

We are an **ambitious** and **inclusive** Trust of schools
strengthening communities through **excellent** education.



Relationships and Sex Education (RSE) Policy Primary

Responsibility for approval: Senior Exec
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Contents Page

1.0	Policy Statement	3
2.0	Aims	3
3.0	Definition of terms	3
4.0	Policy Development	3
5.0	What is Relationship and Sex Education	3
6.0	Legal Framework	4
7.0	Principles and Values	4
8.0	Relationships and Sex Education	5
9.0	Organisation and Content of Relationships and Sex Education (appendix – curriculum map).....	5
10.0	Inclusion.....	6
11.0	Roles and Responsibilities.....	6
12.0	Parents’ right to withdraw	7
13.0	Confidentiality, Controversial and Sensitive Issues	7
14.0	Training.....	8
15.0	Monitoring Arrangements	8
16.0	Policy Circulation	8
17.0	Adoption of the policy.....	8
18.0	Appendix 1 – Curriculum map.....	9
18.0	Appendix 2.....	9

1.0 Policy Statement

- 1.1 We are an ambitious and inclusive Trust of schools, strengthening our communities through excellent education. We are committed to providing excellent education for every child, every day, and aim to strengthen and work with our communities to continue to improve accessibility in our schools

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2.0 Aims

- 2.1 The aims of relationships and sex education (RSE) at our school are to:
- Provide a framework in which sensitive discussions can take place
 - Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
 - Help pupils develop feelings of self-respect, confidence and empathy
 - Create a positive culture around issues of sexuality and relationships
 - Teach pupils the correct vocabulary to describe themselves and their bodies
 - Embed our Campus values of forgiveness, honesty, perseverance, respect and team work.

3.0 Definition of terms

- 3.1 For the purpose of this document:
- Members, Trustees/Directors and Governors are referred to as Trustees;
 - The Ted Wragg Multi Academy Trust is referred to as The Trust and refers to all schools or academies within the Trust;
 - School or Academy refers to any one of the schools or academies within the Ted Wragg Multi Academy Trust;
 - Staff refers to all staff working at any one of the schools within the Ted Wragg Multi Academy Trust;
 - Students refers to all students being educated or on site at any one of the schools within the Ted Wragg Multi Academy Trust.

4.0 Policy Development

- 4.1 This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:
- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
 - Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
 - Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
 - Pupil consultation – we investigated what exactly pupils want from their RSE
 - Ratification – once amendments were made, the policy was shared with governors and ratified
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5.0 What is Relationship and Sex Education

- 5.1 RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5.2 RSE involves a combination of sharing information and exploring issues and values.

5.3 RSE is not about the promotion of sexual activity.

6.0 Legal Framework

- As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- The primary schools within the Ted Wragg Trust teach RSE as set out in this policy.
- Schools must have regard to the statutory guidance, and where they depart from those parts of the guidance which state that they should (or should not) do something they will need to have good reasons for doing so.

The statutory guidance applies to

- Relationships Education (for Primary education)
- Relationships and Sex Education (for Secondary Education)

The policy must also be applied within the framework of other relevant legislation including the Equality Act 2010.

7.0 Principles and Values

The Trust believes that RSE should:

- Be an integral part of the lifelong learning process, beginning in early childhood and continue into adult life;
- Be an entitlement for all young people;
- Encourage every student to contribute to make our community and aims to support each individual as they grow and learn;
- Be set within this wider school context and supports family commitment and love, respect and affection, knowledge and openness;
- Family is a broad concept; not just one model, e.g. nuclear family. It includes a variety of types of family structure, and acceptance of different approaches;
- Encourage students and teachers to share and respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and care for each other;
- Generate an atmosphere where questions and discussion on sexual matters can take place without any stigma or embarrassment;
- Recognise that parents are the key people in teaching their children about sex, relationships and growing up;
- We aim to work in partnership with parents and students, consulting them about the content of programmes;
- Recognise that the wider community has much to offer, and we aim to work in partnership with health professionals, social workers, peer educators and other mentors or advisers.

