



# Relationships and Sex Education (RSE), Policy and Syllabus

Nursery - Year 6 including EYFS

(Relationships Education, Relationships and Sex Education (RSE), Health Education 2025 and Online Safety)

<b>1. Introduction</b>	<b>1</b>
<b>2. RSE Overview</b>	<b>2</b>
<b>3. Parent Consultation and Withdrawal Rights</b>	<b>2</b>
4. Guiding Principles for RSE Delivery	2
<b>5. Core Learning Objectives &amp; Syllabus</b>	<b>3</b>
5.1 Families and People Who Care for Me	3
5.2 Caring Friendships	4
5.3 Respectful Relationships, Boundaries, and Consent	4
5.4 Online Relationships & Safety	5
5.5 Abuse and Safety Reporting	5
5.6 Being and keeping safe	5
<b>APPENDIX - CURRICULUM SNAPSHOT</b>	<b>6</b>



## 1. Introduction

This policy sets out the aims, organisation, and scheme of work for the teaching of Relationships and Sex Education (RSE) throughout Falkner House. RSE at Falkner House is concerned with relationships as well as the personal and social development of all children from Nursery to Year 6, including the Early Years Foundation Stage (EYFS). It is closely linked with PSHE, and the two are often taught together, as reflected in our syllabus in the Appendix. The school provides a secure, secure, and supportive environment for pupils to talk to and consult with adults who can give help if and when it is required. Through every aspect of school life, pupils are encouraged to develop the understanding that staff are trusted role models who can help in any situation.

The school's aims are covered in a variety of ways and in varied detail according to circumstances and the age of the child. Each form teacher ensures that the syllabus (see appendix) is covered during the year and there is of course, deliberately, much reinforcement of the topics. The children have many opportunities to work as individuals and as part of a group with both free play and adult led experiences. The head teachers are constantly discussing with staff and monitoring as to the effectiveness and positive impact on the pupils of the school's teaching of RSE.

## 2. RSE Overview

RSE at Falkner House focuses on building pupils' understanding of healthy, respectful relationships, including friendships, family relationships, online relationships, consent, personal boundaries, privacy, and safeguarding. Teaching is age-appropriate, inclusive, and adapted to pupils' developmental stage and needs, including pupils with SEND. Pupils are taught about different types of families and relationships in a sensitive and respectful manner, in accordance with the Equality Act 2010. The curriculum promotes kindness, respect, personal safety, emotional wellbeing, and the importance of seeking help when needed.

Online safety is taught throughout the curriculum, including safe online behaviour, cyberbullying, grooming, harmful content, pornography, coercion, and the risks associated with sharing nude or semi-nude images. Pupils are taught how to recognise abuse, report concerns, and seek support from trusted adults. Teaching reinforces that abuse is never the fault of the child.

Puberty, human reproduction, and sex education are taught in an age-appropriate way through the science curriculum and wider RSE provision. Teaching is delivered by appropriately trained staff and supported through partnership with parents.

Any safeguarding concerns arising from RSE teaching are managed in accordance with the school's safeguarding and child protection policy and referred to the DSL where appropriate.



### 3. Parent Consultation and Withdrawal Rights

- **Right to Withdraw:** Parents do not have the legal right to withdraw their child from sex education lessons that are delivered via the science curriculum (generally in Years 5 and 6); nor do they have the right to withdraw their child from relationship lessons. Parents do however have the right to withdraw their child from sex education lessons that are not within the science curriculum e.g in RSE or PHSE lessons. To request withdrawal, parents must contact the Headteacher directly.
- **Transparency:** Parents are reminded annually that our RSE policy, syllabus, and scheme of work are available on our website. Parental and pupil comments are always welcome, and there is an annual parental consultation about the curriculum to seek their views.
- **Resource Sharing:** Falkner House has an "open door" policy, and parents have a legal right to see all teaching materials on request, and contracts with external providers do not prevent this sharing.

