

ST Thomas Catholic Academies Trust
and
Sacred Heart Catholic Primary School



Jesus At The Heart of All We Do

**Relationships and Health Education Policy
for Primary Schools 2026- 2027**

Date of Review: September 2026

Date of Next Review: September 2027

Relationships and Health Education Policy

Trust Mission

Each of the schools in our Trust is a faith community built upon the Gospel values of love, compassion, mercy and trust.

We are proud of our work with our pupils and families and our mission statement - "The Glory of God is a human being fully alive!" - is the foundation on which our work is planned and delivered. At its heart is a recognition that each child, made in the image of Christ, must be supported to be the person God wants them to be – mind, body and spirit.

School's Mission Statement

'Jesus at the Heart of All We Do'

As a school we aim to:

- Recognise the unique gifts and talents that each of our pupils has been given by God, developing these to ensure that each individual reaches the very best of their potential
- Build on the links between school, church and parish, so that each pupil's faith journey is nurtured and developed as they move through the school
- Support each pupil to understand their responsibilities to others as members of a faith community, and, as a global citizen, to the world that God has created

Vision for Relationships and Health Education

Within each of our primary schools, we are inspired by Jesus to be the very best we can be. We look after one another and show respect and love through our relationships with one another. This is about understanding how loving our neighbour enables us to be fulfilled too. Therefore, having a good relationship with ourselves and the other people in our lives makes us grow and flourish and we respect that everyone is a unique and important part of God's creation. We are all children of God, called to grow in love for Him through the person of Jesus Christ and to spread the Good News through our thoughts, actions and words.

As Catholic educators we have a duty to prepare our pupils for the demands of modern life, and to ensure they have the appropriate knowledge and emotional skills to navigate the challenges that they will face as they grow and move from primary education into the next phase. Our moral duty is to develop and grow purposeful, confident, socially responsible young people who will become the adult role models of the future.

The RHE Policy

This policy will be circulated to all members of the Academy Committee and all members of staff. A full copy of the policy is available on the school website, and paper copies can be provided to parents on request.

The Diocesan Director of Education/Director of RE will be sent a copy of the school's RHE policy and it is the duty of the Academy Committee to ensure that this is kept up to date.

Rationale and Definition of RHE

Within each of our Catholic primary schools we use the term 'relationship and health education' as we believe growing a happy and fulfilled life is our aim for our pupils. The defining belief of Christianity is that we are formed in the image of God, and that we have been endowed with an extraordinary human dignity and unique characteristics that make us all special and worthy of all the gifts that life can provide. To this end, our pupils need to understand their own human worth, and that of others.

In line with the teachings of the Church on relationships, family life, marriage and sex, we promote an ethos of love, care and acceptance of others. Catholic education teaches children about the dignity of human

life, the importance of caring for others and for respecting oneself. In the 21st Century, keeping safe is a key priority for children, in relationships with friends and family, and online. Themes such as stages in the human life cycle, body changes, managing emotions, making choices, respecting others, recognising risky behaviours and accepting oneself are ways in which pupils are taught how to be physically and emotionally healthy at an age-appropriate level, and with the Gospel values firmly underpinning the teaching.

As children mature, we encourage them to follow the example of Jesus and live lives inspired by the Gospel virtues, enabling them to follow His commandment to “Love your neighbour as yourself” (Mark 12:31). This is the basis for all relationships in our school. Teaching about relationships in our schools is supported by a range of resources such as: TenTen, NSPCC etc.

The DFE guidance defines RHE as “lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health”. It is about the development of the pupil's knowledge and understanding of her or him as a sexual being, about what it means to be fully human, called to live in right relationships with self and others and being enabled to make moral decisions in conscience. The DFE identifies three main elements: “attitudes and values, personal and social skills, and knowledge and understanding”.

