



Lower Key Stage 2

Growing Up

Core Themes: Health and Wellbeing:

H4, H5, H8, H12, H18, H20

Relationships: R4, R8, R13, R16

Learning

H4 - That images in the media do not always reflect reality.

H5 - Celebrate our strengths/qualities.

H8 - About the kind of changes that happen in life and the associated feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H18 - About the changes that happen as they grow up.

H20 - The right to protect our bodies.

R4 - About differences and similarities between people, but understand everyone is equal.

R8 - About the difference between acceptable and unacceptable physical contact.

R13 - Knowing the names of the body parts.

R16 - Recognise and challenge stereotypes.

Activities

1. Read the story 'Your Mummy Ate My Football' by Lynwen Jones, Sandra Passmore, Jessica Mikhail. This non-fiction book uses clear language and cartoons to explain how babies are made and how they need to be cared for once they are born. Provide the children with 3 boxes with different headings:

1. What do parents/carers need?
2. What does a baby need?
3. What do the brothers/sisters need?

Imagine a new baby has been born into a family. Think about what each of the family member's needs might be - emotionally and physically. Create lists. Draw a cartoon strip for either the parent, baby or sibling. Share ideas.

Useful book: 'True Love' by Babette Cole.

(H8, H18, R4, R13)

2. Use some of the words from the book, 'Your Mummy Ate My Football', to create a game to ensure children understand the vocabulary e.g. womb, breast, umbilical cord, ovaries. Give each group a set of cards with these words on. Read out the definition from the book. Ask the group to decide together and hold up the correct word card. Use the book with the class to check for the correct answers. Play it again but this time put the labels 'male', 'female' and 'both' in different parts of the room. Ask the children to move to the correct part of the room.

(H18, R4, R13)

3. (It is important that children are prepared for puberty before they experience it. If you feel that it is relevant to the girls in the cohort include the following lesson.)

Refer to the book 'Your Mummy Ate My Football'. Explain that a women's body gets ready for the baby to grow by developing a safe place in the womb. If a baby doesn't grow there the body gets rid of some extra blood that is not needed. This happens for a few days every month and is called a period. Ask the children to list all they know and all they want to know about periods. Show them some sanitary towels and how to use them. Alert them to who to ask for help if they start in school and how/where to dispose of products.

(H12, H18)

4. Show children the covers of two comics - one aimed at boys and one at girls. Ask them to identify the differences in presentation e.g. font, colours, pictures etc. What ideas would the covers give an alien from another planet about boys and girls for example their interests, qualities, aspirations? Are these ideas accurate? How might these comics influence children? Can everyone like Spiderman or Cinderella? Ask the children to design magazine covers that could appeal to both boys and girls.

(H4, R4, R16)

5. Develop a list of employability skills. www.stem.org.uk/system/files/elibrary-resources/2017/09/A4%20employability%20fold%20out_Interactive_v4.pdf

Discuss a range of jobs/aspirations. Allocate a job to each group/pair in the class and ask them to list the skills needed. Talk about how both boys and girls can acquire these skills. Use a range of images (showing diversity) of jobs and careers to display along with the lists of skills.

Make a list of the top 5 skills you have and which you would like to develop further. Finish with a round: When I grow up, I want to be a...

(R4, R16)

6. Imagine that during a science lesson a teacher has created a potion that can make someone younger and reverses the human life cycle. Discuss what is meant by the life cycle and the different stages.

Useful clip: www.bbc.co.uk/bitesize/ks2/science/living_things/human_life_cycles/read/1/

Whilst eating a school dinner the teacher puts the potion into their food. Draw what they might look like as they go through the changes.

1. Young Man/Woman
2. Teenager
3. Young Boy/Girl
4. Baby
5. Foetus

Useful clip: www.bbc.co.uk/bitesize/ks2/science/living_things/human_life_cycles/play/

Using the pictures discuss the changes that might happen at each stage. Make a class list. Ask the children to label all the changes on their piece of work. Highlight in different colours changes they would be in control of e.g. (clothes, hairstyle) and changes they are not in control of e.g. (height, shoe size, facial hair, spots, voice changes).

