



Portway Junior School

Relationships & Health Education Policy

**'This policy has been reviewed on ... and has been impact assessed
in the light of all other school policies and the Equality Act 2010.'**

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Chair of Governors: Dave Semeraro

Reviewed: April 2026

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Introduction

This policy has been written in accordance with the statutory guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. This policy contains information on how our school will meet its legal duties, with which schools must comply, when teaching Relationships Education and Health Education.

The Relationships Education and Health Education (England) Regulations 2020, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

For the purpose of this policy, “**relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy, “**health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Our school uses the Life Lesson curriculum. This curriculum provides coverage for all statutory content, as laid out by the 2025 Relationship and Sex Education and Health Education guidance, through an evidence based, peer-led and relational approach.

The Life Lessons resources are designed to improve behaviour and attitudes amongst pupils, helping them to build and maintain healthy relationships and be kind to the people around them. They are taught to understand their feelings, regulate their emotions and make healthy choices that allow them to stay safe, well and happy. There are lessons on respecting diversity, navigating the online world, managing their money and having high aspirations for their futures.

Development of the Policy

This policy has been developed by working in Partnership with schools in Derby City (See appendix 1 for list). A core focus of this partnership was seeking and gaining the views of local religious and community groups.

Consultation with Parents

The school understands the important role parents play in enhancing their children's understanding of relationships and health.

The school works closely with parents by establishing open communication.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- What is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

The school aims to build positive relationships with parents by inviting them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Curriculum Content

Relationships and health education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate relationship and health curriculum for all our pupils. This policy sets out the framework for our relationships and health curriculum, providing clarity on how it is informed, organised and delivered.

Relationships Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to

- Families and people who care about me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

See table below for the content laid out in the DfE Guidance:

| | |
|---------------------------------|---|
| <p>Families</p> | <ul style="list-style-type: none"> • 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 |
| <p>Caring Relationships</p> | <ul style="list-style-type: none"> • 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 |
| <p>Respectful Relationships</p> | <ul style="list-style-type: none"> • 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 |

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| | <ul style="list-style-type: none"> • 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 safety | <ul style="list-style-type: none"> • 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 and 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 is shared and used online |
| Being safe | <ul style="list-style-type: none"> • 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 e.g. family, school and/or other sources |

Health Education

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

See table below for the content laid out in the DfE Guidance:

| | |
|---------------------------|---|
| Mental wellbeing | <ul style="list-style-type: none"> • Mental wellbeing is a normal part of daily life, in the same way as physical health. There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • Bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |
| Internet safety and harms | <ul style="list-style-type: none"> • For most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. |

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| | <ul style="list-style-type: none"> • Why social media, some computer games and online gaming, for example, are age restricted. • The internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online |
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| Physical Health and Fitness | <ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy Eating | <ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs alcohol and tobacco | <ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and Prevention | <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to allergies, immunisation and vaccination. |
| Basic First Aid | <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11 including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. |

Delivery

Relationships and Health Education is taught throughout the whole school curriculum. This includes within the Personal, Social, Health Education (PSHE) curriculum, science curriculum, Physical Education (PE), computing and some aspects are included in religious education (RE). (Please see appendix 3 for coverage of the statutory content across the school's curriculum.)

Pupils will mainly be taught in their class groups. Single gender lessons will be used as deemed appropriate by the school eg about the changing body. It is important to note that although separated groups may have different activities, the messages and information they receive will be consistent. It is important that children learn about all changes not just their own.

Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

In addition, teachers will:

- Deliver a high-quality and age-appropriate relationships and health curriculum in line with school and statutory requirements.
- Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensure they do not express personal views or beliefs when delivering the programme.
- Model positive attitudes to relationships and health education.
- Respond to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Skills and knowledge

The Life Lesson's curriculum provides resources to support both the acquisition of knowledge and the development of skills. Each lesson has a "Life Lesson" objective, designed as a tangible way of practising RSHE skills within an appropriate topic. This is achieved through activities, which give the students practical ways to apply and rehearse what they've learned.

Inclusive

The Life Lessons resources are designed to be inclusive in a number of different ways. They work towards conforming to the WCAG 2.2 accessibility guidelines, ensuring that all learners can see and understand the information on the screen. Some examples of the way Life Lessons make their resources more inclusive include:

- Dual coding is used to provide pictorial support for learners for whom text can be intimidating or harder to read
- 'Scaffolding' activities, so that tasks are broken down into small, manageable chunks
- Tips, word banks and sentence starters to help young people come up with their own ideas, without having to start from a blank page
- Key words to support learning new vocabulary
- Emotions characters, to support young people's understanding of their feelings

Relevant and representative

It is vital that RSHE lessons feel relevant to young people. The Life Lessons curriculum ensures this in a number of different ways:

- Using realistic and diverse characters and scenarios, representing real-life situations that allow young people to safely explore concepts and issues.
- Videos of young people discussing relevant topics, where we get to watch young people from a range of backgrounds share their thoughts and feelings.