8.0 Relationships and Sex Education

8.1 Relationships and Sex education (across primary and secondary education) covers three main elements:

Attitudes and Values

- learning the importance of values, individual conscience and moral choices;
- learning the value of family life, stable and loving relationships, and marriage;
- learning about the nurture of children;
- learning the value of respect, love and care;
- exploring, considering and understanding moral dilemmas;
- challenging myths, misconceptions and false assumptions about normal behaviour.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices with an absence of prejudice;
- developing an appreciation of the consequences of choices made;
- managing conflict;
- empower students with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter)

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- learning about contraception and the range of local and national sexual health advice, contraception and support services;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
- the avoidance of unplanned pregnancy.

9.0 Organisation and Content of Relationships and Sex Education (appendix – curriculum map)

- Primary schools within the Trust specifically deliver Relationships and Sex Education through the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).
- Primary sex education will focus on:
 - Preparing boys and girls for the changes that adolescence brings
 - How a baby is conceived and born
- Primary Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
 - Families and people who care for me
 - Caring friendships
 - Respectful relationships
 - Online relationships
 - Being safe

- 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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).
- RSE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included in Science. The Science National Curriculum is delivered by staff in the science department. These lessons are more concerned with the physical aspects of development and reproduction, although the importance of relationships is not forgotten.
- Pupils also receive stand-alone sex education sessions delivered by a trained health professional.
- Any RSE lesson may consider questions or issues that some students will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When students ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the students, the question may be dealt with individually at another time.

10.0 Inclusion

Ethnic and Cultural Groups - We intend our policy to be sensitive to the needs of different ethnic groups. For some young people it is not culturally appropriate for them to be taught particular items in mixed groups. We will respond to parental requests and concerns.

Students with Special Needs - We will ensure that all young people receive relationships and sex education, and we will offer provision appropriate to the particular needs of all our students, taking specialist advice where necessary.

Sexual Identity and Sexual Orientation - We aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that relationships and sex education is relevant to them.

11.0 Roles and Responsibilities

11.1 Trustees

The trustees will approve the RSE policy and hold the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 11).

11.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] components of RSE

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

11.4 Pupils

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

12.0 Parents' right to withdraw

12.1 Parents/Carers do not have the right to withdraw their children from relationships education.

Parents/Carers have the right to withdraw their children from the [non-statutory] components of sex education within RSE. The following lessons are non-statutory components of our RSE programme, and we therefore inform parents of their right to request their child to be withdrawn from the following lessons:

Year 5

1. What changes happen during puberty?
2. How do you stay hygienic during puberty?
3. How can emotions change during puberty?

Year 6

1. What can I remember about puberty?
2. How are babies made?
3. How do you cope with changes during puberty?

Notification will always be sent to families in advance of the RSE lessons. If, as a Parent/Carer, you feel it necessary to withdraw your child please arrange to come to school and discuss your concerns with the Headteacher.

Alternative work will be given to pupils who are withdrawn from sex education.

13.0 Confidentiality, Controversial and Sensitive Issues

13.1 Teachers cannot offer unconditional confidentiality and are required to report all disclosures. In a case where a teacher learns from an under 16 year old that they are having or contemplating sexual

intercourse:

- The young person will be persuaded, wherever possible, to talk to parent/carer and if necessary to seek medical advice.
- Child protection issues will be considered and referred if necessary to the teacher responsible for Child Protection under the school's procedures.
- The young person will be properly counselled about contraception, including precise information about where young people can access contraception and advice services.

In any case where child protection procedures are followed, the teacher will ensure that the young person understands that they cannot ever promise confidentiality.

Health professionals in school are bound by their codes of conduct in a one-to-one situation with an individual student, but in a classroom situation they must follow the school's confidentiality policy.

14.0 Training

14.1 Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

15.0 Monitoring Arrangements

- The delivery of RSE is monitored by the PSHE lead through:
 - Termly monitoring arrangements, such as planning and book scrutinies and CPD.
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
- This policy will be reviewed by the PSHE lead annually. At every review, the policy will be approved by trustees.

16.0 Policy Circulation

- This Policy will be published on the Trust's website and included in the Trust's Policy Monitoring Schedule.
- This Policy will be circulated to every Member, Trustee/Director, Governor and Senior Employee by sending an email to the link on the Trust's website on an annual basis and when each new Member, Trustee/Director, Governor and Senior Employee joins the Trust.
- The Trustees, in consultation with the Local Governing Bodies, are responsible for overseeing, reviewing and organising the revision of the Relationships and Sex Education Policy.

17.0 Adoption of the policy

This Policy has been adopted by the Trustees of the Ted Wragg Multi Academy Trust.