### 4. Guiding principles for RSE Delivery

In accordance with standard statutory updates, our RSE provision is built upon key overriding principles:

- **Engagement with Pupils:** pupil voice is utilized to ensure the RSE curriculum is highly relevant to the real-life experiences of Falkner House children.
- **Careful sequencing and appropriate adaptations:** Topics are introduced at a developmentally appropriate age, ensuring children have the necessary "building blocks" of knowledge before facing complex issues. Teaching is adapted appropriately to meet the needs, understanding and developmental stage of all pupils, including pupils with SEND
- **Skilled delivery:** Lessons are delivered by trained staff who foster a safe, participative environment where pupils feel confident to ask questions. Lessons regarding sex education in Years 5 and 6 are taken by senior members of staff with the Headteachers' close monitoring.
- **Whole-school approach:** RSE is woven into our assembly programme, school culture, and safeguarding practices rather than treated as an isolated subject.
- **Openness and support:** Teaching aims to normalise sex education, remove shame, build a healthy attitude, and ensure nothing is taboo so children possess the confidence to talk about anything without feeling ignorant with their peers.



## 5. Core learning objectives & syllabus

Through every aspect of school life, we actively teach the following such that by the end of Year 6 pupils should understand the fundamental building blocks and characteristics of positive, healthy relationships, with particular reference to friendships, family relationships, and relationships with other children and adults.

### 5.1 Families and people who care for me

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- marriage in the UK is available to both opposite and same sex couples. The ceremony may be civil or religious.

### 5.2 Caring Friendships

- the importance of friendships in making us feel happy and secure, and how people choose, keep and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right



- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **5.3 Respectful relationships, boundaries, and consent**

- The importance of self-respect and respecting others regardless of differences or protected characteristics (age, disability, religion, race, sex, sexual orientation, pregnancy/maternity).
- Biological sex vs. gender identity: In accordance with statutory guidance and emerging best practice, we teach the factual and legal definitions of biological sex. Teaching is grounded in factual, age-appropriate biological knowledge while fostering respect for all individuals, including those protected under the Equality Act 2010. Transgender issues are not discussed in general due to the age of the children and latest guidance.
- Consent & privacy: Cultivating early concepts of permission-seeking and giving, personal space, and privacy. Pupils are taught to identify the differences between appropriate and inappropriate physical or other contact in an age-appropriate fashion.
- Preventing sexual exploitation and assisting in creating mutually respectful friendship groups.
- Practical steps to take in a range of different contexts to improve or support respectful relationships
- The differences between appropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
- Porn: what it is and what are the dangers

### **5.4 Online Relationships & Safety**

- That the same principles of respect apply to online relationships as face-to-face, even when anonymous.
- Recognizing that people sometimes behave differently online, including pretending to be someone they are not, and critically considering online friendships, including awareness of the risks associated with people they have never met.
- AI & consent: Pupils learn to recognize that AI can create "deepfakes" (fake images or videos) and that creating or sharing AI-generated intimate or harmful imagery is a serious breach of consent and a major safeguarding issue.
- Preparing older pupils for secondary school pressures, including the perils of taking and distributing sexual photos (sexting) on social media, grooming, abuse, and exposure to abhorrent content or pornography.

To support mental wellbeing and reduce cyber-bullying, Falkner House maintains a mobile-phone-free environment during the school day.

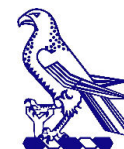


## 5.5 Abuse and safety reporting

- Each person's body belongs to them, and it is not right to keep secrets if they relate to safety.
- To empower children to report abuse effectively, we teach the correct anatomical names for body parts (including genitalia) in an age-appropriate, matter-of-fact manner within science.
- How to recognize and report emotional, physical, and sexual abuse or feelings of being unsafe around any adult or peer, and to keep trying until they are heard.
- Ensuring clarity that it is never the fault of a child who is abused, and that victim-blaming is always wrong.