Student-centred

According to the 2025 RSHE guidance, learning should be student-focussed and allow young people to be active participants in lessons. The Life Lessons resources do this in a number of ways:

- Use scenarios that allow students to engage with the topic emotionally, whilst keeping a safe distance from sensitive issues
- Use narratives to help students relate to the issue at hand, and present concepts in a tangible way (avoiding using only abstract ideas, that some pupils will struggle to process).
- Frequent opportunities for personal reflections and peer discussion, allowing young people to explore their own opinions and feelings about a range of topics.

Sex education

The Life Lessons curriculum also includes resources to teach sex education, in line with government guidance. Parents have the right to withdraw their children from these lessons if they wish.

These lessons focus on the basics of human intercourse and reproduction, including age-appropriate information about how sexual intercourse and fertilisation happens. The resources use a factual scientific approach, and do not discuss the details of intimate sexual relationships, beyond the biology of intercourse, the basics of sexual consent and the law.

Questions

Teachers will attempt to answer pupils' questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use skill and discretion in these situations and refer to Relationships and Health Education Lead.

Teachers will apply the following principles:

- Clear ground rules will be established and set out for each session
- Pupil questions will be encouraged and opportunities to ask questions openly and in private eg. post it notes/question boxes will be provided
- Clarity about the topics being taught will be shared with pupils
- If a child's question is not appropriate to answer in front of the class, the teacher will explain calmly that this is not part of today's discussion and will discuss later.
- Individual questions may be answered by the teacher at the end of the session.
- Some questions may be referred to the child's parents to provide an answer; in these circumstances the class teacher will make contact.

All staff members at the school will undergo training on a yearly basis to ensure they are up-to-date with the relationship and health education programme and associated issues.

Members of staff responsible for teaching the subjects will undergo further training led by the relationships, sex and health education subject leader, to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments, which may need to be addressed in relation to the programme.

Equality and Accessibility

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against any pupil because of their:

- Age
- Sex or sexual orientation
- Race
- Disability
- Religion or belief
- Gender reassignment
- Pregnancy or maternity
- Marriage or civil partnership

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships and health education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND or other needs.

The curriculum will be taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include a mum and a dad, blended families (step/half siblings) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic. When deciding whether support is necessary to support pupils with a particular protected characteristic, we will consider our pupils' needs, including the gender and age range of our pupils.

In order to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, the school implements a robust Behaviour Policy, which set out expectations of pupils.

Sex Education

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – which includes teaching about the main external parts of the human body, how the human body changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum. We teach using the programme of study developed in Life Lessons.

Parents' Right To Withdraw

Parents do have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

However the content of these subjects such as family, friendship, safety (including online safety) are important for all children to be taught. The school will continue to teach the science curriculum as set out in the National Curriculum (see appendix 4 for objectives taught and terminology used). The changing of the adolescent body topics will be taught in single sex groups and, where possible, by a member of staff of the same gender.

Monitoring and Review

This policy will be reviewed on an annual basis by the *relationships health education subject lead*, Head teacher and approved by the governing board.

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation, Data Protection Act as amended by the Data (Use and Access) Act 2025.

Appendix 1: Consultation partners:

Akaal Primary School

Arboretum Primary School

Dale Primary School

Firs Primary School

Hardwick Primary School

PearTree Infant and Walbrook Nursery School

Pear Tree Junior School

Shelton Infant School

St Chad's Church of England Nursery and Infant School

St James' Church of England Infant and Nursery School

St James' Church of England Junior School

Zaytouna Primary School

Derby City Council Prevent Education Officer Representatives

from:

The Muslim faith

The Sikh faith

Church of England

Methodist

Appendix 2 How Portway Junior school consulted parents in the development and delivery of the curriculum:

Our school understands the important role parents play in enhancing their children's understanding of relationships and health. Parents' views are important in shaping the curriculum.

Our school works closely with parents by establishing open communication – all parents were consulted in the development and delivery of the Relationship and Health curriculum through the school website and notification of parents via ParentHub.

Parents are provided with the following information:

- The content of the relationships and health curriculum
- The delivery of the relationships and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

Our school aims to build positive relationships with parents and invited them into school to discuss what will be taught, address any concerns and help parents in managing conversations with their children on the issues covered by the curriculum.

Parents are consulted in the review of the curriculum and this policy, and are encouraged to provide their views at any time.

