RSHE Policy

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Distribution:

School Staff

Governors

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Review

Version Number	Version Description	Date of Revision
2	Added positive learning environment approaches P7 Reviewed by Z.Burns	30/09/2025
3	Full rewrite: former PSHE Policy and RSE Policy combined into a single RSHE Policy. Updated in line with the DfE statutory guidance on Relationships, Sex and Health Education for 1 September 2026. Adoption of new Kapow Scheme of work. Reviewed by Z.Burns	15/09/2026

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Statement of intent

At Flimby Primary School, we believe that everyone can achieve, everyone can learn and everyone belongs.

An effective RSHE curriculum helps our pupils understand the world they are growing up in, the relationships they form, the importance of their physical and mental wellbeing, and the role they can play in making the world around them a better place. We believe RSHE should equip children with the knowledge, skills, confidence and vocabulary they need to stay safe, form healthy relationships, look after their bodies and minds, make informed choices, and flourish as members of their community.

Our RSHE curriculum sits within the wider life of the school. It is consciously aligned with, and reinforced by:

- Our school values- LEARN (Love, Enjoy, Achieve, Respect & Nurture).
- Our Online Safety curriculum
- Teaching of the Kidsafe programme
- The promotion of fundamental British values — democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

RSHE at Flimby Primary School is designed so that every child can see themselves, and their family, reflected in our curriculum, and so that every child learns to recognise, respect and celebrate the differences and similarities between people. No child should be made to feel that their life experiences, family background or family beliefs are wrong. Our curriculum promotes an understanding that our society includes a wide variety of beliefs, values and family types, and that these can all be respected — even when they differ from our own.

What this policy is for

The purpose of this policy is to:

• clarify the statutory requirements placed on the school in relation to Relationships, Sex and Health Education from 1 September 2026;

• set out the school's approach to RSHE for pupils, staff, governors, parents and carers, external agencies and the wider community;

• explain how the school's RSHE curriculum is planned, delivered, monitored and reviewed;

• explain the respective roles and responsibilities of governors, the headteacher, curriculum leaders, teaching staff, the SENCO, the Designated Safeguarding Lead (DSL), parents and carers, and pupils;

• clarify which elements of the curriculum are statutory and which are non-statutory, and to set out parents' rights in relation to each;

• explain how the school ensures that RSHE is inclusive, accessible and sensitive to the needs of all pupils, including those with SEND.

Legal framework

Current regulations and statutory guidance from the Department for Education (DfE) state that Relationships & Health Education must be taught in all primary schools in England from September 2020. This guidance was updated in July 2025 for implementation from September 2026.

Sex education is not compulsory in primary schools, but the DfE recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the National curriculum for science. The National curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

The statutory guidance document has been reviewed to ensure that our school policy and approach are in line with statutory requirements and established best practice. Information on statutory requirements, including the current statutory guidance document from the DfE, can be found in Relationships Education, Relationships and Sex Education and Health Education guidance. At our school, we deliver Relationships Education/RSE, as set out in this policy, in line with current statutory duties and requirements.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

This policy has due regard to all relevant legislation and statutory guidance, including but not limited to:

• Section 80A of the Education Act 2002;

• Education Act 1996;

• Children and Social Work Act 2017;

• Equality Act 2010;

• The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;

• DfE (2025) 'Relationships education, relationships and sex education (RSE) and health education' statutory guidance, coming into force on 1 September 2026;

• DfE 'National curriculum in England: science programmes of study for key stages 1 and 2';

• DfE 'Keeping children safe in education' (current version);

• DfE 'Working together to safeguard children';

• SEND Code of Practice: 0 to 25 years.

This policy should be read alongside the following school policies and documents:

• Safeguarding and Child Protection Policy

• Behaviour Policy

• SEND Policy

• Online Safety

Definitions

Definitions For the purposes of this policy, the following definitions are used:

Relationships, Sex and Health Education (RSHE): the single, all-encompassing subject — introduced by the DfE's updated statutory guidance from 1 September 2026 — that brings together what schools have previously taught as Relationships Education, Health Education and Sex Education, alongside related aspects of PSHE (Personal, Social, Health and Economic education).