18.0 Appendix 1 – Curriculum map

The full PSHE curriculum map is below. Please note our RSE content in our Primary school is taught throughout the academic year. The lessons that have been highlighted are sex education and families have the right to withdraw their child.

Nursery

Self-regulation		
I can:	I can:	I can:
<ol style="list-style-type: none"> Find ways to calm myself, through being calmed and comforted by my key person Express preferences and decisions Try new things and begin to establish my autonomy Manage transitions Look back as I move away from my key person and play with increasing confidence on my own/with others, because they are near/available Look for clues about how to respond to something interesting 	<ol style="list-style-type: none"> Enjoy playing with other children Understand some actions can hurt or harm others Spend longer periods of time being happy in other children's company Increasingly talk about and manage my emotions My sense of self is well established within the setting I am thriving because of my developing self assurance I feel confident when taken out locally and enjoy exploring new places with my key person 	<ol style="list-style-type: none"> Settle to some activities for a while Sometimes manage to share or take turns with others, when guided Show understanding, through sharing, of, "yours" and "mine" Talk about my feelings and show developing understanding and use of the words "happy," "sad," "angry" and "worried" Offer help when someone is sad or distressed
Managing Self		
I can:	I can:	I can:
<ol style="list-style-type: none"> Start to say if I am going to wee or poo in advance of doing so Begin to express a desire for independence in my most familiar routines e.g. putting my coat or shoes on Remember, with an adult's help, to take turns Communicate that I need a sleep when I am tired 	<ol style="list-style-type: none"> Feel strong enough to express a range of emotions Show my growing independence, sometimes rejecting help e.g. "Me do it" Begin to show 'effortful control', for example, waiting for a turn and resisting the strong impulse to grab what they I want or push my way to the front 	<ol style="list-style-type: none"> Shift from one task to another if you get my attention: "Jason, please can you stop now? We're tidying up" Use the toilet independently with increasing success
Making Relationships		
I can:	I can:	I can:
<ol style="list-style-type: none"> Engage with others through gestures, gaze and talk Use that engagement to achieve a goal, for example, gesture towards my cup to say I want a drink Play alongside other children and "tolerate them being in my vicinity" Begin to enjoy the company of other children and I want to play with them 	<ol style="list-style-type: none"> Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion etc Develop friendships with other children Play with more children cooperatively and begin to share Pre-empt turn taking and expect this when an adult is supporting my play 	<ol style="list-style-type: none"> Play cooperatively with others with increasing independence e.g. I might hand a toy to my friend and then demand it back as I start to understand the importance of taking turns.