Inclusion

Our primary schools ensure that the teaching of RHE is sensitive to the different needs of individual pupils and is taught in a way that allows access to those pupils at different stages of cognitive and emotional development. Learning and teaching methods may need to be adapted and specialist resources and training may need to be provided for those with particular needs. Children with special educational needs and disabilities are not at any point withdrawn from RHE because of lack of resources and training or to catch up in other subjects.

Cross-curricular

Since a Catholic school is committed to the education of the whole person, teaching on relationships and sexuality will be reflected in each relevant part of the curriculum. Whilst, for example, some aspects of RSE will be more appropriately explored in science lessons and some more appropriately explored in RE lessons, each will be informed by the other. Each discipline will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love.

Balanced

Whilst promoting Catholic virtues, pupils are offered a broad and balanced RHE programme which provides them with clear factual, scientific information when relevant and meets the statutory requirements placed on schools.

Christian Virtue and RHE

Each theme begins with a statement of the virtues which are necessary to living well in relationship with others and these virtues should underpin the teaching but also should emerge as a consequence of it. Virtues are habits which are learned from experience and are gained through imitation, the same virtues being modelled by those who teach. They express the qualities of character that schools should seek to develop in their pupils, through their exemplification by the whole community of which the pupils are a part. These virtues reflect our Christian tradition but they are also, of course, fundamental human virtues which are universally shared.

Our Curriculum

Theme 1: Created and Loved by God

	EYFS and KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.1.1.1. Respectful of their own bodies and character 1.1.1.2. Appreciative for blessings 1.1.1.3. Grateful to others and to God 1.1.1.4. Patient when they do not always get what they want	In a Catholic school, pupils are growing to be: 2.1.1.1. Respectful of their own bodies, character and giftedness 2.1.1.2. Appreciative for blessings 2.1.1.3. Grateful to others and to God 2.1.1.4. Self-disciplined and able to delay or forego gratification for the sake of greater goods 2.1.1.5. Discerning in their decision making 2.1.1.6. Determined and resilient in the face of difficulty 2.1.1.7. Courageous in the face of new situations and in facing their fears
Religious understanding of the human person: loving myself	Pupils should be taught: 1.1.2.1. We are made by God and are special 1.1.2.2. We are all God's children 1.1.2.3. Ways of expressing gratitude to God 1.1.2.4. About the sacrament of Baptism	Pupils should be taught: 2.1.2.1. We are special people made in the image and likeness of God 2.1.2.2. We are children of God with an innate dignity 2.1.2.3. God has created us for a purpose (vocation) 2.1.2.4. Life is precious and their body is God's gift to them 2.1.2.5. Prayer and worship are ways of nourishing their relationship with God 2.1.2.6. Sacraments often coincide with different natural stages in life, for example Baptism often occurs near birth for Catholics
Me, my body and my health	Pupils should be taught: Me 1.1.3.1. We are all unique individuals 1.1.3.2. We all have individual gifts, talents and abilities My body 1.1.3.3. The names of the external parts of the body 1.1.3.4. The similarities and differences between girls and boys My Health 1.1.3.5. How to maintain personal hygiene 1.1.3.6. What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating	Pupils should be taught: Me 2.1.3.1. Everyone expresses their uniqueness in different ways and that being different is not always easy 2.1.3.2. Strategies to develop self-confidence and self-esteem 2.1.3.3. Each person has a purpose in the world 2.1.3.4. That similarities and differences between people arise from several different factors (See protected characteristics of the Equality Act 2010, Part 2, Chapter 1, sections 4-12) My body 2.1.3.5. Their body will change and develop as they grow 2.1.3.6. About the growth and development of humans and the changes experienced during puberty 2.1.3.7. The names of the main parts of the body, including identifying and correctly naming genitalia (e.g. penis and vagina) My health 2.1.3.8. How to make informed choices that have an impact on their health
Emotional well-being and attitude	Pupils should be taught: Emotional well-being 1.1.4.1. That we all have different likes and dislikes 1.1.4.2. A language to describe feelings Attitudes 1.1.4.3. A basic understanding that feelings and actions are two different things 1.1.4.4. Simple strategies for managing feelings and behaviour 1.1.4.5. That choices have consequences	Pupils should be taught: Emotional well-being 2.1.4.1. Their emotions may change as they approach and as they grow and move through puberty 2.1.4.2. To extend their vocabulary to deepen their understanding of the range and intensity of their feelings 2.1.4.3. What positively and negatively affects their physical, mental and emotional health (including the media) 2.1.4.4. To recognise how images in the media do not always reflect reality and can affect how people feel about themselves Attitudes 2.1.4.5. That some behaviour is unacceptable, unhealthy or risky # 2.1.4.6. Strategies to build resilience in order to identify and resist unacceptable pressure from a variety of sources

