

Lady Margaret Primary School



Where children come FIRST

Personal, Social, Health and Economic Education Policy

Approved by: Full Governing Body **Date:** 3rd September 2020

Last reviewed on: July 2020

Next review due by: July 2021

Due to the Covid 19 epidemic, there will be more emphasis on the PSHE curriculum to ensure we are supporting children at LMPS with their health and wellbeing. There will be a PSHE recovery curriculum where there will be more emphasis on the PSHE curriculum and for the autumn term it will be taught twice a week.

This policy supports the **Rights Respecting** principles adopted by Lady Margaret Primary School and is particular relevant to the following articles:

UNICEF - Convention on the Rights of the Child (CRC)

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 19

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

1. Aims

Our personal, social, health and economic education (PSHE) programme promotes children's personal, social, and economic development, as well as their physical and mental health and wellbeing. It helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

At Lady Margaret Primary School, children's wellbeing, happiness and safety are our first priority, and PSHE is the key vehicle through which we share this with children. We regard PSHE as an important, integral component of our curriculum; it is central to our approach and at the core of our ethos. Our PSHE curriculum is broad and balanced, ensuring that it:

- Promotes the spiritual, moral, cultural, mental and physical development of our children and of society;
- Prepares our children for the opportunities, responsibilities and experiences they already face and for adult life;
- Provides information about keeping healthy and safe, emotionally and physically;

- Encourages our children to understand how all actions have consequences and how they can make informed choices to help themselves, others and the environment.

Our PSHE curriculum is split into three main topics: Health and Wellbeing (taught in the autumn term), Living in the Wider World (taught in the spring term) and Relationships (taught in the summer term).

The Health and Wellbeing topic aims to ensure children: (see appendix 1)

- Know and understand what constitutes a healthy lifestyle
- Know how to maintain physical, mental and emotional health and wellbeing
- Know and understand how to use medicines safely
- Know and understand the difference between legal and illegal drugs
- Understand what constitutes a healthy friendship
- Are able to recognise different types of bullying and explain how to keep safe
- Are able to identify varying emotions in themselves and other are able to talk about and share these feelings
- Be aware of safety issues, including how to respond in an emergency
- Be positive and active members of a democratic society

The Living in the Wider Worlds topic aims to ensure children: (see appendix 2)

- Know the importance of responsible behaviours and actions
- Be responsible and independent members of the school community
- Develop self-confidence and self-esteem and make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Know about where money comes from, keeping it safe and the importance of managing it effectively
- Have a basic understanding of enterprise
- Know how to keep themselves safe and who to talk to if they are worried or scared
- Challenge stereotypes in all forms
- Identify a range of emotions in themselves and others
- Explain how to keep safe online and how to be critical thinkers about online content

The Relationships topics aims to ensure children: (see appendix 3)

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Know the correct vocabulary to describe themselves and their bodies;
- Are prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Develop feeling of self-respect, confidence and empathy;
- Recognise healthy friendships;
- Are provided with a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

2. Statutory requirements

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public Sector Equality Duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

We must teach relationships education under the Children and Social Work Act 2017, in line with the terms set out in statutory guidance. We must teach health education under the same statutory guidance. We must teach relationships and health education under the DfE statutory guidance

3. Content and delivery

3.1 What we teach

As stated above, we are required to cover the content for relationships and health education, as set out in the statutory guidance (linked to above).

Refer to our Health Relationship Education policy for details about what we teach, and how we decide on what to teach, in this subject. This policy can be accessed through our school website.

For other aspects of PSHE, including health education, see the appendix 1, 2 and 3 for a detailed overview of the topics and themes that are taught in each year group during each term.

3.2 How we teach it

PSHE forms an integral part of our school ethos and values. It permeates our entire school curriculum. We are a Rights Respecting School. It complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full.....it should develop children's respect for their own rights and those of others. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's rights.

We use a range of teaching and learning styles with an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. PSHE will

be provided in a variety of ways, to reflect the age of the pupils and ensure a whole school approach to the subject:

- There will be a weekly PSHE lesson in every year group in order to develop themes and share ideas, e.g. circle time, discussion, group work.
- Opportunities will also be found within other curriculum areas, e.g. links with drama and role play, debate and discussion in literacy, working together in pairs or small groups, improving health in PE, environmental, health and drug issues in science and beliefs, values and practices
- In Assemblies, including the promotion of Citizenship, with links to the British Values- democracy, the rule of law, individual liberty, mutual respect and tolerance.
- Throughout the school there will be acknowledgement of PSHE in every lesson, through the teachers and pupils' relationships with each other.
- Activities will be provided as group, class or school events and initiatives e.g.: community projects, school productions, assemblies for parents and friends, celebration assemblies and an annual residential trip for Year 6.
- At playtimes and lunchtimes opportunities exist for playing co-operatively using play equipment.

