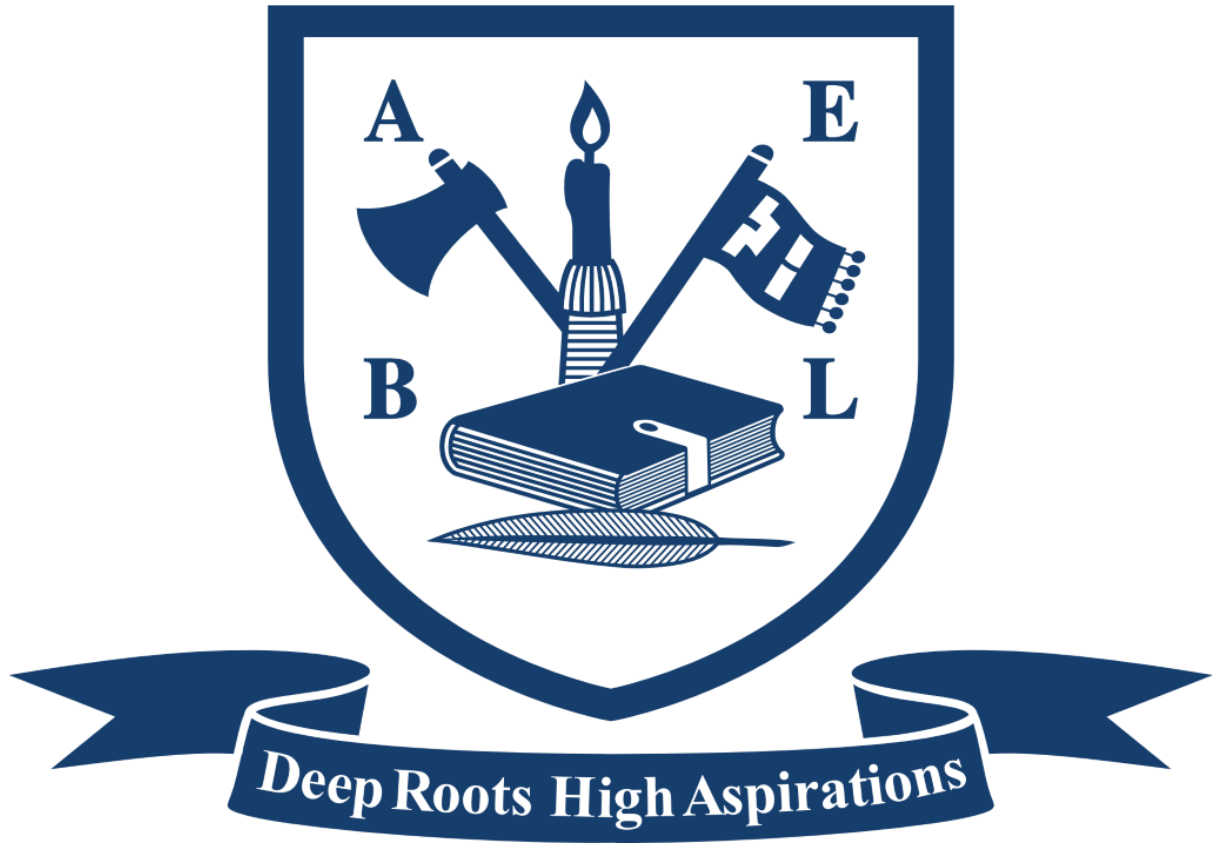


KNEBWORTH

Primary and Nursery School



Relationships and Health Education (RSHE) Policy

*This policy is reviewed on an annual basis
Next review date: September 2023*

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Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a RSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Introduction

From September 2020, an amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary; and Relationships, Sex, and Health Education at secondary, statutory subjects.

Our RHE/RSHE policy is informed by existing legislation and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)

- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.' (Department for Education (DfE), 2019, Relationships Education, Relationships and Sex Education and Health Education)

Definition Relationships Education

From September 2020, Relationships Education is compulsory for all primary schools as set out in the DfE Guidance (2019), which states that 'the focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'. For all maintained schools there is a statutory duty to provide Health Education where subject content is also taught through the national science curriculum, '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.’ (DfE, 2019).

Health Education and Sex Education

Effective Relationships and Health Education can make a significant contribution to the development of the ‘fundamental building blocks and characteristics’ which establish and maintain positive relationships with other children and adults. It enables children to make responsible and informed decisions about their health and well-being.

We interpret sex education to mean puberty, intercourse, conception, reproduction and birth. These themes, except for intercourse and conception, are statutory in either the Health Education or the National Science curriculum.