## 5.6 Being and keeping safe

- The sorts of boundaries appropriate in friendships with peers and others (including in a digital context with issues arising from sexting and cyber bullying).
- The concept that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

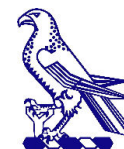


## APPENDIX - CURRICULUM SNAPSHOT

Year Group	Key PSHE & RSE Topics
Nursery & Reception	Listening, sharing, and teamwork. Personal hygiene (toothbrushing/handwashing). <b>Introduction to basic Water Safety.</b>
Year 1 & 2	<b>Naming body parts using correct anatomical terms.</b> Risk assessment: "Stranger danger" vs. asking for help. <b>Rail and Road Safety awareness.</b>  <b>Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate."</b>
Year 3 & 4	Respecting differences (race, religion, appearance). <b>Introduction to Deepfakes and AI safety. The health risks of Vaping.</b>
Year 5	<b>Online Financial Harms (Loot boxes and scams).</b> Puberty and menstruation (biological facts). <b>Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Assertiveness vs. aggression.</b>
Year 6	<b>Misogyny and influencer culture awareness. How social media algorithms can 'push' certain types of content.</b> Mechanics of procreation (Science). Post-11+ curriculum: Basic economics, politics, and First Aid (including choking and dialling 999).



RSE & PSHE Nursery	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions. Sharing, Teamwork, taking turns and fairplay (also within PE SoW). Respect and courtesy to peers and adults, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Reception
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
	Introduction to basic water safety
Fundamental British Values	Individual liberty within a community: local area



RSE & PSHE Reception	
Topic	Repeated Yearly
Fundamental British Values	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, all of whom hail from different backgrounds and cultures, objects and ideas
Relationships	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
	What makes a family-, different kinds of families, family life, being cared for
Mental Health	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
Topic	Shared with Nursery
Personal hygiene	Toothbrushing
	Having a good sleep routine
	Using the lavatory and hand washing
Health & Wellbeing	Good eating habits and staying healthy
	Dressing independently
	Introduction to basic water safety
Economics	Shops and shopping
Fundamental British Values	Individual liberty within a community: local area



<b>RSE &amp; PSHE Year 1</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious.
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with some other year groups</b>
<b>Fundamental British Values</b>	Rule of Law: Why do we have rules? What is right and wrong?
<b>Economics</b>	Economic education – jobs in the community
<b>Relationships</b>	Managing secrets, and getting help
<b>Health &amp; Wellbeing</b>	Good eating habits and staying healthy
	Basic road and water safety
	Risk assessment – stranger danger v. asking for help.
	Rail and Road Safety awareness.
<b>Topic</b>	<b>Specific to year group</b>
<b>Fundamental British Values</b>	Individual liberty and rule of law: honesty and truthfulness
<b>Health &amp; Wellbeing</b>	Naming body parts (within science) using correct anatomical terms.



<b>RSE &amp; PSHE Year 2</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Recognising and talking about a range of emotions (e.g., fear, surprise, nervousness) and judging if a reaction is "proportionate"
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with some other year groups</b>
<b>Fundamental British Values</b>	Rule of law: stealing
	Different faiths in the UK community (within RE)
<b>Mental Health</b>	What am I good at? Individual worth
<b>Health &amp; Wellbeing</b>	Risk assessment – stranger danger v. asking for help
	Rail and Road Safety awareness.
<b>Topic</b>	<b>Specific to year group</b>
<b>Relationships</b>	Belonging to a family, bereavement, birth, sibling rivalry and jealousy, features of family life. Looking at bereavement in more detail: we teach the children that grief, loss and loneliness are natural human experiences.
<b>Safety</b>	Recognising privacy; staying safe; seeking consent
	Emergency services and how they work – dial 999
	Safety in the home (within science)
<b>Economics</b>	Money
<b>Fundamental British Values</b>	Democracy and Rule of Law: Difference between our monarchy and our government. Houses of Parliament.
	What is democracy?



