



Personal, Social, Health and Economic Education (PSHEE)

Our School's Vision

“With God’s help, together, we aspire, achieve and believe.”

Vision for PSHEE

At St John with St Augustine CE Primary School, we believe that PSHEE should enable our children to become healthier, more independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and wider community. Our staff aim to guide all children to develop a positive sense of self-worth, leave us with the knowledge of how society is organised and governed and ensure that children leave with a breadth of experiences and opportunities. Our aim is to develop our children holistically whom go on to live healthy, ambitious lives whilst playing a positive member of a diverse and multicultural society.

Intent for PSHE Education

At St John with St Augustine we intend to deliver a personalised PSHE curriculum which is accessible to all. It ensures that each of our pupils know more, remember more and understand more about what it means to play a positive and successful role in our society. Our spiral curriculum is planned and sequenced to support children in becoming healthy, independent and responsible human beings, helping them to prepare for future learning and employment. PSHE Education will be taught with the aim for all our children to understand how they are developing personally and socially, and give them the knowledge and confidence to tackle many of the moral, social and cultural issues that are part of growing up. At St John with St Augustine, PSHE will provide a range of opportunities to develop our children’s cultural capital and teach them the knowledge of rights and responsibilities to guide our children to be well rounded, culturally diverse human beings.

Aims

The aims of PSHEE at St John with St Augustine CE Primary School are:

- To provide exciting, enjoyable learning that opens doors to knowledge and skills, the world, health and creativity.
- To show respect for all cultures and in doing so, promote positive attitudes towards other people.
- To enable children to understand their community and help them feel valued as part of their community.
- To help children grow into reliable, independent and positive citizens.
- To enable children to become confident, resourceful, enquiring and independent learners.
- To foster children’s self-esteem and help them build positive relationships with other people.

- To develop children self-esteem and encourage children to respect the idea, attitudes, values and feelings of others.
- Develop positive attitudes and values, which are accepting of differences with regard to sexual orientation or views.
- Deliver a carefully planned programme of PSHEE and RSHE from EYFS to Year 6 to enable children to understand and value their bodies as well as develop positive attitudes and values towards sexuality.
- To encourage children to think about the religious and cultural attitudes around sex and relationships.
- To equip them with the knowledge and skills to be able to keep themselves safe and protect themselves from harm and abuse.
- To enable children to understand how and where they may get help and advice.
- To understand the human reproductive process in humans and animals, using the correct vocabulary for body parts.

Statutory requirements

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“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.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.45

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

Here, at St John with St Augustine CE Primary School we value PSHEE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We have a separate policy for Relationships, Sex and Healthy Education which has been through a consultation process with our pupils, staff, governors and parents. It also follows guidance from the Blackburn Diocese.

Curriculum Delivery of RSE

To ensure that we meet the complex needs of all our children, PSHEE subject leader and staff members have devised a question based, spiral curriculum that is well thought out and follows a succinct sequence. Following PSHE Association guidance, we have cover three main themes:

- Living in the Wider World
- Relationships
- Health Education

Our PSHEE Curriculum is aligned with Statutory Requirements for Relationship, Sex and Health Education.

To provide our children with the appropriate knowledge and skills we allocate half an hour, per week, to teach PSHEE education. We will create a safe and supportive learning environment by ensuring that all classes establish clear 'rules' and make sure all children and staff are kind and respectful to each other.

Appendix 1 outlines the long term overview and Key Stage progression of skills for our PSHEE curriculum. In addition, to meet the needs of all our children, content may be changed to intervene and deal with current issues. In the event, the class teacher will come to the subject leader (Miss L.J Middleton) to inform them. If we find that children are at vulnerable or at risk, they will receive appropriate support through the school's family support worker (Lynn Mortimer).

PSHEE Curriculum is taught by teachers and HLTAs. RSHE will be planned and taught by class teachers. In the event a class teacher is not in, something else should be planned to take its place.