Pre school

Self-regulation		
I can:	I can:	I can:
<ol style="list-style-type: none"> Show awareness of my own feelings, and I know that some actions and words can hurt others' feelings Increasingly follow rules and understand why they are important, even without reminders Begin to understand how others might be feeling Take turns and share resources, sometimes with support from others because I accept others have needs too 	<ol style="list-style-type: none"> Talk with others, with adult support, to solve conflicts Develop appropriate ways of being assertive, "Stop! I don't like it" Help to find solutions to conflicts and rivalries in real life and in stories e.g. "Let's take turns" Talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' with confidence Appreciate those whose behaviour has helped me 	<ol style="list-style-type: none"> Talk about my feelings using: happy, unsure, friendly/kind, curious, brave, left-out, calm, cross Use my feelings language with my peers in an attempt to begin to resolve conflict, "That made me cross" Follow the rules consistently, without reminders, and may remind others to do the same
Managing Self		
I can:	I can:	I can:
<ol style="list-style-type: none"> Select and use activities and resources, with help when needed - to achieve a goal I have chosen. I try to complete my learning challenge each week (with prompts) Be increasingly independent in meeting my own care needs, for example, brushing my teeth, using the toilet and washing and drying my hands thoroughly Make healthy choices about food, drink, activity and toothbrushing 	<ol style="list-style-type: none"> Think about how to meet my needs without always needing an adult to prompt me e.g. I remove a layer when it is hot and put my belongings in a safe place, wash my hands before eating and do not need prompting to go to the toilet regularly. I choose a calmer activity when I am tired Engage in sessions about being healthy and offer ideas about some healthy activities and choices 	<ol style="list-style-type: none"> Consistently and efficiently manage my own personal hygiene e.g. going to the toilet independently, getting a drink when I am thirsty, wearing appropriate layers for the weather and blowing my nose in a tissue and disposing of it in the bin Stay reliably dry Be brave about trying a range of healthy foods at snack time
Making Relationships		
I can:	I can:	I can:
<ol style="list-style-type: none"> Safely explore emotions beyond my normal range through play and stories Develop my sense of responsibility and membership of my community Show more confidence in new social situations Play with other children, extending and elaborating play ideas Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	<ol style="list-style-type: none"> Use talk to organise myself and my play, "Let's go on a bus... you sit there... I'll be the driver" Start conversations with adults or friends & continue it for many turns Become more outgoing with unfamiliar people, in the safe context of my setting Play with one or more other children, extending and elaborating play ideas Talk with others with the intent to solve conflicts 	<ol style="list-style-type: none"> More often than not find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Talk about my feelings in more elaborated ways: "I'm sad because -," "I love it when -" or "I feel left out when -"
Making Relationships		
I can:	To achieve my early learning goal I:	I can:
<ol style="list-style-type: none"> Express my feelings Manage my own needs and personal hygiene Talk about my knowledge of the different factors that support my overall health and wellbeing including regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time, having a good sleep routine and being a safe pedestrian 	<ol style="list-style-type: none"> Confidently try new activities and show independence, resilience and perseverance in the face of challenge - explain the reasons for rules, know right from wrong and try to behave accordingly Manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<ol style="list-style-type: none"> Talk about and make plans for occasions when I face setbacks or challenges Identify times when characters in books have made unsafe, unkind or unhealthy choices and shared alternative ideas with my group Proactively choose the healthier of two given activities and talk about what makes it more healthy
Making Relationships		
I can:	To achieve my early learning goal I:	I can:
<ol style="list-style-type: none"> Build constructive and respectful relationships Say what is special about my friends Express my feelings Consider the feelings of others Think about the perspectives of others and allow this to alter my plans and behaviours 	<ol style="list-style-type: none"> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to my own and to others' needs 	<ol style="list-style-type: none"> Confidently talk about what makes everyone special whether or not they are a particular friend of mine Show appreciation of others' skills and talents Willingly help others and ask others for help Hold others in mind and 'check in' with them e.g. asking my friend how their football match went

Key stage 1

YEAR 1		
1 - HEALTH AND WELLBEING Being healthy 1. What does being healthy mean? 2. Who helps me stay healthy? 3. How do I look after myself? 4. How do I rest and relax? 5. Why should I be active?	2- HEALTH AND WELLBEING Being safe 1. Why are rules important? 2. What are some unsafe things at home? 3. What is road safety? 4. What is rail safety? 5. How do I ask for help in emergency situations?	3 - RELATIONSHIPS Understanding my feelings 1. Why do we all have feelings? 2. What are good and not so good feelings? 3. How do people cope with big feelings? 4. How do people cope with change and loss? 5. What happens when people worry?
H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, R1	H9, H10, H22, H25, H28, H29, H30, R9, R15, R16	H15, H16, H17, H18, H19, R16
4 - RELATIONSHIPS Showing kindness 1. How do I show kindness to others? 2. What does kindness in school look like? 3. What makes a good friend? 4. What does unkindness look like? 5. How can I be kind to the planet?	5 - LIVING IN THE WIDER WORLD Understanding my community 1. What roles do people have in our lives? 2. What makes a family? 3. Who is in my community? 4. How is my community so special? 5. How do I take care of my community?	6 - LIVING IN THE WIDER WORLD Speaking Up 1. What is a surprise? 2. What is a secret? 3. Why might some people tell lies? 4. Who helps me when I have a problem? 5. How do I keep my body safe?
R10, R11, R13, R14, L5	R1, R2, R6, L6, L7, H8, H26	R3, R4, R5, R8, R9, H13, R16
YEAR 2		
1 - HEALTH AND WELLBEING Staying healthy 1. How can I be healthy? 2. Who helps me stay healthy? 3. Why is exercise and rest important? 4. What food helps me stay healthy? 5. What activities keep my brain healthy?	2- HEALTH AND WELLBEING Online Safety 1. How does the internet work? 2. Can you trust everything online? 3. How do you keep a tight hold of personal information? 4. Who can help with online safety? 5. What helps me decide if something is safe or unsafe online?	3-RELATIONSHIPS Understanding myself 1. What makes me unique? 2. How do I express my feelings? 3. How do I cope with erupting feelings? 4. What are different ways to look after my wellbeing? 5. How can I be my best at school?
H1, H2, H3, H4, H5, H6, H11	H8, H20, H21, H22, H23, H24, R7, R16	H14, H15, H16, H17, H11
4 - RELATIONSHIPS Happy and safe 1. How can we include people? 2. What does a friendship look like? 3. Why do we fall out with our friends? 4. What should you do if you see unkind behaviour? 5. How can I make sure I feel safe?	5 -LIVING IN THE WIDER WORLD Community and diversity 1. What is a community? 2. How can I be a good neighbour? 3. What makes Britain special? 4. How are people treated fairly in Britain? 5. What does it mean to be part of Britain?	6 - LIVING IN THE WIDER WORLD Growing up 1. What do you like about yourself? 2. What different jobs exist? 3. What do you want to be when you grow up? 4. Where does money come from? 5. How do I help grown ups?
R6, R10, R11, R12, H8, H10, H13, R16	L1, L2, L3, L4, L6	H26, H27, L8, L9, L11, L10, L14, L15, L16