‘Relationships, Sex and Health Education helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health. It educates pupils about how to stay safe online. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being.’ (Education and Inspections Act 2006 Section 38)

See Appendices – Relationships and Health Education in primary schools DfE Guidance and Physical health and mental well-being education in Primary schools – DfE Guidance.

Aims

The aims of relationships and health education at Knebworth are to:

- Help pupils develop deep roots and high aspirations

- Give secure foundations essential for them to be **respectful, responsible, and resilient** young adults
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The DfE (2019) states that ‘children should be taught about healthy friendships and positive relationships, including those that apply online and how to have respect for others in an age-appropriate way. Pupils should also learn about positive and emotional wellbeing and be taught the knowledge to recognise and report abuse.’ If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate and sensitive manner so they are fully informed and do not seek answers from unreliable sources.

Effective Health Education can make a significant contribution to developing the personal skills pupils need as they grow up. It enables children to make responsible and informed decisions about their own and others’ health and wellbeing. The aim of teaching pupils at Knebworth about physical health and mental wellbeing is to provide them with information to make good decisions about their own health and wellbeing.

Pupils will be taught the importance of daily exercise, good nutrition and sufficient sleep and taught the language to talk about their bodies and emotions. Children

will be taught about internet safety and harms and the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. Children will be taught the key facts about puberty and the changing adolescent body in conjunction with the National Science Curriculum.

See Appendix for NC statutory science objectives.

Delivery of Relationship and Health Education (RHE)

RHE lessons are referred to by teachers as 'Wellbeing' lessons and PE lessons referred to as 'Physical Wellbeing' lessons. Class teachers allocate a minimum of one hour to Wellbeing lessons to their own classes each week to deliver the knowledge and skills in a developmental and age-appropriate way to suit the needs of their class.

We deliver RSHE using a whole-school, mindful approach to underpin children's development as people and because we believe that this also supports their capacity to learn. We have chosen to use the Kapow Primary RSE Scheme of work, which provides full curriculum coverage, including all the statutory content, for each year group. Kapow is aligned to the PSHE Association Programmes of Study and the DfE's statutory relationships, sex and health education guidance.

See Appendices for the Kapow Primary RSE curriculum overview. The whole-school matrix, which can be found under The Knebworth Curriculum on the What we Learn tab of the school website.

RSHE includes sensitive topics. It is, therefore, possible that discussions will prompt safeguarding disclosures which, in line with our safeguarding policies and procedures, will be dealt with

appropriately. Appropriate steps will be taken to provide additional support for children if required. Pupils will be given opportunities to report any concerns they may have either that day or the following day.

Kapow also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's [Safeguarding and Equality Duties, the Government's British Values agenda](#) and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

The knowledge and skills, which aim to empower and assist pupils in building positive relationships with themselves, are woven into our curriculum. Kapow carefully considers what to teach and when, to ensure that content is age-appropriate and taught in a way that does not cause distress or fear. From teaching pupils about respect and keeping safe, to understanding their bodies and building resilience, pupils are supported to know and use the right to consent; from the start of Wellbeing (RSHE) lessons they have the 'right to pass' in any discussion. Consent at Knebworth is defined as 'asking for permission or giving someone a choice about actions and respecting their answer'.

Sex Education, Kapow and the National Science Curriculum

The DfE (2019) recommends 'that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' Although, 'sex education is not compulsory in primary schools', some elements of sex education are taught at Knebworth through the national science curriculum.

At Knebworth School, puberty is taught as a statutory requirement of Health Education and covered by the Kapow Scheme of Work the 'Safety and the Changing Body' unit. The unit teaches sensitively, progressively and age-appropriately. It is important to equip children with the knowledge to help them stay safe, understand the changing adolescent body, puberty and how to cope with change.

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances along and reflecting sensitively that some children may have a different structure of support around them.

Puberty is gently introduced from Year 4. The RSHE Association suggests that 'in order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys.

As sex education in secondary school is statutory, before children transfer, we believe we should prepare them with accurate knowledge. See Appendix for NC statutory science objectives and the link with Kapow.

At no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (e.g. because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home.

"In order to keep young pupils safe, it is vital that their learning about the social and emotional aspects of sexual reproduction begins in the early stages of primary school. At this time, and throughout the primary phase, pupils will have many different relationships: acquaintances, friends, close friends, 'best friends', distant and close family relations

and classmates. Often, there may be some sort of physical contact with some of these people, from handshakes, to holding hands, to hugging, cuddling and kissing. Learning to judge what is appropriate and feels right for themselves and others is a skill that is partly inherent, and partly learnt over time."