Difficult questions and Sensitive Issues

Our school's PSHEE Curriculum will provide opportunities for children to 'talk honestly and openly'. At the same time, we have to respect the pace of children's maturation. We feel that some topics are best postponed until the secondary school years. There are also sensitive or controversial topics (see below) over which some staff, parents and governors have reasonable concerns.

Confidentiality

Confidentiality within the classroom is an important component of relationships, sex and health education, and teachers are expected to respect the confidentiality of their pupils as far as possible.

Teachers will, however, alert DSL about any suspicious of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance.

Roles and responsibilities

The governing board

The governing board will approve the PSHEE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that PSHEE is taught in a carefully sequenced way within a planned programme, and for managing requests to withdraw pupils from sex education.

The PSHEE Subject Leader

The PSHEE Subject Leader is required to:

- update the schools PSHEE Policy,
- establish a purposeful planning mechanism for PSHEE which allows teachers to effectively deliver their class content,
- establish situation report in order to facilitate a PSHEE action plan,
- formulate an action plan for PSHEE,
- ensure that the PSHEE themes are embedded in each class,
- ensure that there is appropriate sequencing and progression of skills within each Key Stage for the PSHEE Curriculum,
- liaise with the PSHEE consultant when needed,
- ensure that children are given wider experiences including uses of external agencies, community involvement and visitors to school.

Staff

Staff are responsible for:

- Delivering a high-quality and age appropriate PSHEE curriculum that is in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.

Pupils

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

Monitoring

The Subject Leader, Miss Middleton, will monitor the impact of teaching and learning of the PSHEE curriculum through pupil questioning, talking to staff and monitoring lesson plans.

Working with External Experts

External experts may be invited to assist with the delivery of our RSHE curriculum. Experts will be expected to comply with this policy and school will ensure that all visitor credentials are checked before they are able to participate in delivery of the curriculum. We will ensure that the teaching and delivery will fit with the planned curriculum.

Our school will agree with the expert the procedure for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with our Child Protection and Safeguarding Policy.

PSHE Subject Leader: Miss L.J. Middleton

February 2022

Appendix 1:

PSHEE Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1	How can we look after each other and the world?	Who is special to us?	What helps us stay healthy?	Who helps us to keep safe?	What is the same and different about us?	What can we do with money?
Year 2	What makes a good friend?	What is Bullying?	What jobs do people have do?	What helps us to stay safe?	What can help us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	Why should we eat well and look after our teeth?	What are families like?	Why should we keep active and sleep well?	What makes a community?
Year 4	What strength skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up our identity ?	How can friends communicate safely?	How can we help in an accident or emergency?	What decisions can people make with money?	How can drugs, common to everyday life, affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?	How can media influence people?	How can media influence people?	How can we keep healthy as we grow?	What will change as we become more independent? How do friendships change as we grow?	

Units are subject to change depending on the needs of the year cohort.

Health and wellbeing Living in the wider world Relationships

PSHEE Curriculum Progression of Knowledge and Skills

EYFS

Self-regulation	<i>The children will be taught:</i> • show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
Managing self	<i>The children will learn:</i> • be confident to 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 their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Building relationships	<i>The children will learn:</i> • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers • show sensitivity to their own and to others' needs

Key Stage One

	Year One	Year Two
Health and Wellbeing	<i>The children will be taught:</i> • how to manage change when moving to a new year group • the responsibilities they have in and out of the classroom • how people grow and change and how people's needs changes as they grow from young to old • what being healthy means; things that people put into or onto their bodies can affect how they feel • who helps help them to stay healthy (i.e. parent, dentist doctor) • how medicines (including vaccination and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis (i.e. brushing teeth and hair, hand washing) • that people have different roles in the community to help them (and other) keep safe – the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • what they like and are good at • what they dislike and need to work on • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • to use the correct names for the main parts of the body, including external genitalia • how to manage change when moving to a new year group	<i>The children will be taught:</i> • how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun • how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) (transition into KS2) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
Living in the Wider World	<i>The children will be taught:</i> • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they can help care for it	<i>The children will be taught:</i> • how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community