Key stage 2

Year 3		
1 - HEALTH AND WELLBEING Healthy me 1. Why should you stay clean and healthy? 2. What does a balanced diet look like? 3. What foods are rich in nutrients? 4. What influences our food and drink choices? 5. How do you look after your teeth?	2-HEALTH AND WELLBEING - Safe me 1. What different allergies exist? 2. How can asthma affect you? 3. How do you help someone with a bite or a sting? 4. How do you use medicine safely? 5. How can some things we ingest be harmful?	3 - HEALTH AND WELLBEING Good choices 1. How can exercise and sleep help your brain? 2. How do people make good choices when sharing things online? 3. What are acceptable and unacceptable boundaries with others? 4. How can I make good money choices? 5. What good choices support the environment?
H1, H2, H6, H11, H12	H10, H11, H12, H14, H16	H3, H4, H13, H20, H22, L7, L14, L16, L17, L18
4 - RELATIONSHIPS Friendships 1. What makes a good friend? 2. How can someone cope with a changing friendship? 3. How do you deal with a falling out? 4. How do people resolve conflict? 5. How can we be a good friend to others?	5 - RELATIONSHIPS Families 1. What are families? 2. How can families be different? 3. How can families change? 4. How do we show love and care in our families? 5. What does family mean to me?	6 - LIVING IN THE WIDER WORLD Diversity 1. What different groups do people belong to? 2. What does diversity mean? 3. Why should you include all people in your community? 4. How do you show respect to diverse communities? 5. How do you celebrate differences in communities?
R10, R11, R12, R13, R14	R1, R2, R3, R6, R8	R1, L1, L2, L3, L4, R7
YEAR 4		
1 - HEALTH AND WELLBEING Online safety 1. Why do you need to be safe online? 2. How do I check I am safe online? 3. What things might be risky to do online? 4. What do I need to keep private online? 5. How can the internet affect how I feel?	2- HEALTH AND WELLBEING Safety and risk 1. How do I stay safe in the sun? 2. How can canals and rivers be a hazard? 3. What are railway risks? 4. How do I become more independent on roads? 5. How do I manage risk at home?	3 HEALTH AND WELLBEING Emotions and feelings 1. What are good and not so good feelings? 2. How can feelings be expressed in different ways? 3. How can your emotions and feelings affect others? 4. How do you cope with changing feelings? 5. How can you communicate feelings in a healthy way?
H20, H21, H22, H23, H24, R24	H7, H8, H9, H25, H28, R9	H15, H16, H17, H18, H19
4 - RELATIONSHIPS My skills 1. What makes people special? 2. Why is teamwork so important? 3. How do people problem solve? 4. What is a growth mindset? 5. What aspirations do people have?	5 - RELATIONSHIPS My values 1. How do we have respect for ourselves and others? 2. What rights do we have? 3. How do we help someone feel like they belong? 4. How can we challenge stereotypes? 5. How can we challenge discrimination?	6 - LIVING IN THE WIDER WORLD Be the change 1. What does our world need? 2. What is our responsibility? 3. What can I do for the environment? 4. Who's already helping the environment and how? 5. How can we make a difference?
R15, H11, L9, L10, L11	R14, L3, L6, L8, L12	L7, L16, L17, L18