Do these things happen to everyone? At what age might they happen? Is it the same for everyone? Why might this information be important for children to know?

If you were going to make a magic potion which part of the human lifecycle would you like to visit and why? I would like to visit... Because...

(H8, H18)

- 12 In pairs, ask the children to prepare a guide for children, explaining the changes a child may experience growing up. Reassure them that it is okay and absolutely normal.

(H8, H18)

- 12 What do we mean by 'personal hygiene'? Think about how growing up might mean different routines. Why do people sweat? Discuss how sweat can produce an odour or smell. This is normal but often you can't smell yourself. Washing and changing socks and underwear could make life a whole lot sweeter and less embarrassing. Ask the children to develop an advert that encourages young people to stay clean and remember their personal hygiene! Share and celebrate...

(H8, H12)

- 12 Think of all the positive qualities you can think of which do not relate to physical appearance. Complete an A-Z class list of positive qualities (see page 97). For instance A = Affectionate, B = Brave, C = Caring. In pairs ask each partner to choose 5 positive qualities from the A-Z list and at the side explain why they think their partner has that quality. You are brave because...

Share and celebrate. Sit in a circle. Choose one of the strengths you most agree with and share it with the class during a round. Record how this activity made you feel.

(H5)

- 12 Ask children to face a partner, walk towards each other and say 'stop' when they reach the edge of their 'personal space.' Discuss what personal space is and how it feels when someone gets too close. Share feelings. If someone gets too close what do we tend to do? Role play using made up characters.

Discuss how people in families show affection for each other. Provide the pupils with the following list: parent, neighbour, teacher, shopkeeper, brother/sister, friend, nan/grandad. Kiss, cuddle, wave, hello, hug, high 5, handshake. Match what they consider the appropriate greetings with each person. Explain that physical contact between people should always be agreed by both and that no one has the right to touch them in a way that hurts them or makes them feel uncomfortable. Give the children scenarios and ask them to practise different ways of dealing with it if they felt uncomfortable. Model a different example first.

1. Hallom was play wrestling with his friend's older brother on Friday. He touched Hallom in a way that made Hallom feel uncomfortable. He told Hallom not to tell anyone.
2. One of Jasmine's neighbours asked her if he could take pictures of her. He said he would give her sweets, if she didn't tell anyone.
3. Dom's friends keep pulling his trousers down.
4. People keep touching Alisha's curly hair.

(H20, R8, R21)

- 12 Imagine you were feeling very uncomfortable about the way someone was behaving towards you or something they've shown you on their phone. Draw 3 large concentric circles (see page 107), with yourself inside the middle one. Ask the class for their ideas about who could be in the next circle (family I can talk to), who in the last circle (people in school I can talk to) and who outside the last circle (people I don't know well who I can talk to e.g. police, ChildLine). Ask the pupils to add the people they would ask if they needed help. If someone found it hard to ask for help what advice would you give them. Record ideas.

Finish with a musical statues when the music stops everyone has to freeze. Move around the space as high as you can, as fast as you can, as slow as you can etc.

(H20, R8)

Assessment Suggestion

Baseline:

In pairs, write a definition of growing up. (Don't give them any guidance, just allow them to guess or reflect what they think they know).

Summative:

In pairs, write a definition of growing up.

They should be able to reflect on what they now know.

PSHE Matters Passport Idea

Talking about growing up matters because...



Upper Key Stage 2

Growing Up

Core Themes: Health and Wellbeing:

H4, H6, H7, H12, H13, H18, H19

Relationship: R2, R5, R13

Living in the Wider World: L1

Learning

H4 - Exploring how images in the media and online do not always reflect reality.

H6 - Identify the intensity of feelings.

H7 - Recognising conflicting feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H13 - Identify pressures and influences.

H18 - Understanding changes that happen at puberty.

H19 - Understanding what puberty and human reproduction is.

R2 - Identifying qualities of a healthy relationship

R5 - About committed loving relationships.

R13 - About differences and similarities between people, but understand everyone is equal.

L1 - Debate topical issues.

Activities

- What is puberty? Brainstorm in pairs. Using a body outline (see page 106) ask the children to add what sort of physical and emotional changes might happen during puberty. Is this different for boys and girls?

