral diet, ethical, choices, race, Birthplace, Extended families Citizen, Etiquette, Diverse</p>	<p>jealousy, love, loss</p>	<p>Saving, Money, Budget Pocket money, debt, credit</p>	<p>Drug, tobacco, smoking, second hand smoke, smoke free, medicine, harmful, asthma, instructions, Baby, toddler, school aged, teenager, adult, elder, Age, difference, physical changes, puberty, reproduction, Stereotyping, Individual, menstruation, periods, wet</p>	<p>Age classification, computer game, pressure, Choices, Habits Gaming, Road, rail, water safety Buildings, Safety, Danger Hazards, Fireworks, Emergency</p>	<p>Sustainable energy, fossil fuels, renewable energy source, non-renewable energy, single-use plastics, fair trade, palm oil.</p>

	Stereotype, Racism, Power Superiority			<p>dreams, Relationship, sperm, egg, hygiene, grooming, clean, strategies. Anxious, Lifecycle Grow, Change Strategies, Emotions Relationships, Support , Advice</p> <p>Caffeine, alcohol, tobacco, nicotine, alcohol, risk, habit, addiction, age restrictions. Drugs, Legal, Illegal Prescribed, Harmful Substances, Heart Lungs, Brain, Stomach Peer pressure, Medicine Behaviour, Drug use</p>	First aid, Help , Police, Fire brigade Ambulance	
Year 5 Core learning	<p>What makes a community?</p> <p>15.34.</p> <p>H43</p> <p>R7, R8, R9, R32, R33</p> <p>L1, L5, L6, L7, L8</p> <p>What it means to be in a community; groups and individuals that support the local community; voluntary,</p>	<p>What does discrimination mean?</p> <p>3.12.16.17.36.</p> <p>R20, R21, R33, R34</p> <p>L4, L9, L10, L27</p> <p>Be able to put themselves in someone else's shoes; value the diversity of lifestyles; recognise that actions have consequences for oneself and others;</p>	<p>How can we be safe online and using social media?</p> <p>11.19.20.21.22.41.43.</p> <p>H13, H35, H42,</p> <p>R12, R18, R20, R22, R23, R24</p> <p>L11, L12, L13, L14, L15, L16</p> <p>Keeping safe and well using a mobile phone; strategies for managing personal safety</p>	<p>What choices help health?</p> <p>6.29.50.</p> <p>H1, H3, H4, H9, H14, H15, H16, H18, H21, H38, H39, H40, H46, H48</p> <p>Develop a positive approach and self-motivation towards personal safety and risk taking; identify decisions they may need to make; explore attitudes about different drugs and the people who use or misuse them; exercise basic techniques for resisting pressure from friends, particularly in relation to smoking; learn to be assertive, especially in the face of pressure from others – saying “No”;</p>	<p>What makes us enterprising?</p> <p>L26, L28, L29, L30</p> <p>Different ways of achieving and celebrating personal goals; high aspirations; growth mindset; setting up an enterprise; what enterprise means for work and society.</p>	<p>How do we grow and change?</p> <p>4.26.33.44.46.59.</p> <p>H4, H5, H8, H11, H14, H17, H20, H26, H30, H31, H32, H34</p> <p>R3, R4, R25, R31</p> <p>L25</p> <p>Be able to discuss and choose the healthy options in relation to food, exercise, rest, etc,</p>