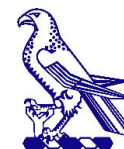
<b>RSE &amp; PSHE Year 3</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with some other year groups</b>
<b>Fundamental British Values</b>	Rule of Law and Individual Liberty: Stealing
	Belonging to a community – local area
	Rights and responsibilities at home and school
<b>Safety</b>	Risk taking, risk assessment and staying safe
<b>E-Safety</b>	Introduction to Deepfakes and AI safety
<b>Health &amp; Wellbeing</b>	The health risks of Vaping
<b>Topic</b>	<b>Specific to year group</b>
<b>Health &amp; Wellbeing</b>	Overall health and wellbeing including sleep
	Regular physical activity
	Setting and achieving personal goals
<b>E-Safety</b>	Internet safety including the SMART rules (within IT)
<b>Relationships</b>	Caring for and the needs of others - friends, family, the old, the disabled and pets
	Tolerance and open-mindedness
<b>Economics</b>	What money is; needs and wants; looking after money
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: respecting differences (race, religion, appearance). Respecting different points of view and expressing opinions sensitively
	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury



<b>RSE &amp; PSHE Year 4</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with some other year groups</b>
<b>Fundamental British Values</b>	Democracy and Individual Liberty: rights and responsibilities at home and school
	Different faiths in the UK community (within RE)
	Mutual respect and tolerance of differences (race, religion, appearance).
<b>Mental Health</b>	What am I good at? Individual worth.
<b>Safety</b>	Risk taking, risk assessment and staying safe
<b>E-Safety</b>	Internet safety including dangers of online risks - bullying, pornography, gambling, grooming, abuse and radicalization.
	Managing AI (AI and generative AI) safely (also in IT, also covered in Y5 and Y6)
	Introduction to Deepfakes and AI safety
<b>Health &amp; Wellbeing</b>	The health risks of Vaping
<b>Topic</b>	<b>Specific to year group</b>
<b>Relationships</b>	Teasing and bullying - why it's wrong / why it happens/how to prevent it/ how to cope
	Assertiveness v. aggression
<b>Health &amp; Wellbeing</b>	Drugs common to everyday life e.g. Nurofen and calpol
<b>Economics</b>	Making decisions about money; using and keeping money safe
<b>Environmental</b>	Recycling and how to be 'eco friendly' at home and school (within geography/science)
	Pollution issues (within geography/science)



<b>Fundamental British Values</b>	The concept of democracy and the right to vote – elections and an understanding of how citizens can influence decision-making through the democratic process
	Why it is important to vote, how and when we vote
	The role of charities



<b>RSE &amp; PSHE Year 5</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental Value</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others - participating in group discussions.
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas from different faiths and backgrounds
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with other year groups</b>
<b>E-Safety</b>	Internet safety including dangers of on line risks – bullying,, gambling, grooming, abuse and radicalization (within IT)
	Managing time online (within IT)
	Managing social media (within IT)
	Managing online relationships (within IT)
	Managing AI (AI and generative AI) safely
<b>Safety</b>	Risk taking, risk assessment and staying safe
	First Aid
<b>Growing &amp; Changing</b>	Puberty and menstruation (biological facts) - physical and emotional changes, personal hygiene routines; support with puberty.
<b>Mental Health</b>	What affects mental health and ways to take care of it; managing change, pressure and stress. Discussion encourages talking about "mental wellbeing as a normal part of daily life."
<b>Fundamental British Values</b>	Respect and tolerance: analysis of the what is meant by the <b>protected characteristics</b> - age, disability, sexual orientation, pregnancy, religion, race, sex
<b>Topic</b>	<b>Specific to year group</b>
<b>E-Safety</b>	Online Financial Harms (Loot boxes and scams)
<b>Health &amp; Wellbeing</b>	healthy eating habits (within science)
	healthy sleep habits (within science)



