

PSHE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset	Living in the Wider World
Year 1	<p>To help construct, and agree to follow, group and class rules and understand how these rules help them</p> <p>How to contribute to the life of the classroom</p> <p>know how to keep themselves clean and how to brush their teeth effectively Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>How to maintain personal hygiene</p>	<p>Recognise how to tell how people are feeling and how to respond Module 1- Unit 3: Emotional well-being (Feelings, likes and dislikes)</p> <p>Communicate their feelings to others including feeling worried Module 1- Unit 3: Emotional well-being (Feelings inside out)</p> <p>be able to talk about good and not so good feelings Module 1- Unit 3: Emotional well-being (Feelings, likes and dislikes)</p>	<p>About different types of friends, including grown-ups Module 2- Unit 2: Personal relationships (Special people)</p> <p>be able to talk about friends Module 2- Unit 2: Personal relationships (Special people)</p> <p>Recognise how their behaviour affects other people Module 2- Unit 2: Personal relationships (Treat others well)</p>	<p>more about road safety and who helps us keep safe Module 2- Unit 3: Keeping safe (Being safe)</p> <p>Be able to show some self-awareness Module 2- Unit 3: Keeping safe</p> <p>know how to protect themselves Module 2- Unit 3: Keeping safe (Physical contact)</p> <p>understand the role of the emergency services</p>	<p>To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>about what happens when things get lost or change</p>	<p>They belong to various groups and communities such as family and school Module 3- Unit 3: Keeping safe The communities we live in (The communities we live in)</p> <p>about the environment</p> <p>take part in a class recycling activity</p> <p>be able to construct a simple survey</p>

Highlighted statements covered during Ten:Ten RSE lessons

	<p>Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>how some diseases are spread and can be controlled and about the responsibilities they have for their own health and that of others Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>be able to name the main parts of the body Module 1- Unit 2: Me, My Body, My Health (Boys and girls)</p> <p>about the similarities and differences between boys and girls Module 1- Unit 2: Me, My Body, My Health (Boys and girls)</p> <p>about their bodies and how they work</p>	<p>begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings Module 1- Unit 3: Emotional well-being (Super Suzie gets angry)</p> <p>be able to express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)</p> <p>To recognise what they like/dislike, how to make real, informed choices and recognise that choices can have good and not so good consequences Module 1- Unit 3: Emotional well-being (Feelings, likes and dislikes)</p>	<p>That people and other living things have needs and that they have responsibilities to meet them (including taking turns, sharing and understand the need to return things that have been borrowed) Module 2- Unit 2: Personal relationships (Treat others well)</p>	<p>the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises Module 2- Unit 3: Keeping safe (Good secrets & bad secrets)</p> <p>that household products, including medicines, can be harmful if not used properly Module 2- Unit 3: Keeping safe (Harmful substances)</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

	Module 1- Unit 2: Me, My Body, My Health (Boys and girls)	To share their opinions on things that matter to them and learn more about other people's opinions and views be able to describe some elements of the growth cycle Module 1- Unit 4: Life Cycles (The cycle of life)				
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset	Living in the Wider World
Year 2	Class rules and behaviour in school about what healthy people do. This should include learning about the benefits of rest and exercise, healthy eating and dental	about the process of growing from young to old and how people's needs change Module 1- Unit 4: Life Cycles (The cycle of life) that babies need care, love and	to identify their special people (family, friends, carers), what makes them special and how special people should care for one another Module 2- Unit 2: Personal	be able to describe the components of a healthy day about safety online, the responsible use of ICT Module 2- Unit 3: Keeping safe rules for and ways of keeping	to set simple but challenging goals about money and spending. Money comes from different sources and can be used for different purposes, including the	what improves and harms their local, natural and built environments and about some of the ways people look after them