Relationships Education: teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

Health Education: teaching pupils about physical health and mental wellbeing, focussing on the link between the two and supporting pupils to make healthy lifestyle choices.

Sex Education: teaching pupils about developing healthy sexuality, covering issues beyond those covered in the science and health curricula. At primary, sex education (other than what is taught as part of the national curriculum for science) is non-statutory.

Statutory content: content that schools are required by law to teach. Parents do not have the right to withdraw their child from statutory content.

Non-statutory content: content that the DfE recommends, but does not require, schools to teach. At primary, this is limited to additional sex education taught beyond the statutory science curriculum. Parents have the right to request that their child be withdrawn from non-statutory sex education.

Aims of our RSHE curriculum

The aims of RSHE at Flimby Primary School are to:

• provide an unbiased framework in which sensitive discussions can take place;

• create a positive learning environment around issues of relationships, healthy lifestyles, diversity and personal identity;

• support pupils' emotional, social and cultural development so that they develop feelings of self-respect, confidence and empathy;

• teach pupils the correct vocabulary to describe themselves, their bodies, their emotions and their relationships;

• teach pupils the importance of physical health, mental wellbeing, personal hygiene, nutrition, sleep and rest;

• prepare pupils for puberty, and for the physical and emotional changes adolescence brings; • give pupils, in Year 6, an age-appropriate understanding of sexual development and how a baby is conceived and born (through our non-statutory sex education lesson);

• equip pupils with an 'emotions toolkit' they can draw on across their primary years and beyond;

• develop pupils' media literacy, including the ability to recognise AI-generated content, deepfakes, misinformation, bias, and the influence of algorithms and echo chambers;

• help pupils understand consent, boundaries, and how to recognise and seek help when something is not right;

• help pupils understand the importance of respecting others, including those whose backgrounds, beliefs, abilities, identities or family types differ from their own;

• ensure that the teaching of RSHE upholds the school's vision that 'everyone belongs' and our expectation that everyone is safe, kind and respectful.

Our RSHE Curriculum

Flimby Primary School will use the Kapow RSHE curriculum as the foundation for all our statutory RSHE teaching. Kapow is a high-quality curriculum developed in partnership with subject experts and fully aligned with the DfE's updated statutory guidance. Using Kapow strengthens our commitment to promoting good physical and mental health and healthy relationships across the whole school.

The Kapow RSHE curriculum is organised around themes that run from Year 1 to Year 6, building knowledge and skills progressively.

Connecting with others

The Online World

Health Protection

Staying Safe

Citizenship

My healthy self

Growing up

Where appropriate, the school may use additional resources to teach specific aspects of the RSHE curriculum effectively. The school reserves the right to select resources that it judges to be sensitive, age-appropriate and compliant with statutory guidance. Any resources used for non-statutory sex education will be shared with parents in advance.

Curriculum delivery & teaching

RSHE is taught weekly in Year groups 1-6. RSHE is taught by a trusted adult who knows the class well and can judge when to slow down, take questions, allow time for discussion, or follow up with individual children sensitively. Teachers may, where appropriate, be supported by the school nurse, the DSL team, or other appropriate member of staff or professionals — for example, for aspects of the puberty or non-statutory sex education lessons. Staff do not have the right to opt out of teaching

RSHE. Staff who have concerns about teaching any aspect of RSHE are encouraged to discuss this with the headteacher. The school understands that some RSHE topics may be triggers for teaching staff and could relate to historic, recent or current trauma. Staff are encouraged to approach their line manager or the wellbeing lead to discuss this confidentially.

The Kapow RSHE curriculum provides teachers with a comprehensive and consistent set of resources for every lesson.