Appendix 3 How Portway Junior School covers the statutory content of relationships and health education across the school’s curriculum using Life Lessons

| | Understanding myself | | | Self with others | Self within the world | | |
|-----------|---|--------------|---|---|---|---|--|
| | Looking after my wellbeing and staying safe | | | Having healthy and fulfilling relationships with the people around me. | Understanding how to live happily and compassionately within the wider world | | |
| | Wellbeing | My body & Me | Healthy choices | Healthy Relationships | Identity & Community | Digital Lives | Aspiration & money |
| Y3 | We all have powerful emotions (strong emotions and mental health) | | Staying healthy [Recap lesson] | How can I be a good family member? | The amazing cultures in our class and community. | Healthy online friendships | How do we pay for things? |
| | How many different ways are there to exercise? | | Staying safe near roads and railways | Our bodies belong to us! | Prejudice and discrimination [New lesson] | Feeling uncomfortable online | How do we decide when to spend and when to save? |
| | A healthy and mindful week [RECAP lesson] | | Staying safe in all weathers and all places [Contextual lesson] | How can I say no to bad touch? | How can we include people with disabilities? | Wellbeing in an online world | What is the most important thing money can buy? |
| | I am wonderful! [Greater Depth] | | Challenging yourself safely [New lesson, Greater depth] | How can I be a good friend? | | Choosing what to do and what to share | Does money change how happy we are? |
| | | | | How can I have healthy boundaries with friends? If I disagree with someone, can we not be friends? | | Deciding who to trust online | What is does good value for money mean? |
| | | | | | What would a perfect online world be like? [Recap lesson] | What are my hopes and dreams for the future? | |
| Y4 | Charging our batteries (the importance of sleep) | | Keeping our bodies clean and healthy | Do all families look the same? | Why is the Equality Act so important? | Who uses the internet? | How can we keep our money safe? |
| | My emotion toolkit | | Preventing the spread of disease | Changes and challenges for families | How can we challenge stereotypes? | Using social media safely | What does it mean to be a good citizen? |
| | Celebrating healthy and delicious food from across the world [Contextual] | | Sunburn, allergies, stings and anaphylaxis | Is life always easy? | How can we prevent discrimination in our communities? | Is the internet a fair place? | What jobs are there in our community? |
| | What makes life so wonderful? [Greater depth] | | | If we are all different, can we all be equal? | How can we challenge sexism in our school? | Fake News and online lies | How do I get the job I want? |
| | Making wonderful mistakes [Greater depth] | | | What does a healthy friendship look like? How can we resist pressure? | What are the British Values? Who lives in our community? [Contextual lesson] | Can we know what is real online? [Greater Depth lesson] | |

| Understanding myself | | | Self with others | Self within the world | | | |
|---|--|--|---|--|---|---|---|
| Looking after my wellbeing and staying safe | | | Having healthy and fulfilling relationships with the people around me. | Understanding how to live happily and compassionately within the wider world | | | |
| Wellbeing | My body & Me | Healthy choices | Healthy Relationships | Identity & Community | Digital Lives | Aspiration & money | |
| Y5 | How do we look after our mental health? | What is puberty? [optional in Year 4] | The risks of smoking and vaping | What does a healthy friendship feel like? * | Considering all of our needs | Red flags online | How do people choose when to buy something? |
| | What is special about me? | What is menstruation? | Understanding addiction | What might our friends need from us? [Greater depth lesson] | What does the path to gender equality look like? | Deciding what to share online | How do we know how much money we have? |
| | How can I share what's in my head and heart? | Why do we need to clean more during puberty? | Hazards and fire safety | What does it mean to have healthy boundaries? | What are the pressures on boys and girls today? | Comparing ourselves to others on social media | What would I like to do other than work when I'm older? |
| | | | Reporting an emergency | How do we fix a friendship that has gone wrong? | Creating an anti-sexist generation | How social media companies use our data | How can I match my skills with a job that I love? [Greater depth lesson] |
| | | Health risks [RECAP lesson] | We are powerful when we are our true selves [Greater depth lesson] | Being an amazing ally [Greater Depth] | Influence and Power online | How can we be ethical shoppers? | |
| | | | | The social model of disability [Greater Depth] | Staying safe in group chats | | |
| | | | | | How can I thrive online? [Recap lesson] | | |

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| Y6 | Change is important | How are our emotions affected by puberty? | The facts about alcohol | What does a healthy romantic relationship feel like? | Unconscious bias in modern Britain | Power and friendship online | What influences the jobs we want to do? |
| | New schools, new start [Greater Depth] | How do our bodies change during puberty? | The facts about drugs | Why do some people choose to stay together for a long time? | Have all people been treated well in British history? | Discrimination online | How much money would I like to be paid? |
| | How can I stay as healthy as possible for my whole life? [Greater Depth] | How do males and females change during puberty? | The importance of vaccines | How can I help my friends to be their true selves? | How can we reduce racism today? | Motivation and manipulation online | What skills do I need to do the things I want to do? |
| | | Do you ever feel pressure to look a certain way? | Basic first aid | Why are personal boundaries so important? | LGBT+ rights throughout history and today | Do I live in an echo chamber? | How can we protect our money? |
| | | | | What is consent? | What is gender identity? | Can I spot an online fake? | What are my dreams for my future and how do I get there? |
| | | | | What are the red flags in a relationship? * | What does it mean to feel safe and belong in Britain? | What are the dangers of misinformation? [Greater Depth] | How do I manage my money day-to-day? [Greater Depth] |
| | How are babies made? [optional delivery] | | Do friendships always stay the same? | | | | |
| | | | How can we decide what boundaries we need to feel happy and safe? [Greater Depth] | | | | |