Life cycles and fertility	Pupils should be taught: Life cycles 1.1.5.1. That there are life stages from birth to death	Pupils should be taught: Life cycles 2.1.5.1. How a baby grows and develops in its mother's womb 2.1.5.2. To recognise the differences that occur at each stage of a human being's development (including childhood, adolescence, adulthood, older age) Fertility 2.1.5.3. The nature and role of menstruation in the fertility cycle 2.1.5.4. How human life is conceived in the womb, including the language of sperm and ova
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Theme 2: Created to love others

	EYFS and KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.2.1.1. Friendly, able to make and keep friends 1.2.1.2. Caring, attentive to the needs of others and generous in their responses 1.2.1.3. Respectful of others, their uniqueness, their wants and their needs 1.2.1.4. Forgiving, able to say sorry and not hold grudges against those who have hurt them 1.2.1.5. Courteous, learning to say, "please" and "thank you" 1.2.1.6. Honest, able to tell the difference between truth and lies	In a Catholic school, pupils are growing to be: 2.2.1.1. Loyal, able to develop and sustain friendships 2.2.1.2. Compassionate, able to empathise with the suffering of others and the generosity to help others in trouble 2.2.1.3. Respectful, able to identify other people's personal space and respect the ways in which they are different 2.2.1.4. Forgiving, developing the skills to allow reconciliation in relationships 2.2.1.5. Courteous in their dealings with friends and strangers 2.2.1.6. Honest, committed to living truthfully and with integrity
Religious understanding of human relationships: loving others	Pupils should be taught: 1.2.2.1. We are part of God's family 1.2.2.2. All families are important 1.2.2.3. That saying sorry is important and can help mend broken friendships 1.2.2.4. Jesus cared for others 1.2.2.5. That we should love other people in the same way Jesus loves us	Pupils should be taught: 2.2.2.1. Christians belong to the Church family which includes the school, parish and diocese 2.2.2.2. Families are the building blocks of society and where faith, wisdom and virtues are passed onto the next generation 2.2.2.3. The importance of forgiveness and reconciliation in relationships and some of Jesus' teaching on forgiveness 2.2.2.4. The sacrament of marriage involves commitment and self-giving. It is a formal, lifelong commitment
Personal Relationships	Pupils should be taught: 2.3.1. The characteristics of positive and negative relationships 1.2.3.2. To identify special people (e.g. family, carers, friends) and what makes them special 1.2.3.3. There are different family structures and these should be respected 1.2.3.4. Families should be a place of love, security and stability. 1.2.3.5. The importance of spending time with your family 1.2.3.6. How their behaviour affects other people and that there are appropriate and inappropriate behaviours 1.2.3.7. To recognise when people are being unkind to them and others and how to respond 1.2.3.8. Different types of teasing and bullying which are wrong and unacceptable	Pupils should be taught: 2.2.3.1. How to maintain positive relationships and strategies to use when relationships go wrong 2.2.3.2. There are different types of relationships including those between acquaintances, friends, relatives and family 2.2.3.3. Marriage represents a formal and legally recognised commitment 2.2.3.4. For the Church, marriage has a special significance as one of the sacraments 2.2.3.5. The characteristics of a healthy family life. 2.2.3.6. How to make informed choices in relationships and that choices have positive, neutral and negative consequences 2.2.3.7. An awareness of bullying (including cyber-bullying) and how to respond 2.2.3.8. About harassment and exploitation in relationships, including physical, emotional and sexual abuse and how to respond 2.2.3.9. To recognise and manage risk, to develop resilience and learn how to cope with "dares" and other ways in which people can be pressurised 2.2.3.10. About changes that can happen in life, e.g. loss, separation, divorce and bereavement and the emotions that can accompany these changes