Each lesson comes with:

• a brief summary of the lesson content, so teachers are clear about its purpose and focus;

• key vocabulary the lesson introduces or revisits, ensuring children build a shared and accurate language for discussing relationships, health and wellbeing;

• common misconceptions to look out for — things children often misunderstand — so that teachers can address these sensitively and accurately;

• clear, age-appropriate teaching slides, activities (written or discussion-based), and quizzes.

This approach ensures consistency across the school. Every child in every class receives the same carefully sequenced lessons, using the same terminology, images and questions. It also ensures factual accuracy, as all content has been developed in partnership with subject experts and aligned to the statutory guidance.

Staff will always respond to children's questions respectfully. Staff understand that children often see the world through their own experiences and that some children's questions will be based on how they currently see the world. Staff will always seek to provide answers that are honest and age appropriate. Children's understanding of relationships, identity and the wider world may broaden as they become more aware of the diversity within the school and wider community. Children will never be told that their family's beliefs are wrong, but everyone will be expected to be safe, kind and respectful towards others and to embrace the school's value that 'everyone belongs'. Staff will not share their personal beliefs or life choices when teaching RSHE. Whilst it may sometimes be appropriate for staff to share aspects of their life experiences with children to build positive relationships and model empathy, staff will not teach RSHE through the filter of their personal beliefs.

Sensitive and appropriate grouping within RSHE — particularly around puberty, growing up and the non-statutory sex education lesson — is important if equal access for all is to be offered. It may be appropriate to use both mixed and single-sex groups for different pupils at different times, at the discretion of the class teacher in consultation with senior leaders.

The Kapow RSHE curriculum covers all statutory RSHE content. The DfE does not require primary schools to teach sex education beyond what is set out in the science curriculum but recommends that primaries teach some sex education in Years 5 and/or 6. At Flimby Primary School, we believe this additional teaching is important in preparing children for secondary school and for life. We will use the Kapow Scheme of learning to teach this.

Before this lesson is taught, teachers will offer parents and carers the opportunity to view the lesson plan and resources. This is so that parents can ask questions, have informed conversations with their child, and make informed choices about whether they wish their child to take part. Because this lesson is non-statutory, parents and carers have the right to request that their child is withdrawn from it.

Alongside the Kapow Scheme of Work, Flimby Primary also deliver Kidsafe.

KidSafe topics consist of:

- Building trust and introduction of feelings
- Bullying, saying “no” and trusted adults
- Computer and Internet safety and age ratings
- Keeping our body and our private places safe and children’s rules to help with this
- Parents/carers arguing
- Mental Health
- Intuition – What it is and trusting our intuition
- What makes you feel, sad, scared or worried (Yukky feelings)?
- Being upset due to the death of a pet
- Difference. Same and Different
- What worries we have about telling a trusted adult
- Difference – why children may get bullied
- Not having a trusted adult, trust and being let down
- Bullied via online games
- Inappropriate games/films that children may watch/play
- Identifying emotional impact and harm that can happen as a result of watching/playing violent films/games
- Acting out what they see/hear in the games/films
- What constitutes cyber bullying?
- Peer Pressure and why it is hard to say “no” and choices
- What makes us angry and the feelings we get in our head and body when we are angry
- An understanding of internalised anger and how to deal with it in a positive way.
- Recognise and control angry feelings, trapped anger
- Not keeping secrets, grooming, impact on emotional health and wellbeing and optional scenarios to address County Lines and child exploitation (County Lines only suitable for Year 6)
- Defining Mental Health and Emotional Wellbeing
- Parents or carers splitting up. The impact of arguing on children

- Evaluation followed by a three-month recap and evaluation

Parents' right to withdraw

The DfE's statutory guidance is clear on parents' rights to withdraw their child from elements of RSHE.

At primary level:

• Relationships Education is statutory. Parents do not have the right to withdraw their child from any part of Relationships Education.