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	<p>health Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>about exercise and what makes places healthy Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>begin to learn how to make real, informed choices that improve their physical and emotional health Module 1- Unit 2: Me, My Body, My Health (Clean & Healthy)</p> <p>about what food is healthy more about parts of the body (including external genitalia) and how the body works Module 1- Unit 2: Me, My Body, My Health (Boys and girls)</p>	<p>attention to calm them if they are upset Module 1- Unit 4: Life Cycles (The cycle of life)</p> <p>about babies and birth Module 1- Unit 4: Life Cycles (The cycle of life)</p> <p>about growing and changing and new opportunities and responsibilities that increasing independence may bring Module 1- Unit 4: Life Cycles (The cycle of life)</p> <p>how people's needs change and responsibilities that increasing independence may bring Module 1- Unit 4: Life Cycles (The cycle of life)</p> <p>Be able to recognise what they like and dislike, and</p>	<p>relationships (Special people)</p> <p>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them Module 2- Unit 2: Personal relationships (Special people)</p> <p>be able to show what constitutes a good friend recognise when people are being unkind either to them or others, how to respond, who to tell and what to say Module 2- Unit 2: Personal relationships (Saying sorry)</p>	<p>physically and emotionally safe (including road safety, cycle safety) Module 2- Unit 3: Keeping safe</p> <p>rules for safety in the environment (including rail, water and fire safety) Module 2- Unit 3: Keeping safe</p> <p>Know the difference between secrets and surprises and understand not to keep adults' secrets. Module 2- Unit 3: Keeping safe (Good secrets & bad secrets)</p> <p>be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</p>	<p>concepts of spending and saving</p> <p>About the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</p> <p>be able to role-play simple financial transactions</p>	
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Highlighted statements covered during Ten:Ten RSE lessons

	<p>about the similarities and differences between boys and girls Module 1- Unit 2: Me, My Body, My Health (Boys and girls)</p> <p>be able to show understanding of key bodily functions</p>	<p>recognise that choices can have good and not so good consequences Module 1- Unit 3: Emotional well-being (Feelings, likes and dislikes)</p> <p>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) Module 2- Unit 2: Personal relationships (Treat others well)</p> <p>to offer constructive support and feedback to others Module 2- Unit 2: Personal relationships (Treat others well)</p> <p>to identify and respect the differences between people</p>	<p>that there are different types of teasing and bullying, that these are wrong and unacceptable Module 2- Unit 2: Personal relationships (Treat others well)</p> <p>the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities</p> <p>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</p> <p>about when friendships break up, or people move away</p>	<p>(including who to tell and how to tell them) Module 2- Unit 3: Keeping safe (Physical contact)</p> <p>know how to get help if something is wrong. Module 2- Unit 3: Keeping safe (Physical contact)</p> <p>about who to talk to if they have concerns, questions or worries Module 2- Unit 3: Keeping safe (Physical contact)</p> <p>recognise what is fair and unfair, kind and unkind, what is right and wrong understand about the feelings associated with this recognise that they share a responsibility for keeping themselves and others safe,</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

		<p>Module 2- Unit 2: Personal relationships (Treat others well)</p> <p>share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class</p> <p>Module 2- Unit 2: Personal relationships (Saying sorry)</p>		<p>when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>Module 2- Unit 3: Keeping safe (Physical contact)</p> <p>about truth and lies, and more about diversity</p>		
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset	Living in the Wider World