	<p>community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world; take a constructive interest in their local community and begin to take on a wider sense of social responsibility; know what they are good at and how it can help a group perform a task; appreciate the aesthetic qualities of their surroundings; understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community; contribute to a discussion and put their own views forward clearly and appropriately.</p> <p>Too much selfie isn't Healthy!</p> <p>Tolerance of Different Faiths and Cultures</p>	<p>challenge the opinions and actions of others; know how advertising can influence them; recognise and challenge stereotypes; actions can affect self and others; discriminations, teasing and bullying; stereotypes; differences and similarities between people; equalities.</p> <p>Don't rub it in, rub it out.</p> <p>Mutual Respect</p>	<p>online; managing requests for images; personal boundaries.</p> <p>The Rule of Law</p>	<p>No way through isn't true!</p> <p>Individual Liberty</p>		<p>know how changes at puberty affect the body in relation to hygiene, know how to cope with periods in school, know that body changes are a preparation for sexual maturity</p> <p>be able to discuss and ask; questions about changing bodily needs.</p> <p>Fake is a Mistake!</p>
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	community, pressure groups, national citizenship, voice, aspirations	Stereotype, homophobic, sexist, disability, trans phobic, discrimination, gender, role models, prejudice, Community Laws, Anti-social, Responsibility, Organisations Research, Migration, rights, responsibilities, conflict, organisation, homeless, charity, Lesbian Transgender Step families/ blended families, Reflect, Respect (+names of religions) Diverse, Stereotype Relationships Religions, Gay	Influence, trustworthy, domestic violence, abuse, violence, problems, Peer pressure, Put down Pressure, Peer mediator, Risk Predict, Potential Hazard, High/ medium/ low risk Assessing, Responsibility Online safety, Relationships Risk, Danger, Misleading, marketing, consumers, advertising, role model, media, reality, manipulate	Cigarette, e-cigarette, money, alcohol, tobacco, nicotine, media, influence, pressure, choice, age restrictions, Substance, Medicine Legal, Illegal, Drugs Ask Frank, Effects, Risks Prescribed, Solvents, Alcohol Tobacco, Role models	enterprise, goals, financial success, long-term, charity	Puberty, emotional, physical, behavioural, changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice.
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<p>Year 6</p> <p>Core learning</p>	<p>What are human rights?</p> <p>1.12.15.21.</p> <p>36.41.42.51.57.</p> <p>R19, R20, R21, R32, R33, R34</p> <p>L1, L2, L3, L4, L27</p> <p>Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including forced marriage); confidentiality and when to break a confidence.</p> <p>Too much selfie isn't Healthy!</p> <p>The Rule of Law</p>	<p>Who am I?</p> <p>3.12.14.31.33.34</p> <p>31.33.34.</p> <p>H17, H25, H26, H27, H28</p> <p>R7, R30, R31</p> <p>L6, L8, L30, L31, L32</p> <p>Recognise uniqueness and value personal qualities and abilities;</p> <p>Fake is a Mistake!</p> <p>A3, B7</p> <p>Individual Liberty</p>	<p>How can we manage risk?</p> <p>11.19.23.24.</p> <p>47.48.49.50.</p> <p>H2, H6, H9, H10, H13, H14, H15, H37, H38, H39, H40, H49, H50</p> <p>R15, R27, R29</p> <p>L15</p> <p>Increased independence and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing.</p> <p>The Rule of Law</p>	<p>How can money affect us?</p> <p>37.38.</p> <p>L17, L18, L19, L20, L21, L22, L26, L28, L29, L31</p> <p>Finance and its role in people's lives; being acritical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues.</p> <p>No way through isn't true!</p>	<p>How can we stay healthy?</p> <p>6.25.28.29.</p> <p>30.32.33.37.38.39.</p> <p>40.43.44.45.46.47.</p> <p>48.49.50.51.53.56</p> <p>H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H16, H29</p> <p>R28</p> <p>L25</p> <p>What positively and negatively affects health; informed choice; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing; internet safety and harms;</p> <p>Don't rub it in, rub it out.</p> <p>Individual Liberty</p>	<p>What makes a healthy and happy relationship?</p> <p>2.3.4.5.18.20.26.</p> <p>14.34.35.37.38.55.59</p> <p>H14, H18, H19, H20, h30, H31, H32, H33 H36</p> <p>R2, R4, R5, R8, R9, R11, R12, R13, R16, R17, R18, R26</p> <p>Different relationships; what makes positive healthy relationships; recognise when relationships are unhealthy; committed and loving relationships (including marriage, civil partnership); human reproduction.</p> <p>Mutual Respect</p>
	<p>Ballot Vote</p> <p>Taxes Political party Prime minister</p>	<p>Global citizenship, children's universal rights, role-</p>	<p>Peer pressure, consequence, antisocial, law, peer pressure,</p>	<p>loans, credit cards, hirepurchase schemes, debt, manageable, unmanageable, reliable,</p>	<p>Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs,</p>	<p>Puberty, emotional, physical, behavioural,</p>

	<p>Economy Welfare state NHS Democracy Manifesto</p> <p>Right Responsibility Entitlement MP Shelter Education Healthcare Safety</p>	<p>modeling, body image</p>	<p>independent, gangs, youths, behaviour, protected, Tobacco, nicotine products, alcohol, solvents, medicines, legal and illegal drugs, risks, advice, support, age restrictions,</p>	<p>enterprise, salary, risk, influence, careers.</p>	<p>risks, advice, support, age restrictions, Mental health, mood, feelings, mind, strategies, support stigma discrimination</p>	<p>changes, attitudes, values, gender, stereotyping, age, religion, culture, values, relationships, friendships, differences, love, reproduction, human life cycle, reproductive organs, conception, pregnancy, womb, uterus, egg, ovum, menstruation, periods, responsibilities, parents, skills, qualities, erection, vagina, contraception, lifecycle, roles, sex, support, advice, consent.</p>
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