• Health Education is statutory. Parents do not have the right to withdraw their child from any part of Health Education

• Science is statutory. Parents do not have the right to withdraw their child from content taught as part of the national curriculum for science — including the science content relating to the human body, life cycles, reproduction and puberty

• Non-statutory sex education: parents do have the right to request that their child be withdrawn from all or part of the school's non-statutory sex education lessons**.**

Withdrawal requests

Requests for withdrawal from the non-statutory sex education lesson should be made in writing and addressed to the headteacher. The headteacher will automatically grant a parent's request to withdraw their child from this lesson. However, the headteacher will discuss the request with the parent (and, where appropriate, with the child) to:

• ensure the parent's wishes are understood;

• clarify the nature and purpose of the lesson;

• discuss the benefits of receiving this education and any possible adverse effects of withdrawal — for example, the social and emotional impact on the child, and the likelihood that the child may hear a less accurate version of the content from their peers.

Where a child is withdrawn from the lesson, the school will provide appropriate and purposeful alternative education during the period of withdrawal. A written record of the discussion and the outcome will be kept.

It is important that parents who choose to withdraw their child from sex education understand that discussing these issues with their child then becomes their responsibility.

Equality, inclusion and SEND

The school understands its responsibilities under the Equality Act 2010 and will not unlawfully discriminate against any pupil on the basis of any protected characteristic, namely:

• age;

• sex;

• sexual orientation;

• race;

• disability;

• religion or belief;

• gender reassignment;

• pregnancy or maternity;

• marriage or civil partnership.

The RSHE curriculum is designed to be inclusive of all pupils. The school is aware that some pupils may be more vulnerable than their peers — for example, those with SEND, pupils who are LGBTQ+, pupils who have experienced abuse, or pupils who are looked after — and will tailor support accordingly.

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of RSHE. The curriculum is designed to meet the needs of pupils with SEND, including those with social, emotional and mental health (SEMH) needs. Teachers will liaise with the SENCO and adapt their planning, resources, grouping and delivery as needed to enable every child to access the content. Where content needs to be pitched at a different developmental stage, the school will ensure it remains sensitive, age-appropriate and developmentally appropriate.

Where the Equality Act 2010 allows the school to take positive action — for example, to respond to evidence of disproportionate harm to a particular group — the school will consider doing so. For example, the school could consider additional work to support girls if evidence suggested they were being disproportionately affected by sexual harassment or sexist bullying.

Every child is entitled to receive RSHE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language needs, disadvantage or being looked after. It is our intention that all children experience a programme of RSHE at a level appropriate to their age and development, with differentiated provision where required.

Ground rules are used within lessons to help manage disclosures and behaviour, alongside other strategies that support the creation of a safe learning environment

Safeguarding

The school recognises the key role RSHE plays in preventative education. RSHE helps pupils understand how to keep themselves and others safe, including online, and how to recognise and report abuse, harassment and discrimination.

The school implements a whole-school approach to RSHE that prepares pupils for life in modern Britain and creates a culture of zero tolerance towards sexism, misogyny, misandry, homophobia, biphobia, transphobia, racism and any form of sexual violence or harassment.

Teaching is tailored to the specific needs and vulnerabilities of individual pupils, including pupils who are victims of abuse, pupils with SEND, and pupils who have experienced significant loss or trauma.

Disclosures and child protection

Due to the nature of the topics discussed, there may be a higher likelihood of safeguarding concerns arising or being disclosed during RSHE lessons. In line with the school's Child Protection and Safeguarding Policy:

• all staff are aware of the indicators and risks of a range of safeguarding issues, including child-on-child abuse;

• any safeguarding concern, disclosure or potential concern will be passed to the DSL (or Deputy DSL) without delay, following the school's safeguarding procedures;

• the DSL or Deputy DSL will be involved in the development of safeguarding-related elements of the RSHE curriculum.

Confidentiality

The school will aim to provide a safe and supportive community where pupils feel comfortable seeking help and guidance about anything concerning them at school or at home. Staff training around confidentiality will be provided.

A member of staff can never promise unconditional confidentiality to pupils if concerns exist or disclosures are made during lessons. Staff ensure that pupils are made aware that confidentiality cannot be guaranteed and that there are procedures that must be followed. The school’s safeguarding protocols are always followed.