Highlighted statements covered during Ten:Ten RSE lessons

Year 3	<p>Class rules and behaviour in school</p> <p>About change , including transitions between key stages</p> <p>that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>about gender, growing and reproducing Module 1 Unit 2:Me, my body, my health (All different all loved)</p> <p>that differences and similarities between people arise from a</p>	<p>how to deal with feelings, how to cope with pressure</p> <p>what positively and negatively affects their physical, mental and emotional health (including the media) Module 1 Unit 3: Emotional well being (what I am looking at?)</p> <p>To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.</p>	<p>what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Module 2- Unit 2: Personal relationships (Family, friends and other)</p> <p>To be aware of different types of relationship, including those between acquaintances, friends, relatives and families Module 2- Unit 2: Personal relationships (Family, friends and other)</p>	<p>be able to describe how to deal with unhelpful pressure</p> <p>about medicines and everyday drugs and how to deal with unhelpful pressure Module 2- Unit 3: Keeping safe (drugs, alcohol, tobacco)</p> <p>school rules about health and safety, basic emergency aid procedures where and how to get help Module 2- Unit 3: Keeping safe (first aid heroes)</p> <p>be able to discuss issues for families living overseas</p>	<p>about critical thinking and decision making</p> <p>to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>about risks they may face Module 2- Unit 3: Keeping safe (safe in my body)</p> <p>be able to describe what risk is and how this may affect decisions Module 2- Unit 3: Keeping safe (safe in my body)</p>	<p>what being part of a community means, and about the varied institutions that support communities locally and nationally Module 3- Unit 2: Living in the wider world (my community)</p> <p>about how community facilities work Module 3- Unit 2: Living in the wider world (my community)</p> <p>why and how rules and laws that protect themselves and others are made and enforced, why different rules</p>

Highlighted statements covered during Ten:Ten RSE lessons

	<p>number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>Module 3- Unit 2: Living in the wider world (my community)</p>	<p>Listen and respond respectfully to a range of people, to recognise and care about other people's feelings</p> <p>Module 2- Unit1: Personal relationships (When things feel bad)</p> <p>To recognise and respond appropriately to a wider range of feelings in others</p> <p>Module 2- Unit1: Personal relationships (When things feel bad)</p> <p>be able to write about feelings</p> <p>Module 2- Unit1: Emotional well being (What am I feeling?)</p> <p>recognise the role of voluntary, community and pressure groups, especially in</p>	<p>about extended families</p> <p>about different roles in school including showing an understanding of the role of a school councillor</p> <p>resolve differences by looking at alternatives, seeing and respecting others' point of view and respecting decisions and explaining choices</p> <p>Module 2- Unit1: Personal relationships (When things feel bad)</p> <p>about outdoor places and how to behave responsibly</p>	<p>be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p>Module 2- Unit 3: Keeping safe (safe in my body)</p> <p>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>Module 2- Unit 3: Keeping safe (safe in my body)</p> <p>know who they can talk to if they are beginning to feel pressured</p> <p>be able to recognise when and</p>	<p>work collaboratively towards shared goals</p>	<p>are needed in different situations and how to take part in making and changing rules</p> <p>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>Module 3- Unit 2: Living in the wider world (my community)</p> <p>about school and local democracy</p> <p>be able to debate about ethics</p> <p>about sources of products and Fairtrade</p>
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Highlighted statements covered during Ten:Ten RSE lessons

		relation to health and wellbeing		<p>how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>Module 2- Unit 3: Keeping safe (safe in my body)</p> <p>recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p>Module 2- Unit1: Personal relationships (When things feel bad)</p> <p>that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

				Module 2- Unit1: Personal relationships (When things feel bad)		
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset	Living in the Wider World
Year 4	Class rules and behaviour in school about what food is healthy and why Module 1 Unit 2:Me, my body, my health (All different all loved)	about sources of persuasion including the media Module 2- Unit1: Emotional well being (What am I looking at?) about how the media influences decisions Module	understand that there are a variety of relationships about different types of relationships including friends and families, civil partnerships and marriage	recognise that their increasing independence brings increased responsibility to keep themselves and others safe the importance of protecting personal information,	how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) deepen their understanding of	be able to explain what can be recycled in their “local” recycling bins more about the local community