In the Foundation Stage of the EYFS Curriculum, PSHE is related to the objectives set out in the Early Learning Goals matching the aim of developing a child's personal, emotional, and social development.

As a school, we use the Ealing PSHE scheme of work to deliver PSHE. This scheme of work was last updated in March 2020 and meets all statutory requirements for health and relationships education. The Children and Social Care Act and the Equality Act also underpin this curriculum. The medium-term plans for PSHE can be found in appendix 1, 2 and 3.

PSHE specific lessons are timetabled to take place for 45mins to an hour per week. PSHE will usually be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of PSHE, parents will be informed.

LMPS believes that PSHE should meet the needs of all pupils. Our school is committed to the provision of PSHE to all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of PSHE. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support. Additional resources are allocated to children new to English.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

3.3 Assessment and monitoring

We assess children's work in PSHE by making informal judgements as we observe them during each PSHE lesson. We have clear expectations of what the pupils will know, understand and be able to do at the end of each academic year. Teachers are encouraged to assess prior knowledge and develop children's knowledge and understanding to ensure they have appropriate access to the curriculum.

Samples of pupils learning are added to the PSHE Floor Book; this is used to gather samples of learning from across the year.

The PSHE subject lead uses this floor book to monitor and assess the teaching of PSHE across the school. These demonstrate what the expected end of year outcomes are in PSHE for each year group. We also talk to pupils regularly to find out what they are learning and how they respond to PSHE. Our Achievement Assembly celebrates children's personal achievement (work related to the school values) and rewards thoughtful, caring behaviour.

Monitoring of the standards of children's work and of the quality of teaching in PSHE is the responsibility of the PSHE subject leader. The work of the PSHE subject leader also involves supporting colleagues in the teaching of PSHE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Staff are encouraged to attend relevant courses and keep abreast of current and evolving practice and legislation.

4. Roles and responsibilities

4.1 The governing board

The governing board will approve the PSHE policy and hold the headteacher to account for its implementation.

4.2 The headteacher

The headteacher is responsible for ensuring that PSHE is taught consistently across the school.

4.3 Staff

Staff are responsible for:

- Delivering PSHE in a sensitive way
- Modelling positive attitudes to PSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Sharing any concerns with DSL and SLT

4.4 Pupils

Pupils are expected to engage fully in PSHE and, when discussing issues related to PSHE, treat others with respect and sensitivity.

5. Monitoring arrangements

- The PSHE leads prioritises improvements for the teaching and learning of PSHE across the school and contributes to the school improvement plan, in consultation with the headteacher and Governing Body.
- Discusses regularly with the headteacher the progress of implementing the PSHE curriculum in school.

- Works in close partnership and ensures that the school's senior leaders and governors are kept informed about the quality of teaching and learning in PSHE.
- The subject leader will monitor children's progress and will monitor and evaluate PSHE provision in the school by conducting regular work scrutiny, learning walks and deep dives. They will use this data to inform the subject development plan, which will detail how standards in the subject are to be maintained and developed further.
- Leads by example by setting high standards in their own teaching and raises the profile of PSHE at Lady Margaret Primary School through best practice.
- Model lessons, as appropriate, to new staff, NQTs and peers to support continued professional development.
- Monitors progression and continuity of PSHE throughout the school through lesson observations and regular monitoring of outcomes of work in the PSHE Floor Books, with a view to identifying the support they (teacher and/or student) need.
- Ensures that all staff have access to year group plans and the relevant resources which accompany them.
- Provides 'expertise' to assist staff in the delivery of the curriculum: ensures teachers understand the requirements of the DfE statutory guidance and supports them to plan lessons.
- The subject leader will ensure that all staff have access to professional development including observations of outstanding practice in the subject.
- Regularly prepares, organises, and leads insets and CPD activities to support staff in developing areas of PSHE where they feel less confident, facilitates joint professional development – and provides coaching and feedback for teachers to improve pupil learning.
- The subject leader will, on a regular basis, organise, audit and purchase whole school and class-based PSHE resources.
- Reads widely around pedagogy relating to the learning and teaching of PSHE takes responsibility for managing own professional development by participating in external training, independent private study, engaging in educational research and scholarly reading.
- Develops opportunities for parents/carers to become more involved in PSHE education; keeps parents informed about PSHE issues.
- They will ensure the high quality of PSHE displays around the school.