Through the ground rules established as part of creating a safe learning environment in all PSHE and RSE lessons, pupils are reminded that personal questions or sensitive information should not be shared in an open classroom environment.

Pupils are also reminded that they can speak to a member of staff or another trusted adult if they have any questions, worries or concerns. Teachers are aware that effective Relationships Education/RSE, which includes developing an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of safeguarding concerns by pupils. If this occurs, the member of staff informs the head teacher or Designated Safeguarding Lead (DSL), in line with the school's safeguarding policy.

All staff are trained to handle questions and disclosures sensitively. If a pupil's question or comment raises a safeguarding concern, staff follow the school's safeguarding policy and inform the Designated Safeguarding Lead (DSL) immediately. Confidentiality is respected as far as possible, but safeguarding always takes priority

Online safety

The school teaches Online Safety through the Computing Scheme of work. Additionally, Online safety is woven throughout our RSHE curriculum from Year 1 onwards and becomes more sophisticated as children move through the school.

Working in partnership with parents and carers

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children and have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Flimby Primary, we are committed to working closely with parents to ensure that we create the best possible Relationships Education/Relationships & Sex Education (RSE) curriculum for our pupils, while also supporting parents in the conversations they may have with their children around these topics. We aim to build a partnership approach with parents towards Relationships Education/RSE provision, where transparency and respectful understanding are the basis for all discussions. Parents are always welcome to contact the school to view resources and discuss any questions or concerns with the headteacher or subject lead.

As set out in Department for Education (DfE) requirements, schools should show parents a representative sample of the resources they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. To meet this duty, we provide samples of materials during parent information events held in school, where appropriate. Parents who wish to view additional RSHE/PSHE teaching materials are asked to contact the school to arrange an appointment, during which the headteacher and/or subject lead will share information, resources and discuss any specific topics, issues or concerns. This approach supports open discussion and helps build understanding of the context of our RSHE/PSHE provision across the school.

Our school values transparency and partnership with parents and carers in delivering high-quality Relationships, Sex and Health Education (RSHE). In line with statutory guidance, we will:

Provide access to RSHE curriculum materials

Parents and carers may request to view materials used in R(S)HE lessons, including those from external providers.

Offer multiple ways to view resources

Representative samples of lesson plans and teaching resources are shared during parent information sessions where these are held.

Additional materials can be viewed by appointment at school or via secure online access, where this is feasible.

Engage parents proactively

We may hold R(S)HE information sessions to explain the curriculum approach and answer questions.

Parents are informed of any significant changes to R(S)HE content and invited to share feedback.

Safeguarding and copyright considerations

While we aim to provide full transparency, some resources may be subject to copyright restrictions. In these cases, parents are offered supervised viewing in school.

All sharing of materials complies with safeguarding and data protection policies

Roles and responsibilities

The governing board is responsible for:

• Approve the Relationships Education/RSE policy and hold the headteacher to account for its implementation based on statutory duties.

• Ensure that governors are supportive of the school's policy, aims and objectives relating to Relationships Education/RSE.

The headteacher is responsible for:

• Oversee all aspects of this policy and ensure it is implemented and reviewed as required.

• Work with the subject lead to support the implementation of this policy.

• Ensure that Relationships Education/RSE is taught consistently across the school in line with this policy.

• Manage the process for any parental requests to withdraw pupils from non-statutory sex education.

• Ensure that all staff receive appropriate training relating to RSHE.

• Ensure that all staff are aware of this policy and associated guidance.

• Ensure that the school meets statutory requirements for Relationships Education, RSE and Health Education.

• Communicate with staff, parents and governors to ensure understanding of the school's Relationships Education/RSE curriculum and policy.

All staff will:

• Teach Relationships Education/RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.

• Model positive attitudes and behaviours.

• Consult the subject lead if they have questions regarding provision.

• Monitor pupil progress and provide feedback on delivery when requested.