Keeping safe and people who can help me	Pupils should be taught: Keeping safe 1.2.4.1. To recognise safe and unsafe situations and ways of keeping safe, including simple rules for keeping safe online 1.2.4.2. To use simple rules for resisting pressure when they feel unsafe or uncomfortable 1.2.4.3. The difference between good and bad secrets 1.2.4.4. Identifying and correctly name their "private parts" (see NSPCC resource PANTS) for the purposes of safeguarding them from sexual exploitation 1.2.4.5. Importance of seeking and giving permission in relationships. People who can help me 1.2.4.6. Who to go to if they are worried or need help 1.2.4.7. That there are a number of different people and organisations they can go to for help in different situations	Pupils should be taught: Keeping safe 2.2.4.1. To recognise their increasing independence brings increased responsibility to keep themselves and others safe 2.2.4.2. How to use technology safely 2.2.4.3. That not all images, language and behaviour are appropriate 2.2.4.4. To judge what kind of physical contact is acceptable or unacceptable and how to respond 2.2.4.5. Importance of seeking and giving permission in relationships People who can help me 2.2.4.6. That there are a number of different people and organisations they can go to for help in different situations and how to contact them 2.2.4.7. How to report and get help if they encounter inappropriate materials or messages 2.2.4.8. To keep asking for help until they are heard
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Theme 3: Created in community (local, national and global)

	EYFS and KS1	KS2
Education in virtue	In a Catholic school, pupils are growing to be: 1.3.1.1. Just and fair in their treatment of other people, locally, nationally and globally 1.3.1.2. People who serve others, locally, nationally and globally 1.3.1.3. Active in their commitment to bring about change	In a Catholic school, pupils are growing to be: 2.3.1.1. Just, understanding the impact of their actions locally, nationally and globally 2.3.1.2. Self-giving, able to put aside their own wants in order to serve others locally, nationally and globally 2.3.1.3. Prophetic in their ability to identify injustice and speak out against it locally, nationally and globally
Religious understanding of the faith	Pupils should be taught: 1.3.2.1. That God is Father, Son and Holy Spirit 1.3.2.2. Some scripture illustrating the importance of living in community 1.3.2.3. Jesus' teaching on who is my neighbour	Pupils should be taught: 2.3.2.1. God is Trinity – a communion of persons 2.3.2.2. The key principles of Catholic Social Teaching 2.3.2.3. The Church is the Body of Christ
Living in the wider world	Pupils should be taught: 1.3.3.1. That they belong to various communities such as home, school, parish, the wider local community and the global community 1.3.3.2. That their behaviour has an impact on the communities to which they belong 1.3.3.3. That people and other living things have needs and that they have responsibilities to meet them; 1.3.3.4. About what harms and improves the world in which they live 1.3.3.5. How diseases are spread and can be controlled and the responsibilities they have for their own health and that of others e.g. washing hands	Pupils should be taught: 2.3.3.1. That there are some cultural practices which are against British law and universal rights (e.g. honour-based violence and forced marriage, human trafficking etc.) 2.3.3.2. That actions such as female genital mutilation (FGM) constitute abuse, are crimes and how to get support if they have fears for themselves or their peers 2.3.3.3. That bacteria and viruses can affect health and that following simple routines and medical interventions can reduce their spread 2.3.3.4. About the range of national, regional, religious and ethnic identities in the United Kingdom and beyond and the importance of living in right relationship with one another