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	<p>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet Module 1 Unit 2: Me, my body, my health (All different all loved)</p> <p>begin to understand the concept of a 'balanced lifestyle' Module 1 Unit 2: Me, my body, my health (All different all loved)</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation,</p>	<p>2- Unit1: Emotional well being (What am I looking at?)</p> <p>be able to recognise some persuasive media tactics e.g. on television adverts Module 2- Unit1: Emotional well being (What am I looking at?)</p> <p>recognise how images in the media do not always reflect reality and can affect how people feel about themselves Module 2- Unit1: Emotional well being (What am I looking at?)</p> <p>be able to identify who can help them with difficult feelings Module 2- Unit1: Emotional well being (What am I feeling?)</p>	<p>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment Module 2- Unit 2: Personal relationships (Family, friends and other)</p> <p>about types of behaviour and their consequences Module 2- Unit1: Personal relationships (When things feel bad)</p>	<p>including passwords, addresses and images Module 2- Unit 3: Keeping safe (safe online)</p> <p>be able to describe the effects of smoking and how to make safe decisions Module 2- Unit 3: Keeping safe (drugs, alcohol, tobacco)</p> <p>road safety, cycle safety and safety in the environment (including rail, water and fire safety)</p> <p>about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience</p> <p>about equal opportunities and their importance</p>	<p>about what voluntary agencies do</p> <p>be able to hold a debate on a topical issue</p>
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Highlighted statements covered during Ten:Ten RSE lessons

	<p>and disability (see 'protected characteristics' in the Equality Act 2010)</p> <p>be able to show understanding of difference including disability</p> <p>how their body will change as they approach and move through puberty Module 1 Unit 2: Me, my body, my health (What is puberty?)</p> <p>be able to recognise changes to their own bodies Module 1 Unit 2: Me, my body, my health (Changes)</p> <p>understand how they will begin to change Module 1 Unit 2: Me, my body, my health (Changes)</p>	<p>deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others Module 2- Unit1: Emotional well being (What am I feeling?)</p> <p>about strong feelings and mood swings Module 2- Unit1: Emotional well being (What am I feeling?)</p> <p>about the emotional changes they may experience during puberty Module 1 Unit 2: Me, my body, my health (What is puberty?)</p>	<p>that their actions affect themselves and others Module 2- Unit1: Personal relationships (When things feel bad)</p> <p>be able to give examples of right and wrong Module 2- Unit1: Personal relationships (When things feel bad)</p>	<p>be able to judge what kind of physical contact is acceptable or unacceptable and how to respond Module 2- Unit 3: Keeping safe (safe in my body)</p> <p>be able to demonstrate some basic techniques for resisting pressure</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

		about how it feels to lose someone (Module 2 Bereavement resource, losing someone)				
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset	Living in the Wider World
Year 5	<p>Class rules and behaviour in school</p> <p>about how their own lifestyle contributes to health Module 1- Unit1: My body my health (gifts and talents)</p> <p>about development from birth and</p>	<p>about images and stereotypes</p> <p>how it feels to be excluded or discriminated against</p> <p>Listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns,</p>	<p>be aware of some of the problems families/parents can face, including transitions, loss, separation, divorce, and bereavement</p> <p>that everyone has human rights, all peoples, all societies and those pupils have their own special rights</p>	<p>about situations which could cause them personal risk Module 2- Unit 3: Keeping safe (types of abuse)</p> <p>about taking care of their body, understanding that they have autonomy and the right to protect their body from</p>	<p>work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit</p>	<p>about how local democracy works</p> <p>about issues facing refugees, particularly in their local community</p> <p>about the lives of people living in other places, and people with different values and customs</p>

Highlighted statements covered during Ten:Ten RSE lessons

<p>specific body parts Module 1- Unit1: My body my health (girls bodies, boys bodies)</p> <p>about human reproduction Module 1- Unit1: My body my health (making babies)</p> <p>be able to name these parts and understand their function Module 1- Unit1: My body my health (girls bodies, boys bodies)</p> <p>realise that human reproduction is an adult activity Module 1- Unit1: My body my health (making babies)</p> <p>how their body will, change as they approach and move through puberty Module 1- Unit1: My body my health</p>	<p>to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view Module 1- Unit 2: Emotional well-being (peculiar feelings)</p> <p>How emotions may, change as they approach and move through puberty Module 1- Unit 2: Emotional well-being (emotional changes)</p>	<p>set out in the United Nations Declaration of the Rights of the Child.</p> <p>that these universal rights are there to protect everyone and primacy over national law and family and community practices</p>	<p>inappropriate and unwanted contact: understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers</p> <p>to recognise ways in which a relationship can be unhealthy, and who to talk to if they need support</p> <p>about how to deal with bullies</p> <p>realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to</p>	<p>others as well as themselves</p> <p>about saving and spending</p>	<p>appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p>how they can work together to bring about change</p>
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Highlighted statements covered during Ten:Ten RSE lessons