Provide cards describing the changes and in pairs ask them to sort them into boys' changes, girls' changes and/or both. Give out thought bubbles (see template).

Puberty card ideas:

www.abovethewaist.org/sites/default/files/6th_pondering_puberty.pdf

www.loudmouth.co.uk/storage/app/uploads/public/591/9ac/e51/5919ace515fa6309994748.pdf

Ask them to add any worries or questions that a child of their age may have about going through puberty. Place them in a worry box. Take the box away and use these to address any concerns or questions in another session where children have the opportunity to be split into boys/girl groups. (Ensure that children are aware of facilities in school in school for supporting menstruation.)

(H7, H18, H19, R13)

- Organise pupils into boy/girl groups. Provide each with a bag of objects/pictures/words. For example: deodorant, shaving cream, mirror, tweezers, leaflets about changes, questions with answers from the previous activity, socks, books about how babies are made, wet dreams, sanitary towels. Ask pupils to take an object from the bag. What is it? What might it be used for? Who uses it? How does it relate to puberty/growing up?

Useful leaflets: www.fpa.org.uk/sites/default/files/4you-growing-up-primary-school-booklet.pdf

www.fpa.org.uk/sites/default/files/periods-what-you-need-to-know.pdf

(H12, H18, H19)

- Read the book 'Where Willy Went' by Nicholas Allan. In groups ask them to review which parts of the book were fact and which were fiction.
- There are 300 million sperm in a man's testicles
 - Sperm go to school
 - Sperm race to reach the egg
 - Eggs live inside women's bodies
 - Sperm wear goggles and have a number, and use maps to reach the egg
 - Men and women make a baby by joining together
 - When the egg and sperm join they develop into a baby
 - Children are usually good at the same things as their parents

Is there any information missing from this book? Why do you think that is? Why does the book combine fact and fiction? What age group is the book aimed at? Should be a review or guide for the teacher of that age group on how to use this book. **(H18, H19, R5)**

- Explain that sometimes during puberty, an adolescent goes through many emotional, as well as physical changes. Why might young people often going through puberty start to feel more self-conscious or embarrassed? List ideas. Explain that being embarrassed is a normal emotion. Use an emotional thermometer (see page 110).

Include:

1. Just a little
2. Quite a lot
3. A lot
4. Too much
5. Not sure.

Read out different embarrassing situations. Ask the children to hold up which number best represents how a child of their age might feel. Situations could include: Asked out on a date; falling over in the mud at school; getting a kiss from a parent in public; receiving a valentine's day card; developing spots; getting a question wrong in class; seeing an unflattering photo of themselves; being praised in a school assembly; being told they smell of sweat.

Does everyone always feel the same? What does this depend on? What strategies could a child of their age use? How could they support a friend if they felt like they wanted the ground to swallow them up?

Share and compare. Are there any strategies you might take with you?

Useful book: *'Frog in Love'* by Max Velthuis.

(H6, H13, R13)

Useful resource: *'Mummy Laid an Egg'* by Babette Cole.

Use some of the beautiful images from www.babycentre.co.uk/pregnancy-week-by-week to create a simple timeline of the development of the foetus in the womb.

What does the woman have to do to make sure that she stays healthy during the pregnancy to help the baby develop? Add their ideas to the timeline. Explore and share how babies are celebrated around the world.

(H19)

- What is a healthy relationship? Brainstorm and explore.**
A healthy relationship is... Provide each child with a heart. Ask them to close their eyes and think what they think is meant by the term 'love.' Stick the heart on to a sheet and around it include all the ways people might show that they love someone? Why is love so important in a relationship? Include why it is so important in a different colour. Love is really important in a relationships because... Provide the children with an outline of a T-Shirt and ask them to design a T-Shirt based on the activity.

Make a 'Washing line of LOVE'.

(R2)

- Think about the films 'Shrek' and 'Beauty and the Beast'.**
Did Princess Fiona and Beauty fall in love with the characters' looks? Using this example in groups of three, ask the children to list the qualities of what makes a person attractive. Ask them then to create a Diamond 9 (see page 100) with the most desirable quality at the top. Across the whole class discuss their choices. Why does the world we live in seem to be so obsessed with what people look like? Who influences this? Discuss/debate.