	- that family is one of the groups they belong to, as well as, for example, school, friends, clubs - what money is – that money come in different forms - how money is obtained (i.e. earned, won, borrowed, presents) - how people make choices about what they do with money, including spending and saving - the difference between needs and wants – that people may not always be able to have the things they want - how to keep money safe and the different ways of doing this	- how people have different strengths and interests that enable them to do different jobs - how people use the internet and digital devices in their jobs and everyday life
Relationships	<i>The children will be taught:</i> - how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively - about how the different people in their family/those that love and care from them; what their family members, or people that are special to them, do to make them feel loved and cared for - how families are all different but share common features – what is the same and different about them - about different features of family life, including what families do/enjoy together - that it is important to tell someone they trust (i.e. their teacher) if something about their family makes them feel unhappy or worried - how to respond safely to adults they don't know - what to do if they feel unsafe or worried for themselves or others and the importance of keeping on asking for support until they are heard - how they are similar or different to others, and what they have in common that parts of bodies are covered with their underwear are private	<i>The children will be taught:</i> - how to make friends with others - how to recognise when they feel lonely and what they could do about it - how people behave when they are being friendly and what makes a good friend - how to resolve arguments that can occur in friendships - how to ask for help if a friendship is making them unhappy - how words and actions can affect how people feel - how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe - why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable; how to respond if this happens in different situations - how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so - how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets - how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

Lower Key Stage Two

	Year Three	Year Four
Health and Wellbeing	<i>The children will be taught:</i> how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe	<i>The children will be taught:</i> to recognise personal qualities and individuality

	• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried	• how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online
Living in the Wider World	<i>The children will be taught:</i> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make	<i>The children will be taught:</i> • to develop self-worth by identifying positive things about themselves and their achievements • how to set goals for themselves • about the relationship between rights and responsibilities • the rights that children have and why it is important to protect these • how to respond if they witness or experience exclusion, disrespect or discrimination

		• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns world around them • how everyday choices can affect the environment • how/what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Relationships	<i>The children will be taught:</i> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe	<i>The children will be taught:</i> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • that everyone should feel included, respected and not discriminated against; • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues -interwoven through oracy not taught as an individual lesson • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to report concerns, including about inappropriate online content and contact

- how to be respectful towards people who may live differently to them

Upper Key Stage Two

	Year Five	Year Six
Health and Wellbeing	<i>The children will be taught:</i> • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity • how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved when it is appropriate to use first aid and the importance of seeking adult help * • how to predict, assess and manage risk in different situations • about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services • how drugs common to everyday life (including smoking/vaping nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs and how people can prevent or reduce the risks associated with them that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use and how to ask for help from a trusted adult if they have any worries or concerns about drugs <i>*for head injuries, pupils should be taught to seek adult help immediately but not to attempt to move the person.</i>	<i>The children will be taught:</i> • how mental and physical health are linked • how to make choices that support a healthy, balanced lifestyle including: ○ how to plan a healthy meal ○ how to stay physically active ○ how to maintain good dental health, including oral hygiene, food and drink choices ○ how to benefit from and stay safe in the sun ○ how and why to balance time spent online with other activities ○ how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep ○ how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • how growing up and becoming more independent comes with increased opportunities and responsibilities

		• how to manage change, including moving to secondary school • how to ask for support or where to seek further information and advice regarding growing up and changing
Living in the Wider World	<i>The children will be taught:</i> • about stereotypes and how they are not always accurate, and • can negatively influence behaviours and attitudes towards others • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • how to challenge stereotypes and assumptions about others • how friends and family communicate together; how the internet and social media can be used positively • ways of seeking and giving consent before images or personal information is shared with friends or family • how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions • that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do	<i>The children will be taught:</i> • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • how text and images can be manipulated or invented; strategies to recognise this • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have

	• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions	
Relationships	<i>The children will be taught:</i> • how to recognise and respect similarities and differences between people and what they have in common with others • about the different types of relationships people have in their lives • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety	<i>The children will be taught:</i> • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to discuss and debate what influences people's decisions, taking into consideration different viewpoints • that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people • how friendships may change as they grow and how to manage this