This policy will be reviewed by every 2 years. At every review, the policy will be approved by the governing board and headteacher.

6. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- E safety policy
- Drug Education policy
- Relationships Education policy
- Special Educational needs policy.

- Anti-bullying policy
- Equality policy
- Prevent policy

Appendix 1: Autumn Term

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
Whole school assembly based on setting goals. The assembly will look at different types of athletes, different people who have set goals and how they achieved their goal. Every child is to set themselves a goal and outline how they are going to	<p>Nursery: Getting to know others Recalling names Recognising similarities and differences between people in the class Identifying what is special about themselves Exploring feelings that you may have starting nursery i.e. anxious, nervous, sad Celebrating achievements Recognising what children can do Setting and achieving simple goals</p>	<p>Year 1: To set a goal To understand and explain how to keep teeth healthy To understand the importance of food To understand the difference between healthy and unhealthy foods To understand the importance of variety on a diet To explain how to use medicine safely To explain what voting is and why it is important Link to Student</p>	<p>Year 3: To set a goal To explain what food groups make up meals To understand how food choices can contribute to tooth decay To explain what a drug is To categorise drugs To explain the effects of passive smoking To understand the effects of caffeine To explain democracy and explain why democracy is</p>	<p>Year 5: <ul style="list-style-type: none"> ○ To set a goal To explain what makes a healthy meal To explain the importance of nutrients and fibre To explain the importance of hydration To understand the importance of portion control C To interpret and understand information on feed labels To explain what makes a situation fair or unfair. Link to Student Council Elections</p>	Each class will celebrate achieving goals. Even if children have not achieved their goal, celebrate the steps they are taking to achieve goal. As a school come together and celebrate how children/staff worked towards different goals and the skills they used to do this. End of term: Whole school Health Fair or Healthy Lifestyles Day to

<p>achieve their goal. This lesson will focus on looking at different types of goals e.g. academic, sporting, and personal. Each class will create a goal setting display, outlining goals and the steps to achieving these goals. Pupils to complete assessment sheet – see assessment sheet and guidance</p>	<p>Recognising qualities of a good friend Understanding how to recognise and respond to bullying Link to Anti-Bullying week Working with another child Importance of keeping clean Oral health</p> <p>Reception: Recognising a range of emotions i.e. happy, sad, excited Recalling names Recognising what make them special Recognising similarities and differences between people in the class Recognising what children can do Setting and achieving simple goals To identify the qualities of a good friend To identify and respond to bullying Link to Anti-Bullying week To describe how to make friends and play with other children To understand the importance of keeping clean including handwashing To explain why exercise is good for our body and mind To understand the importance of keeping teeth clean</p>	<p>Council Elections To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week To identify and explain a range of positive and negative emotions To understand how to share feelings To understand how to keep my body and mind healthy Year 2: To set a goal To identify healthy and unhealthy foods To explain what a healthy snack is To name the 5 food groups To identify foods within each of the food groups To understand the importance of eating fruit and vegetables To explain how to stay safe around harmful substances To identify the risks associated with smoking To explain what parliament is and why it is important Link to Student Council Elections To identify different types of bullying and explain what to do if they are being/witness bullying Link to</p>	<p>important Link to Student Council Elections To explain the difference between unkindness and bullying Link to Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain what to do if conflict escalates To explore the benefits of exercise To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle Year 4: To set a goal To explain how food gives us energy To explain why nutrients are important To explain the risks and dangers associated with smoking To explain the risks associated with alcohol To understand how democracy works in the UK Link to Student Council Elections To understand the role of the bully, bystander and victim in a bullying scenario Link to</p>	<p>To explain how being excluded can affect people and to explain what to do if they are being bullied/witness bullying. Link to Anti-Bullying week To explore the risks associated with drug use To challenge misconceptions about drug users To explain what peer pressure is and how to challenge it To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle Year 6: To set a goal To understand the importance of exercise To explain the risks associated with alcohol To understand the risks associated with cannabis and volatile substance abuse To understand how a parliamentary debate takes place in the House of Commons Link to Student Council Elections To understand explain difference and similarities. Link to Anti-Bullying week To develop critical think skills about information available inline. This includes thinking critically about information,</p>	<p>celebrate and showcase knowledge learned over the term. Children to have stalls/create posters for Health Fair or Healthy Lifestyles Day</p>
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		<p>Anti-Bullying week To explain what conflict is and ways of resolving conflict To explain that to do if conflict escalates How to call 999</p>	<p>Anti-Bullying week To develop critical think skills about information available inline. This includes thinking critically about information, people who may try to talk to you and images online. To explore the benefits of exercise To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle</p>	<p>people who may try to talk to you and images online. To explain how to keep my body and mind healthy To explain how and when to share feelings To explain a healthy lifestyle</p>	
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Appendix 2: Spring Term