(H4, L1)

Useful website: www.dove.com/ca/en/dove-self-esteem-project/school-workshops-on-body-image-confident-me.html

Why do magazines and adverts use airbrushing techniques? Why do people use filters before sending pictures? How do these techniques affect our perception of reality? Compare these pictures with photos of real people. Discuss the consequences.

Ask the children to write straplines that will encourage young people to think about the realities of these images so that they are not trying to achieve an unrealistic goal. Discuss the phrase - Beauty is only skin deep.

(H4, L1)

- Think about the word 'selfie'. What does it mean to you?**
Why do you think people take selfies?
What are the pros and cons of taking selfies? Split the class into groups of 4. Ask them to explore the pros and cons and then move groups to see other people's ideas.
What might influence the way people want to look? Why is it important to realise this growing up? Ask children to design 'H'Elfies' - a healthy or happy selfie, based on activities that show a healthy happy lifestyle rather than a prescribed body image. Make a gallery of H'Elfies.

(H1, H13)

Please note links with statutory requirements in Science -
the Year 1 and 2 National Science Curriculum Programme of Study states that children should be taught to:

- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Assessment Suggestion

Baseline:

Use a question box to enable the children to ask any question they want about growing up.

Summative:

As individuals, ask the children to brainstorm everything they know about how their bodies and emotions will change in puberty.

PSHE Matters Passport Idea

Knowing about the emotional changes in puberty matters because...



Lower Key Stage 2

Relationships

Core Theme: Relationships: R2, R3, R4, R7, R9, R10, R21

Learning

R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship.

R7 - Understanding that actions affect themselves and others.

R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.

R10 - Listening and responding respectfully.

R21 - Understanding personal boundaries.

Activities

- Write the word 'relationship'. In pairs, brainstorm what you think it means. Feedback as a class and make a mind map. How should we expect to be treated within a healthy friendship/relationship?

Imagine the relationship was a seed what would it need to grow successfully? Provide the children with heart templates and ask them to write ideas on each. What is the opposite of a healthy relationship?

Can the children write the opposite of their statement on a broken heart shape in a different colour?

Share and compare. Record the unhealthy and healthy relationship ideas.

(R2, R3, R9)

- Make a list of kind things we could say to someone. Ask the class to stand in a circle and pass a ball of wool across the circle to someone as they say something kind. Make sure everyone gets a turn to be part of the web. Why is it important to be kind to one another and to include everyone? How could it help the relationships we have in our class? How could we make the classroom more inclusive and caring? Create a rap, poster, poem to get your message across.

(R2, R4)

- Ask the class to join hands. Choose a point to break the chain and identify what sort of things might break relationships e.g. not listening or being unkind. Recreate the chain link when the children come up with something that could rebuild the relationship. Keep repeating with different ideas. Ask the children to work in groups to make a paper chain of ideas that help form a strong relationship. Display and refer to the chains over the term.

(R2, R3, R4)

Warm Up and End Game

Yoga Time

This is a version of what time is it Mr Wolf. One child is on and faces the wall. The children line up and have to walk to the wall. If the child (wolf) turns round the children have to freeze in 'tree pose.' If they move they have to go back to the start.

- Discuss the meaning of the following words in the context of a relationship: jealousy, insults, shouting, power, fairness, not equal, control, respect, support, love, honesty. Place 'Agree' at one side of the room and 'Disagree' at the other (if there is no space do thumbs up/thumbs down instead). Read out the words one at a time. Do they agree/disagree with whether they should be part of a healthy relationship. Ask the class to explain the meaning of the words discussed using pictures or words. Working in groups ask them to make freeze frames to demonstrate the different words.

Give each group instruments/pieces of music to match to their freeze frame. Discuss the body language in each statue and why they chose that piece of music.

(R2)

- 12 Introduce the words 'problem solving' and 'compromise' in the context of relationships. Discuss the meaning. Watch the animation. What is fair in a relationship?

www.bbc.co.uk/education/clips/zzjkjxs

Three children are deciding how best to share out their kit before they go on a quest. If we don't always have the same how can we make sure that everyone is happy? Is 'fairness' important? Write the ending of the story? Why is 'compromise' and 'problem solving' an important skill in a relationship?