By the end of Primary School, children should know:

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

Online relationships	Pupils should know: • 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	Pupils should know: • 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

Resources:

A range of resources are used in planning the RHE curriculum:

RE teaching follows the 'Come and See' scheme which covers many aspects of relationships, personal growth and responsibilities towards others and the community in its widest sense. This is also reflected in the new RED, which has been integrated into schools.

Either, 'Life to the Full Plus' is the recommended programme of study for Catholic schools for their RHE curriculum, including the teaching of sex education and/or much of the health aspect of the RHE curriculum is covered in the Science curriculum, including naming body parts, the human life cycle, body changes and puberty Sex Education

Across our Catholic schools, sex education is taught using the 'Life to the Full' resources by TenTen Resources to support pupils' learning and understanding within a Catholic context.

Sex education is taught in Year 6, and the resources will be available for parents to view prior to the lessons being delivered.

Parents have the right do withdraw their children from this aspect of the RHE curriculum.

Any parents who wish to do so should make an appointment to discuss this with the headteacher.

Difficult Questions

All RHE content will be taught sensitively with the use of age appropriate resources.

Children are naturally curious and may have questions that are difficult to answer in a whole-class setting. Teachers will avoid giving their own opinions or judgements and will answer questions about the statutory content of the RHE curriculum in a factual way.

It may not be appropriate to answer all questions, and parents will be kept informed if their child has asked a question that may require further discussion. The aim is that children are given correct information, and not dissuaded from asking questions, rather than looking to the internet or other unregulated sources of information for answers.



Sacred Heart Catholic Primary School - PSHE/RSE Curriculum Coverage

Sacred Heart Catholic Primary School - PSHE/RSE Curriculum Coverage (including British Values and safeguarding)

Please use the following website for resources/lessons and ideas related to British Values and keeping ourselves safe –

<https://www.pol-ed.co.uk/lessons/categories> (updated April 26) <https://www.tentenresources.co.uk/programmes/life-to-the-full-plus/> and <https://www.bbc.co.uk/teach/articles/z4pp7nb>

PSHE education is a subject through which pupils should develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

Pupils should learn about how to stay healthy and safe both online and in relationships.

Throughout all units and at all opportunities adults will reflect on consent and understanding safeguarding and keeping ourselves safe at an age-appropriate level and reinforce the British Values along with our Virtues for Life Programme

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Advent 1	-Understanding the World -People, Culture and Communities - Created by God -Consent -Democracy -NSPCC PANTS	-Health and Wellbeing -Ourselves - Growing and changing -We are Unique -Democracy -NSPCC PANTS	-Ourselves - Growing and changing -Body, mind and soul -Consent -Democracy -NSPCC PANTS -Anti-bullying	-Mental Health -Life is precious -Consent -Democracy -Catholic Social Teaching	-Mental Health -Life is precious -Consent -Democracy -Catholic Social Teaching	-Emotional Well-being - Body Image -Intense feelings -Consent -Democracy	-Health and Wellbeing -Me, My Body, My Health -Changes During Puberty -Consent -Democracy
Advent 2	-PSED Managing Self -Naming Body Parts -Healthy lifestyle -Staying Safe Online -Rule of Law -NSPCC PANTS -Catholic Social Teaching	-Healthy Personal Relationships -Bullying -Staying Safe Online -Rule of Law -NSPCC PANTS -Catholic Social Teaching	-Me, My Body, My Health -Naming Body Parts (inc. genitalia) -Staying Safe Online -Rule of Law -NSPCC PANTS	-Healthy Personal Relationships -Bullying -Staying Safe Online -Rule of Law	-Me, My Body, My Health -Puberty -Staying Safe Online -Rule of Law	-Health and Wellbeing -Life Cycles -Menstruation -Grief -Staying Safe Online -Rule of Law -Catholic Social Teaching	-Living in the Wider World -Media Literacy and Digital Resilience -Harmful online material -Staying Safe Online -Rule of Law
Lent 1	-Understanding the World -Past and Present -Growing, Changing and Transition -Consent -NSPCC PANTS	-Living in the Wider World -Media Literacy and Digital Resilience -What is the internet? -Consent -NSPCC PANTS	-Personal Health and Wellbeing -Emotional Wellbeing -Feelings -Consent -NSPCC PANTS	-Media Literacy and Digital Resilience -Sharing online -Consent	-Health and Wellbeing -Emotional Wellbeing -Hormones -Consent	-Safe Relationships -Cyberbullying -Consent -Exploitation and Grooming - Anti-Racism	-Health and Wellbeing -Life Cycles -Making Babies -Consent -Catholic Social Teaching