(The Association for Science Education and PSHE Association (March 2016) Joint Policy Statement: Human Development and Reproduction in the Primary Curriculum)

Monitoring Arrangements

The delivery of RHE at Knebworth is monitored by the school's Wellbeing Lead alongside the Senior Leadership Team on an annual basis through: planning, work scrutinies, pupil voice, learning walks, etc. Governors may scrutinise and ratify teaching materials to check they are in accordance with the school's ethos. Pupils' development in Wellbeing lessons is monitored by class teachers. Assessment of RHE will take many forms such as observations, pupils work, pupil tracking grids (a quick visual representation of where a child is in each Puzzle), and class discussions. Teachers will ensure children are making progress with their learning throughout their wellbeing experience. All work can be collated as part of the children's Wellbeing Journals.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the

opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RHE
5. Ratification – once amendments were made; the policy was shared with governors and ratified

Accessibility

Teaching Relationships and Health Education at school will complement and reinforce the lessons parents teach their children as they grow up.

Differentiation/SEND

'Relationships Education, Sex and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood outcomes, 12 as set out in the SEND code of practice, when teaching these subjects to those with SEND.' (DfE Guidance, 2019)

Class teachers will tailor each lesson to suit the needs of all the children in their classes.

Equality

'Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are

amongst the protected characteristics...' (DfE Guidance 2019, p. 15)

At Knebworth School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

Parents' right to withdraw

Relationships Education and Health Education is statutory, including puberty.

Parents or carers cannot legally withdraw their child from the statutory Relationships and Health Education. It is important that all children receive this content to ensure they are given opportunities to develop the 'fundamental building blocks and characteristics of positive relationships' and to support the safeguarding of children by equipping them with the tools to make responsible and informed decisions about their health and well-being.

Parents and carers do have the right to withdraw their child from sex education. In Year 6, pupils will be taught two lessons on conception and birth, which parents have the right to withdraw their children from.

In all other year groups, RSE lessons are taught as laid out in the national science curriculum. The science curriculum includes content on parts of the human body, and human development, including the life processes of reproduction in some plants and mammals, which there is no right to withdraw.

Appendix 1: Relationships and Health Education

The statutory requirements set out what children should know by the end of primary school. To achieve this it is vital you have a long term curriculum plan in place which demonstrates children’s knowledge will build over time. The Kapow Primary RSE and PSHE scheme of work has been devised to revisit topics and build on children’s knowledge and understanding. Below are the key topics and themes within the statutory guidance.

Topic	Key themes		
Families and people who care for me	Importance of family	Online relationships	Behaviour online
	Different families		Respecting others
	Stable and caring relationships		Rules of keeping safe
	Marriage		Online friendships
	Problems in families		Use of information
Caring friendships	Importance of friendships	Being safe	Boundaries
	Characteristics of a healthy friendship		Privacy
	Ups and downs in friendships		Physical contact
Respectful relationships	Courtesy and manners		Safe responses to adults
	Self-respect		Recognising and reporting feelings
	Respect of others		Where to get advice
	Bullying		Reporting concerns
	Stereotypes		
			Mental wellbeing
		Recognise and talk about emotions	
		Self-care	

For further guidance see:

<https://www.gov.uk/government/publications/relationshipseducation-relationships-and-sex-education-rse-and-health-education/relationshipseducation-primary#sex-education-primary>

Appendix 3: National Science Curriculum objectives

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
Year 1	<p>Pupils should be taught to:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</p>
Year 2	<p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults¹</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>(<i>'Growing into adults' should include reference to baby, toddler, child, teenager, adult</i>)</p>	<p><i>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i></p>	<p>baby, toddler, child, teenager, adult</p>
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
KS2 Year 3	<p>Pupils should be taught to:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *</p> <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>		<p>Pollination, pollen, male, ovule, female, seed</p>

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
KS2 Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life processes of reproduction in some plants and animals</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>

Kapow and the Science Curriculum

	Learning Intention	Success Criteria	Statutory Guidance
Y4	To recognise that change is part of growing up	<ul style="list-style-type: none"> I understand I have changed physically and developed skills in my life so far. I can identify some physical changes I will go through before I become an adult. I can identify things I will be able to do when I am an adult that I cannot do now. 	✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
	To recognise the physical differences between children and adults.	<ul style="list-style-type: none"> I understand that my body will change as I become an adult. I understand that different changes happen to males and females. I can identify some physical differences between child and adult bodies. I can explain ways to look after my personal hygiene. 	✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
Y5	To understand physical changes during puberty.	<ul style="list-style-type: none"> I understand how the body changes as a child becomes an adult. I can accurately label sexual external parts of the body. I can accurately label internal reproductive organs. 	<p>✓ Changing adolescent body > key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>✓ Science: Y5 > Animals including humans: describe the changes as humans develop to old age.</p>