• Respond to the needs of individual pupils and adapt provision as required, in line with this policy and planning.

• Ensure that personal beliefs and attitudes do not prevent the delivery of balanced and inclusive Relationships Education/RSE.

• Ensure that they are up to date with school policy and curriculum requirements around Relationships Education/RSE.

• Keep up to date with school policy and curriculum requirements.

• Take part in training as required.

• Follow school safeguarding procedures and inform the appropriate member of staff if any safeguarding concerns arise.

• Respond appropriately to parental requests to withdraw pupils from non-statutory sex education.

Staff do not have the right to opt out of teaching RSHE. Staff with concerns about teaching any aspect of RSHE are encouraged to discuss this with the headteacher.

The subject lead will:

• Oversee the day-to-day operation of the school's Relationships Education/RSE provision and policy.

• Keep up to date with changes in legislation and best practice.

• Support or organise training where necessary.

• Liaise with relevant external agencies (for example, school nursing services or visitors).

• Ensure appropriate resources and materials are available.

• Develop, review, monitor and evaluate the delivery of Relationships Education/RSE.

• Report to governors and senior leaders as requested.

Pupils will:

• Take part fully in lessons.

• Follow and contribute to agreed ground rules in lessons.

• Behave appropriately and treat others with respect and sensitivity.

• Talk to teachers or other school staff if they have worries or concerns.

• Support the creation of positive and inclusive Relationships Education/RSE lessons.

Parents will:

• Share responsibility for supporting their child's Relationships Education/RSE learning and wider personal, social and emotional development.

• Support the delivery of Relationships Education/RSE in line with this policy.

• Engage in consultation and information-sharing opportunities.

• Seek additional support from the school where needed.

Training and staff development

All staff must ensure that they are up to date with school policy and curriculum requirements regarding Relationships Education/Relationships & Sex Education (RSE). We recognise that some elements of the curriculum may mean staff require further support or training around certain themes to increase confidence and ensure that delivery is effective.

As stated by the Department for Education (DfE), the RSHE curriculum in schools should be delivered by staff who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support, and not to alarm, pupils. Staff should be trained in safeguarding and offering support, recognising the increased possibility of disclosures. At Flimby Primary, we ensure that staff are aware of best practice in delivery by providing regular training opportunities

Monitoring, assessment and review

The delivery of RSHE is monitored by the school's curriculum leaders through a combination of:

• planning scrutiny;

• learning walks;

• pupil conferencing;

• staff feedback and CPD discussions.

Pupils' development in RSHE is monitored by class teachers as part of the school's internal assessment systems. Each Kapow unit includes checks for understanding that teachers may use to support assessment. This policy will be reviewed annually by the school's senior leadership team and curriculum lead. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is September 2027.

Appendix 1

RSE & PSHE LONG TERM PLAN

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A B						
Year 1 & 2	A	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
	B	My healthy self: How can we look after our emotions?	Citizenship: How can I help others and the environment?	Citizenship: How do people belong to a community and earn money?	My healthy self: How can we look after our bodies?	Growing up: How can we look after and respect our bodies as we grow?	Staying safe: How can I make safe choices in different places?
Year 3 & 4	A	Connecting with others: What helps us feel safe and included?	The online world: How should we communicate online?	Citizenship: What careers do people choose and why?	Staying safe: What signs help me recognise what is safe or unsafe?	Connecting with others: How can we respect each other	The online world: How can we decide what to trust online?
	B	My healthy self: How can I take care of my mind and body?	Citizenship: What rights and responsibilities do we have?	Health protection: How can we prevent illness and injury and respond if they happen?	My healthy self: How can I make healthy choices?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?
Year 5 & 6	A	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?
	B	My healthy self: How can I support my mind and body as I grow?	Citizenship: How can we make a difference in our communities and beyond?	Growing up: How can I manage the changes to my body and emotions as I grow up?	My healthy self: How do my choices today shape my future health?	The online world: How do I feel about the things I see online?	Sex education: How do people become parents and carers?