Whole school beginning event	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	End of theme whole school event
	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	
<p>This topic will begin with an assembly based on different charities. (Please see PowerPoint and assembly guidance in resources folder to use during this assembly, schools may also choose to add different charities to</p>	<p>Nursery: PANTS- keeping safe Celebrating similarities and differences Recognising special people in our lives Understanding different types of families Understanding how we are all different Understanding how to celebrate being different Exploring gender stereotypes Understanding how to stay safe online Explaining who to tell if you are worried or scared</p>	<p>Year 1: To understand what charity is and explain why people donate to charity To understand the difference between wants and needs To celebrate achievements To celebrate the achievements of others To fundraise money for a charity To explain how to keep safe online To identify who to talk to if you are worried or scared about something To explain how you can keep yourself safe at home</p>	<p>Year 3: To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain the difference between wants and needs To explore life in different countries To explain how their life is different to the lives of children in other countries To explain how to keep safe online To identify who to talk to if you are</p>	<p>Year 5: To understand what charity is and explain why people donate to charity To fundraise money for a charity To understand deductions that are taken from payslips To explain what budgeting is and why it is important To explain what migration is To explain why people need to migrate To explain how to keep safe online To identify who to talk to if you are worried or scared about something</p>	<p>This topic will end with a whole school assembly which will celebrate the class with the most 'money.' (Please see PowerPoint and assembly guidance in resources folder to use during this assembly) This topic will end with</p>

<p>this PowerPoint) This assembly will also launch 'bank' in each class, where class can earn money (tokens) for different things. Explain class with most 'money' at end of term will win a prize. (Please see guidance in resources folder, schools may wish to add to the things that earn classes 'money') Each class to go back to class to complete Spring Term Lesson 1. Goal for this term will be to raise money for a charity and explain how they will raise money</p>	<p>To identify, manage and express a range of emotions To explain what charity is and explain why people donate to charities How to keep our body and mind healthy The benefits of exercise</p> <p>Reception: PANTS – keeping safe To recognise what makes us proud To recognise our achievements To celebrate the achievements of others To explore assertive skills To explain who we are similar and different To explore gender stereotypes To explore different types of families Understanding how to stay safe online Explaining who to tell if you are worried or scared To identify, manage and express a range of emotions To explain what charity is and explain why people donate to charities</p>	<p>To explain how to keep safe at home To explain the difference between good and bad secrets To know when and how to call 999 To understand the PANTS rule</p> <p>Year 2: To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain the difference between wants and needs To explore life in different countries To explain how their life is different to the lives of children in other countries To explain how to keep safe online To identify who to talk to if you are worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes To know when and how to call 999 To understand the PANTS rule</p>	<p>worried or scared about something To explain how to keep safe around fire To explain the risks associated with fire To explore gender stereotypes</p> <p>Year 4: To understand what charity is and explain why people donate to charity To fundraise money for a charity To explain how to save and the benefits of saving To explain how to keep safe online To identify who to talk to if you are worried or scared about something To understand how stereotypes can label people To explain how to break gender stereotypes To explain how and why to share emotions To explain how to keep your mind healthy To explain trust online To explain critical thinking skills</p>	<p>To understand mental health To understand how to talk about feelings To understand how to look after our mental health To explore gender stereotypes To explain why it is important to challenge gender stereotypes</p> <p>Year 6: To understand what charity is and explain why people donate to charity To fundraise money for a charity To explore the anxieties around transition To understand mental health and how to talk about feelings To understand the importance of sleep To understand the reasons people may be homeless To explain what hidden homelessness is To challenge stereotypes associated with homelessness To explain how to keep safe online To identify who to talk to if you are worried or scared about something To identify risks that they may face To understand what risky behaviours are To challenge gender stereotypes</p>	<p>a whole school fundraising day based on class chosen charity – Spring Term Lesson 6 This event should be celebrated as a school</p>
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Appendix 3: Summer Term