(R7, R10)

- 12 Imagine whilst on the quest Ben tells Sophie a secret. He says that he hasn't told anyone else and he demands that if she tells anyone else that he will never speak to her ever again. In pairs discuss why people ask others to keep secrets. Do we have to keep promises or secrets if someone says so? When should we tell someone? Who could we tell? Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about? Send Sophie a text message or short letter explaining what she should do. Draw round your hand and think of 5 people you could tell. Think about how you might start the conversation. Write 5 sentence starters.

(R9)

- 12 Put the children in pairs and give each pair a sealed envelope. Tell them there is something very interesting inside. Give each child a card that their partner shouldn't see. Child A gets a card that says 'Look like you are about to open the envelope. (But don't do it!) Persuade your partner to agree.' Child B gets a card that says 'Don't agree to open the envelope under any circumstances!' Give the children 3 minutes to follow the instructions on their card. Following this make a list of the techniques that were used for persuasion and also for resistance and discuss them. Discuss how it feels to be the recipient of some of these techniques. How hard is it to 'do the right thing' when you are being pressured? Discuss some useful assertive responses that could be used in other scenarios to maintain your emotional boundaries.

(R21)

Warm Up and End Game

Storm

Leader starts by wiggling fingers for the rain, this passes around the circle until everyone is wiggling their fingers. The leader then changes the action to other parts of the storm, e.g. wind - arms waving (swoosh sounds), thunder - slap knees. End with the sun - mime a circle.

- 12 Write the word 'privacy'. What does this mean? Where have you seen it before? In pairs identify up to 10 things people might want/need to keep private? How can we respect people's privacy? Give 5 ways. When online when is privacy important and when should it be broken? Provide the children with the acronym PANTS. Who can remember what it stands for?

Design a poster for younger children.

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/underwear-rule-schools-teaching-resources/

(R9, R21)

Assessment Suggestion

Baseline:

Write 10 things that describe a healthy relationship.

Summative:

Add to the baseline activity in a different colour any words/skills that you have learnt about that makes a healthy relationship.

PSHE Matters Passport Idea

Healthy relationships matter because...



Upper Key Stage 2

Relationships

Core Theme: Relationships: R2, R3, R4, R5, R6, R12, R20, R21

Learning

R2 - Recognising what a healthy relationship is.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.

R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.


R5, R6 - Understanding the true meaning behind civil partnerships and marriage.


R12 - Resolving conflicts.

R20 - Recognising that forcing anyone to marry is a crime.

R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.


Activities

-  Ask the class to think of different qualities of a good friendship. In pairs, discuss and decide on 9 key attributes and record each one on a separate square or post-it. Rank them in order of importance to create a diamond 9. Invite pairs to share their thinking, giving reasons for their choices. Ask pupils to repeat this activity if it was a 'grown up' relationship - what could change? Share and compare. **(R4)**


-  Jago is taller than everyone else and his voice has started to change. Why might this be? Most people get confused how old Jago is because he is so tall. His family always ask him if he has a girlfriend but he doesn't even think of girls in that way. What does it mean to have a girlfriend/boyfriend in year 6? Brainstorm ideas. How would you make sure the relationship is healthy? What responsibilities does each person in the relationship have?

Spilt the class in half, one group to write an acrostic poem for a healthy relationship and the other group an unhealthy relationship using the word 'Relationship.' Compare and celebrate ideas. What could someone do if their relationship was unhealthy?

(R2, R3, R4)

-  Graham and Amara are going up to a new secondary school in September. Although they already have some good friends, they are looking forward to making some new ones. In groups of 4, ask the children to create 10 tips on making new friends for Graham and Amara. Create a wanted poster advertising for a new friend including all the qualities/values that you would expect.