	Alcohol and smoking (within science)
<b>Relationships</b>	Managing the cool group
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy. Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
	Gender stereotypes: teaching how stereotypes can be unfair, negative or destructive. Assertiveness vs. aggression.
<b>Fundamental British Values</b>	Rules at home, in school and in law in British society. An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety
	Valuing diversity- challenging discrimination and stereotypes
	An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and not be the cause of prejudicial or discriminatory behaviour.
	What is a crime? Overview of what is and illegal in the UK and discuss school rules vs. national law.
	The value of rules and laws; rights, freedoms and responsibilities
	How do the courts work, the role of a judge vs. a barrister and what is a jury



<b>RSE &amp; PSHE Year 6</b>	
<b>Topic</b>	<b>Repeated Yearly</b>
<b>Fundamental British Values</b>	Mutual respect and tolerance of those with different faiths and beliefs: listening to others- participating in group discussions
	Sharing, Teamwork, taking turns and fairplay (also within PE SoW)
	Respect and courtesy to peers and adults, objects and ideas
<b>Relationships</b>	Making friends, being a good friend, best friends, falling out with a friend, being lonely, peer influences
<b>Mental Health</b>	Developing grit, resilience and determination.
	Emotions - coping with feeling angry, sad or anxious
	Coping with success or failure - Learning from mistakes and trying again
<b>Topic</b>	<b>Shared with other year groups</b>
<b>E-Safety</b>	Internet safety including dangers of on line risks - bullying, gambling, grooming, abuse and radicalisation (within IT)
	managing time online (within IT)
	managing social media (within IT)
	managing online relationships (within IT)
	managing AI (AI and generative AI) safely
<b>Safety</b>	First Aid
	Risk taking, risk assessment and staying safe
<b>Mental Health</b>	What affects mental health and ways to take care of it; managing change and pressure and stress
<b>Fundamental British Values</b>	Respect and tolerance: analysis of the what is meant by the <b>protected characteristics</b> - age, disability, sexual orientation, pregnancy, religion, race, sex, (we exclude gender reassignment due to age of children and the latest guidance)
<b>Topic</b>	<b>Specific to year group</b>
<b>Growing &amp; Changing</b>	Human reproduction and birth (within science)
	Puberty and menstruation - physical and emotional changes, personal hygiene routines; support with puberty (within science)
	Mechanics of procreation (Science).
<b>Health &amp; Wellbeing</b>	healthy sleep habits (within science)
	How drugs differ from medicines useful drugs and their development (within science)
	Illegal drugs effects on the body / effects on society / drugs and the law (within science)



	How to say “no” – drugs (within science)
<b>Safety</b>	Keeping safe in different situations, including responding in emergencies
	How to travel independently and safely
<b>E-Safety</b>	Misogyny and influencer culture awareness. How social media algorithms can ‘push’ certain types of content.
<b>Mental Health</b>	What affects mental health and ways to take care of it; managing change and stress
<b>Relationships</b>	Valuing diversity- challenging discrimination and stereotypes
	Permission seeking and giving and the concept of personal privacy. Establishing personal space and boundaries and privacy.
	Show and accept the differences between appropriate inappropriate and inappropriate physical and other contact as a means of looking at consent in an age appropriate fashion
	Managing the cool group
	Attraction to others; romantic relationships; civil partnership and marriage
<b>Fundamental British Values</b>	Acceptance of similarities and differences and encouraging consideration respect and kindness for others: love, sexuality, (gay or straight), marriage, civil partnership and divorce
	Parliament and how it functions. Commons vs. Lords. An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence
	Effective preparation for the world of work, careers. Avoiding stereotypes.
	Life as an adult in British society embracing fundamental British values
<b>Economics</b>	Identifying job interests and aspirations; what influences career choices
	Influences and attitudes to money; money and financial risks. Needs and wants
	Interview practice
	Life at the next school
<b>Post 11+ Exams</b>	Basic economics, politics, and First Aid (including choking and dialling 999).