	<p>(girls bodies, boys bodies)</p> <p>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</p>			<p>respond and ask for help) Module 2- Unit 3: Keeping safe (cyber bullying)</p> <p>what is meant by the term 'habit' and why habits can be hard to change Module 2- Unit 3: Keeping safe (making good choices)</p> <p>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted, and some are illegal to own, use and supply to others</p> <p>about alcohol, attitudes to drugs</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

				<p>and making safe decisions in situations involving drugs</p> <p>be able to describe the short and long term effects of alcohol, discuss their views about drugs and make safe decisions about drug-related situations how to set goals and targets for themselves</p> <p>develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)</p> <p>Module 1- Unit 2: Emotional</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

				well-being (seeing stuff online)		
Modules	Me, My Body, My Health	Emotional Wellbeing and Life Cycles	Personal Relationships	Keeping Safe	Growth Mindset Transition to Secondary School	Living in the Wider World
Year 6	Class rules and behaviour in school About human reproduction	explore and critique how the media present information	a be able to recognise how "peer acceptance" may be influential	effects and risks of drugs and the consequences of use	about enterprise and the skills that make someone 'enterprising'	about taking on more personal responsibility

Highlighted statements covered during Ten:Ten RSE lessons

	<p>Module 1- Unit1: My body my health (making babies)</p> <p>About taking care of their body</p> <p>Module 1- Unit1: My body my health (gifts and talents)</p>	<p>recognise that they may experience conflicting emotions and might need to listen to their emotions or overcome them</p> <p>that there is nothing that they should be afraid to ask about</p>	<p>in their actions and behaviours Module 2- Unit1: Personal relationships (Under pressure)</p> <p>appreciate there are different types of love e.g. parental love, partner love, friendship love etc. show understanding through role-play</p> <p>about how families behave</p> <p>have a range of coping strategies</p> <p>about change, including transitions, loss, separation, divorce and bereavement</p>	<p>be able to describe effects and risks, understand consequences of drug use and know where to go for help</p> <p>what is appropriate and inappropriate</p> <p>be able to differentiate between the terms, 'risk', 'danger' and 'hazard' e.g. use of mobile phones; internet etc – in reference possibly to 'grooming'; cyber bullying; gang culture and possibly sexting Module 2- Unit 3: Keeping safe (cyber bullying)</p> <p>understand about bullying and racism</p> <p>be able to demonstrate how</p>	<p>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p>develop an initial understanding of the concepts of loan, interest, debt and tax (e.g. their contribution to society through the payment of VAT)</p> <p>recognise that reaching positive solutions usually involves negotiation and compromise</p> <p>be able to express what it means to be in charge</p>	<p>learn about government and parliament</p> <p>be able to explain what local facilities exist in their community e.g. libraries, leisure centre etc.</p> <p>more about people in their community</p> <p>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</p>
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Highlighted statements covered during Ten:Ten RSE lessons

				<p>their actions affect others</p> <p>about how to deal with conflicts as they arise</p> <p>about handling moral dilemmas and when to tell</p> <p>be able to suggest strategies for handling conflict</p> <p>that actions have consequences – emotionally as well as physically and that bullying and racist behaviours are wrong</p> <p>that there are some cultural practices that are against British law and universal human rights such as female genital mutilation</p>		
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Highlighted statements covered during Ten:Ten RSE lessons

				<p>be aware that marriage is a commitment freely entered into by both people, that no one should enter into marriage if they don't absolutely want to do so</p> <p>be able to recognise and manage 'dares'</p> <p>about aggressive behaviour</p>		
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