(R2, R4)

-  In groups ask the children to discuss the meanings of the words, 'passive', 'aggressive' and 'assertive.' Give each group a scenario and ask them to consider what a 'passive', 'aggressive' or 'assertive' response might look like. Ask them to draw the different responses. Share the drawings with the class and ask them to identify which response is illustrated. The scenarios could include:

1. Hamish is playing football with John and Daisy, but John keeps hogging the ball and never passes it.
2. Ruby is working in a group with Maxine and Arya but feels like she is doing all the work and the other two are just messing around.
3. Mo is feeling uncomfortable because her friend Alex keeps picking up his phone, reading the texts and laughing at his photos.

Consider the different body language for each response. Role play different responses.

Why is the way we respond important in a relationship? **(R2, R3, R7)**

-  Show a picture of things stamped with the word 'confidential'. What does this mean? If a person has something that is 'confidential' why might they often not want to share that information? Explore reasons. Introduce scenarios:

1. Jake asked his mum not to tell his dad that he had lied.
2. Kai's golf coach had asked him not to tell anyone that he had driven him home.
3. Omari's friend on social media had asked her to keep their relationship confidential - it was their secret.
4. Adam's brother had bought his mum some flowers and asked his sister to keep it to herself.

Which situations feel okay? Which situations could be a warning sign?

How does someone know if they are making the right decision? Which trusted adults do we know or we could talk to?

Write a motto or phrase that would help keep children of your age safe.

(R21)

- Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience. Take the ideas away and read them to plan the next session. Choose a variety of friendship problems and distribute to the class. If you were offering advice what would you suggest? Can you think of 3 strategies? In pairs discuss the ideas suggested. Choose one idea to role play, practise and perform. How can these ideas help us with our relationships now and in the future?

(R12)

- Provide pictures of a range of diverse adult couples. Explain that the couple in each picture are partners. What does that mean? What is marriage? What is a civil partnership? What is the difference? Why do people get married/don't get married? Use a diamond 9 activity (see page 110) to explore the main reasons why people get married/have a civil partnership. For example:
 1. To have a big party
 2. Because they love each other
 3. To make a commitment to each other
 4. To make God an important part of their relationship
 5. Because they have no choice
 6. To have a fairy-tale romantic day
 7. So you can have a family
 8. So that they have legal rights
 9. To get lots of wedding presentsWhat age can/do people get married?
What is the difference between arranged marriage and forced marriage? If people want to get married, how do they decide who to marry?

Write a recipe for a wedding cake that would include the important ingredients for a successful relationship.

(R5, R6, R20, R21)

- Introduce the poster: www.stonewall.org.uk/sites/default/files/poster_different_families.pdf. Look at the different families. What questions would you like to ask? Think of 5 questions and record them. Is everyone's family the same? Provide different words such as; marriage, mother, father, dad, uncle, grandma, foster carer, adopted, sister, brother, old, young, married, single parent, civil partnership, same-sex parents, commitment. Use these words to start your A-Z (see page 97) of 'Different Families: Same Love'. Why is important to respect and celebrate difference?

(R4)

- Write 'relationships' on the board and explore what it means to them. Create a class mind map. Set a group challenge to create a magazine about 'relationships.' The aim is to allow them to practise group working skills as well as explore what they have learnt about relationships. Give out roles such as editor, designer, artist. The magazine is aimed at Year 5/6 pupils. Set a time limit. Celebrate and share their creations. Which of the '7 Super Skills' were used from page 21?

(R2, R3, R4)

- Show the children the following quote from William Shakespeare: 'They do not love that do not show their love.' Ask the children what they think it means. Can we love someone in words only without showing it in actions? Do actions speak louder than words? Talk about how our actions can demonstrate what we value. Give each group a different theme e.g. parents, friends, possessions, pets and environment. Ask them to brainstorm different ways to show love for them. Share all the ideas. How does thinking about positive and happy things affect us?

(R4, R19)

Assessment Suggestion

Baseline:

Jenny and John often experience different friendship problems. Give out paper and ask the class to write the types of problems Jenny and John may experience.

Summative:

Set a group challenge to create a magazine about 'relationships.' The aim is to allow them to practise group working skills as well as explore what they have learnt about relationships. Ask the children to list the top three relationship skills and give examples - this could be linked to friends, family or working together.

PSHE Matters Passport Idea

Learning about confidentiality and secrets matters because...