	To understand the menstrual cycle	<ul style="list-style-type: none"> • I understand the process of the menstrual cycle. • I can explain some changes I will go through during puberty. • I know who I can go to for help if I need to. 	<ul style="list-style-type: none"> ✓ Pupils should know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ✓ Pupils should know about menstrual wellbeing including the key facts about the menstrual cycle.
	To understand emotional changes during puberty.	<ul style="list-style-type: none"> • I understand that puberty may change my feelings as well as my body. • I understand that everyone is different and these differences are normal. • I know who I can talk to if I am worried about anything. 	<ul style="list-style-type: none"> ✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
Y6	To understand the changes that happen during puberty.	<ul style="list-style-type: none"> • I understand changes that happen during puberty for boys, girls and both. • I can name the parts of the body. • I can use my knowledge to answer other people's problems. 	<ul style="list-style-type: none"> ✓ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Appendix 4: Kapow Overview of Content



RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family and relationships	<ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Healthy families Friendships - conflict Effective communication Learning who to trust Respecting differences Stereotyping 	<ul style="list-style-type: none"> Introduction to RSE Respect & manners Healthy friendships My behaviour Bullying Stereotypes Families in the wider world Loss and change 	<ul style="list-style-type: none"> Introduction to RSE Build a friend Resolving conflict Respecting myself Family life Bullying 	<ul style="list-style-type: none"> Introduction to RSE Respect Developing respectful relationships Stereotypes Bullying Being me Loss and change
Safety and the changing body	<ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact Road safety Drug education 	<ul style="list-style-type: none"> Basic first aid Communicating safely online Online safety Fake emails Drugs, alcohol & tobacco Keeping safe out and about 	<ul style="list-style-type: none"> Online restrictions Share aware Basic first aid Privacy and secrecy Consuming information online The changing adolescent body (puberty) 	<ul style="list-style-type: none"> Online friendships Identifying online dangers The changing adolescent body (puberty, including menstruation) First aid Drug education 	<ul style="list-style-type: none"> Drugs alcohol & tobacco First aid Critical digital consumers Social media The changing adolescent body (puberty, conception, birth)
Health and wellbeing	<ul style="list-style-type: none"> Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy 	<ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health 	<ul style="list-style-type: none"> My healthy diary Relaxation Who am I? My superpowers Breaking down barriers Dental health 	<ul style="list-style-type: none"> Diet and dental health Visualisation Celebrating mistakes My role My happiness Emotions Mental health 	<ul style="list-style-type: none"> Relaxation The importance of rest Embracing failure Going for goals Taking responsibility for my feelings Healthy meals Sun safety 	<ul style="list-style-type: none"> What can I be? Mindfulness Taking responsibility for my health Resilience toolkit Immunisation Health concerns Creating habits The effects of technology on health

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion 	<p>Responsibility</p> <ul style="list-style-type: none"> Rights of the child Rights and responsibilities Recycling <p>Community</p> <ul style="list-style-type: none"> Local community groups Charity <p>Democracy</p> <ul style="list-style-type: none"> Local democracy Rules 	<p>Responsibility</p> <ul style="list-style-type: none"> What are human rights? Caring for the environment <p>Community</p> <ul style="list-style-type: none"> Community groups Contributing Diverse communities <p>Democracy</p> <ul style="list-style-type: none"> Local councillors 	<p>Responsibility</p> <ul style="list-style-type: none"> Breaking the law Rights and responsibilities Protecting the planet <p>Community</p> <ul style="list-style-type: none"> Contributing to the community Pressure groups <p>Democracy</p> <ul style="list-style-type: none"> Parliament 	<p>Responsibility</p> <ul style="list-style-type: none"> Human rights Food choices and the environment Caring for others <p>Community</p> <ul style="list-style-type: none"> Prejudice and discrimination Valuing diversity <p>Democracy</p> <ul style="list-style-type: none"> National democracy
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs 	<p>Money</p> <ul style="list-style-type: none"> Ways of paying Budgeting How spending affects others Impact of spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs and careers Gender and careers 	<p>Money</p> <ul style="list-style-type: none"> Spending choices/ value for money Keeping track of money Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Influences on career choices Jobs for me 	<p>Money</p> <ul style="list-style-type: none"> Borrowing Income and expenditure Risks with money Prioritising spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Stereotypes in the workplace 	<p>Money</p> <ul style="list-style-type: none"> Attitudes to money Keeping money safe Gambling <p>Career and aspirations</p> <ul style="list-style-type: none"> What jobs are available Career routes
Transition Identity	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson	1 lesson
						<ul style="list-style-type: none"> What is identity Identity and body image