	Foundation Stage	Key stage 1	Lower key stage 2	Upper key stage 2	
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Whole school beginning event	EYFS 12 sessions to include:	Year 1 and 2 12 sessions to include:	Year 3 and 4 12 sessions to include:	Year 5 and 6 12 sessions to include:	End of theme whole school event
<p>Whole school launch assembly based on being a good friend. Discussing what it means to be a good friend and what qualities good friends have. Children go back to class and set themselves a goal 'Be the friend you want to have.' Children to draw/write about what qualities and skills they will need to be a great friend to someone. Create a whole school display. Pupils to revisit assessment sheet from Autumn – see assessment sheet and guidance.</p>	<p>Nursery: To explore the feeling of loss To explore feeling lonely To identify important people in our lives To identify special people in our lives To explain why we have friends To identify the qualities of a good friend To identify what makes us happy or sad To identify basic ways to use medicine correctly To explain how to manage difficult feelings To explain how and why to keep clean To identify people in their family</p> <p>Reception: To understand the terms fair and unfair and identify what is fair and unfair To explore different types of families To identify special people in our lives and explain why these people are special To begin to break gender stereotypes To begin to challenge gender stereotypes To explain how to use medicine safely To identify how things can change To begin to prepare for change To explain why To explain how and why to keep clean To identify people in their family</p>	<p>Year 1: To identify the qualities of a good friend To explain what a compliment is and why it is important To recognise our achievements To identify places and people who make me feel safe. To explain why these places and people make us feel safe To explain why good friends are important and explore how to make new friends To understand good friendships and saying no To understand what 'bad' secrets are To explain who is in their family, while recognising families are different To explain how they have grown and changed</p> <p>Year 2: To identify the qualities of a good friend To explain how to keep ourselves safe Link to PANTS rule To understand what pride is and identify what makes us proud To explain why it is important to feel proud To explain what makes us proud of other people To understand what makes a good friend To identify how we can be a good friend to others</p>	<p>Year 3: To identify the qualities of a good friend To identify positive thoughts and how positive thoughts can affect us To explore the concept of self-talk and identify how this can help us To identify what makes a healthy relationship and explain what makes a good friend To understand peer pressure and saying no To discuss personal boundaries To explain who is in their family, while recognising families are different If covering FGM lessons: To know you can say no to bad touch To understand that FGM is not a rite of passage If you are NOT covering FGM lessons: To understand what dementia is and how it is related to memory</p> <p>Year 4: To identify the qualities of a good friend To understand a growth mind-set</p>	<p>Year 5: To identify the qualities of a good friend To understand online pressure To explain how to use games and apps safely To understand peer pressure and saying no online To understand healthy friendships To understand how to identify good friendships To understand benefits of a growth mind-set and explain how to develop a growth mind-set To explain who is in their family, while recognising families are different To understand the physical and emotional changes that happened during puberty If covering FGM lessons: To understand the difference between culture and religion To know I have the right to say no. If you are NOT covering FGM lessons: To know the types of difficulties people with dementia may experience Year 6: To identify the qualities of a good friend To understand how to develop positive self-talk To explore positive friendships and</p>	<p>Throughout the unit, celebrate friends and kindness through an appreciation board in classrooms and in staffrooms. Have a secret spotter who looks out for people being kind, these people (staff and adults) are celebrated in assembly. Whole school to come together at the end of the theme to discuss good friends and good friendships</p>

	<p>Change is good</p>	<p>To understand emotions To explain how to talk about feelings and emotions To name private parts of their body using correct vocabulary To explain who is in their family, while recognising families are different</p>	<p>and how it can affect us To understand rights in a friendship and to explain why it is important to know these rights To understand responsibilities in a friendship and explain why it is important to know these responsibilities To understand healthy friendships and saying no To explain how to keep your mind healthy To explain who is in their family, while recognising families are different To begin to understand the basic changes that happen during puberty To begin to understand menstruation If covering FGM lessons: To understand aspects of discrimination To understand that every individual no matter what their gender should be treated with equal respect and opportunities If you are NOT covering FGM lessons: To explore how dementia affects the whole family To explore how assistive technologies can help people living with dementia</p>	<p>explain what makes a friendship successful To gain basic first aid skills To explain who is in their family, while recognising families are different To understand the physical and emotional changes that happened during puberty To understand healthy on and offline friendships If covering sex education: To understand human reproductive system If covering FGM lessons: To understand how beauty is portrayed around the world. To know I have the right to say no. If you are NOT covering FGM lessons: To know the types of difficulties people with dementia may experience To explore ways in which communities can support people living with dementia</p>	
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