Lent 2	-PSED Building Positive Relationships -Making Friends -Staying Safe Online -Respect -NSPCC PANTS	-Safe Relationships - Respecting privacy and Getting Help -Keeping Safe - Medicines and Drugs -Staying Safe Online -Respect -NSPCC PANTS	-Health and Wellbeing -Life Cycles from Young to Old -Staying Safe Online -Respect -NSPCC PANTS -Catholic Social Teaching	-Relationships - Keeping Safe -Personal Boundaries -Drugs, Alcohol & Tobacco -Rules and Laws -Staying Safe Online -Respect -Catholic Social Teaching	-Health and Wellbeing -Life Cycles – The Human Life Cycle -Staying Safe Online -Respect -Sexism -Catholic Social Teaching	-Healthy Relationships - Keeping Safe - Drugs, Alcohol and Tobacco - Emergency First Aid (Dr ABC) -Staying Safe Online -Respect -Violence Against Women and Girls	-Healthy Personal Relationships -Consent -Prejudice -Staying Safe Online -Respect -Catholic Social Teaching
Pent 1	-PSED Building Relationships -People Who Help US -Consent -NSPCC PANTS -Liberty	-Health and Wellbeing -Keeping Safe and Calling 999 -Consent -Liberty -NSPCC PANTS	-Living in the Wider World Communities -Belonging -Consent -Liberty -NSPCC PANTS	-Living in the Wider World -Shared Responsibility -Community -Consent -Liberty	-Healthy Relationships - Keeping Safe -Female Genital Mutilation -Consent -Liberty	-Living in the Wider World -Shared Responsibility -Catholic Social Teaching -Consent -Liberty	-Healthy Relationships -Keeping Safe -Types of Abuse -Consent -Liberty -Catholic Social Teaching
Pent 2	-Understanding of the World People, Cultures and Community -Belonging to a Community -Gifts and talents -What is money? -Staying Safe Online -Tolerance of Others -NSPCC PANTS	-Living in the Wider World -Economic Wellbeing: Money Sources and Forms of Money. -Jobs are a way of earning money -Staying Safe Online -Tolerance of Others -NSPCC PANTS	-Living in the Wider World -Economic Wellbeing: Money Sources and Forms of Money -Jobs are a way of earning money -Staying Safe Online -Tolerance of Others -NSPCC PANTS	-Living in the Wider World -Economic Wellbeing - Types of Jobs, Money, Risks of Gambling -Staying Safe Online -Tolerance of Others	-Living in the Wider World -Economic Wellbeing - Types of Jobs, Money Risks of Gambling -Staying Safe Online -Tolerance of Others	-Living in the Wider World -Economic Wellbeing - Career Pathways Money Saving and Spending -Staying Safe Online -Tolerance of Others	-Living in the Wider World -Economic wellbeing -Career Pathways, Money Saving and Spending -Staying Safe Online -Tolerance of Others