

Cycle A		
	Yr3/4	Yr5/6
Autumn 1	<p><u>Rights, Rules & Responsibilities (RR)</u></p> <ul style="list-style-type: none"> • What does it mean to be treated and to treat others with respect? RR • Who are those in positions of authority within our school and communities and how can we show respect? RR • Why do we need rules and conventions at home and at school? RR • What part can I play in making and changing rules? • What do we mean by rights and responsibilities? • What are my responsibilities at home and at school? • How do we make democratic decisions in school? • What is a representative and how do we elect them? <p><i>This unit includes; respect, authority, class/school rules & charters and rights and responsibilities. It also includes; democracy at school, school and class councils, decision making, debating and voting and responsibilities at school and at home.</i></p>	<p><u>Rights, Rules & Responsibilities (RR 5/6)</u></p> <ul style="list-style-type: none"> • What are the conventions of courtesy & manners and how do these vary? RR • How does my behaviour online affect others and how can I show respect? IS/RR • Why is it important to keep my personal information private, especially online? IS • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? RR <p><i>This unit covers: courtesy, manners & respect, online behaviour, privacy, ground rules/class charters, children's rights and conflicting rights & responsibilities. It also includes; rules and laws in society, role of the police, local & national democracy, participation in class & school, school and class councils and social and moral issues.</i></p>
Autumn 2	<p><u>My Emotions (ME 3/4)</u></p> <ul style="list-style-type: none"> • Why is it important to accept and feel proud of who we are? RR • What does the word 'unique' mean and what do I feel proud of about myself? RR • Why is mental wellbeing as important as physical wellbeing? MW • How can I communicate my emotions? MW • Can I recognise some simple ways to manage difficult emotions? MW • What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others? MW • How do my actions and feelings affect the way I and others feel? MW • How do I care for other people's feelings? MW • Who can I talk to about the way I feel? MW • How can I disagree without being disagreeable? RR <p><i>This unit includes; self-respect, mental wellbeing, communicating emotions and self-care. It also includes; diverse emotions/responses, care & respect for others and seeking support.</i></p> <p><u>Anti-bullying (AB 3/4)</u></p> <ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR 	<p><u>My Emotions (ME 5/6)</u></p> <ul style="list-style-type: none"> • How can we make mental wellbeing a normal part of daily life, in the same way as physical wellbeing? MW • What does it mean to have a 'strong sense of identity' & 'self-respect'? RR • What can I do to boost my self-respect? RR • How do I manage strong emotions? MW • How can I judge if my own feelings and behaviours are appropriate & proportionate? MW • How do I recognise how other people feel and respond to them? • What is loneliness and how can we manage feelings of isolation? MW • How common is mental ill health and what self-care techniques can I use? MW • How and from whom do I get support when things are difficult? MW <p><i>This unit includes; mental health, self-respect & identity, feelings, thoughts and behaviour. It also includes; recognising strong feelings, loneliness, empathy and networks of support.</i></p> <p><u>Anti-bullying (AB 5/6)</u></p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? RR • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH

	<ul style="list-style-type: none"> • What is the difference between direct and indirect forms of bullying? RR • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR <p><i>This unit includes; falling out, prejudiced-based Bullying and respect. It also includes; direct and indirect Bullying, cyberbullying, bystanders and followers, being supportive and getting help.</i></p>	<ul style="list-style-type: none"> • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people’s personal circumstances affect their experiences? MW • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR • How might bullying affect people’s mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR <p><i>This unit covers: Friendship difficulties, defining bullying, bullying relating to race/religion/culture, homophobic, biphobic & transphobic bullying and Cyberbullying. It also includes: physical, mental & emotional wellbeing, peer influence, bystanders/colluders, responsive strategies, assertiveness, Equality Act, sources of support.</i></p>
<p>Spring 1</p>	<p><u>Diversity and Communities (DC 3/4)</u></p> <ul style="list-style-type: none"> • What have we got in common and how are we different? RR • How might others’ expectations of girls and boys affect people’s feelings and choices? RR • How are our families the same and how are they different? FP • Do people who live in my locality have different traditions, cultures and beliefs? RR • How does valuing diversity benefit everyone? RR • Why are stereotypes unfair and how can I challenge them? RR • How do people in my locality benefit from being part of different groups? MW • What are the roles of people who support others with different needs in my community? MW • How does the media work in my community? MW • How can we care for the local environment and what are the benefits? • What do animals need, and what are our responsibilities? <p><i>This unit includes; Similarities and differences, people in the community, people with different backgrounds and stereotypes. It also includes; roles in the community, local environment, animal welfare and role of the media.</i></p>	<p><u>Diversity and Communities (DC 5/6)</u></p> <ul style="list-style-type: none"> • How do other people’s perceptions, views and stereotypes influence my sense of identity? RR • How do views of gender affect my identity, friendships, behaviour & choices? RR • What are people’s different identities, locally and in the UK? FP • How can I show respect to those with different lifestyles, beliefs & traditions? RR • What are the negative effects of stereotyping? RR • Which wider communities & groups am I part of & how does this benefit me? MW • What are voluntary organisations and how do they make a difference? MW • What is the role of the media and how does it influence me and my community? • Who cares for the wider environment and what is my contribution? <p><i>This unit includes; influences on my identity, gender, diversity in communities and challenging stereotypes. It also includes; voluntary, community, charitable and pressure groups, the media, environmental issues and sustainability.</i></p>
<p>Spring 2</p>	<p><u>Drug Education (DE 3/4)</u></p> <ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? DAT • Who uses and misuses legal drugs? DAT • Why do some people need medicine and who prescribes it? DAT • What are immunisations and have I had any? HP • What are the safety rules for storing medicine and other risky substances? DAT • What should I do if I find something risky, like a syringe? DAT • What do I understand about how friends and the media persuade and influence me? CF <p><i>This unit includes; medicines and legal drugs, people who use</i></p>	<p><u>Drug Education (DE 5/6)</u></p> <ul style="list-style-type: none"> • What do I know about medicines, alcohol, smoking, solvents and illegal drugs and why people use them? DAT • How does drug use affect the way a body or brain works? DAT • How do medicines help people with different illnesses? DAT • What immunisations have I had or may I have in future and how do they keep me healthy? HP • What is drug misuse? DAT • What are some of the laws about drugs? DAT • How can I assess risk, recognise peer influence & respond assertively? (RR) • When and how should I check information about drugs? DAT

	<p><i>medicines & legal drugs and rules for safe storage. It also includes; finding risky items, influence of friends and media and immunisations.</i></p>	<p><i>This unit includes; effects of drug use, essential use of Medicines, drug misuse and staying safe around risky Substances. It also includes; influence of friends and media, reliability of information and immunisations.</i></p>
<p>Summer 1</p>	<p><u>Personal Safety (PS 3/4)</u></p> <ul style="list-style-type: none"> • How do I recognise my own feelings and communicate them to others? MW • Which school/classroom rules are about helping people to feel safe? RR • Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS • What qualities do trusted adults and trusted friends have? CF • Who is on my network of support and how can I ask them for help? BS • What could I do if I feel worried about a friendship or family relationship? BS • What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS • How can I decide if a secret is safe or unsafe? BS • How can I keep safe online? BS <p><i>This unit includes; identifying and communicating feelings, school/classroom rules, early warning signs, identifying trusted adults, networks of support and safety continuum. It also includes; recognising and reporting unkind behaviour, bodily autonomy, personal boundaries, safe, unsafe and unwanted touch, safe and unsafe secrets and online safety.</i></p>	<p><u>Personal Safety (PS 5/6)</u></p> <ul style="list-style-type: none"> • How do I recognise my own feelings and consider how my actions may affect the feelings of others? MW • Can I use my Early Warning Signs to judge how safe I am feeling? BS • How do I judge who is a trusted adult or trusted friend? CF • How can I seek help or advice from someone on my network of support and when should I review my network? BS • How could I report concerns of abuse or neglect? BS • Can I identify appropriate & inappropriate or unsafe physical contact? BS • How do I judge when it is not right to keep a secret and what action could I take? BS • How can I recognise risks online and report concerns? OR • What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS <p><i>This unit includes; recognising own feelings & considering Others, rights and responsibilities and is my fun, fun for everyone? It includes; early Warning signs, identifying trusted adults, networks of support, safety continuum recognising and reporting abuse or neglect and bodily autonomy. It also includes; personal boundaries, safe, unsafe, unwanted touch, safe and unsafe secrets, online safety, protective interruption and assessing risk.</i></p> <p><u>Relationships and Sex Education (RS 5)</u></p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP <p><i>This unit includes; names of sexual parts, puberty, physical and emotional change and menstruation. It also includes; developing body image, changing hygiene routines and viruses and bacteria.</i></p> <p><u>Relationships and Sex Education (RS 6)</u></p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW

		<ul style="list-style-type: none"> • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP <p><i>This unit includes; human lifecycle, sexual reproduction, changing emotions and relationships and responsibility for others. It also includes; love and care, marriage & civil partnership and families.</i></p>
<p>Summer 2</p>	<p><u>Managing Change (MC 3/4)</u></p> <ul style="list-style-type: none"> • What changes have I and my peers already experienced and what might happen in the future? • What helps me when I'm experiencing strong emotions due to loss or change? MW • What strategies help me to thrive when my friendships change? MW • How might I behave when I feel strong emotions linked to loss and change? MW • How might people feel when loved ones or pets die, or they are separated from them for other reasons? • What changes might people welcome and how can they plan for these? <p><i>This unit includes; range of experiences of change, positive changes and emotions involved in loss and change. It also includes; taking responsibility for choices, confidence in new situations, people I see, people I don't see and bereavement.</i></p>	<p><u>Managing Change (MC 5/6)</u></p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW <p><i>This unit includes: range of changes, emotions, strategies for change, supporting others and school/phase transition.</i></p>

Cycle B		
	Yr3/4	Yr5/6
Autumn 1	<p><u>Beginning and Belonging (BB 3/4)</u></p> <ul style="list-style-type: none"> • What is my role in helping my school be a place where we can learn happily and safely? RR • How can we build relationships in our class and how does this benefit me? CF • What does it feel like to be new or to start something new? MW • How can I help children and adults feel welcome in school? RR • What helps me manage a new situation or learn something new? MW • Who are the different people in my network who I can ask for help? BS <p><i>This unit includes; ground rules / class charters, responsibilities, belonging, new situations and meeting new people. It also includes; resilience, managing feelings, asking for help and networks of support.</i></p>	<p><u>Beginning and Belonging (BB 5/6)</u></p> <ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS <p><i>This unit includes; ground Rules / class charters, responsibilities, belonging and new experiences. It also includes; resilience, managing emotions, networks of support and online sources of support.</i></p>
Autumn 2	<p><u>Family and Friends (FF 3/4)</u></p> <ul style="list-style-type: none"> • How do good friends behave on and offline and how do I feel as a result? OR • What is a healthy friendship and how does trust play an essential part? CF • What skills do I need for choosing, making and developing friendships and how effective are they? CF • How can I help to resolve disagreements positively by listening and compromising? CF • Can I empathise with other people in a disagreement? CF • How can I check with my friends that their personal boundaries have not been crossed? BS • How do my family members help each other to feel safe and secure even when things are tough? FP • Who is in my network of special people now and how do we affect and support each other? FP <p><i>This unit includes; developing friendships, on and offline Friendships, emotions in relationships, trustworthiness, special people and networks. It also includes; compromise, empathy, conflict resolution, personal boundaries and networks of support.</i></p> <p><u>Anti-bullying</u></p> <ul style="list-style-type: none"> • How are falling out and bullying different? CF • How do people use power when they bully others? RR • What are the key characteristics of different types of bullying? RR • How can lack of respect and empathy towards others lead to bullying? RR • What is the difference between direct and indirect forms of bullying? RR 	<p><u>Family and Friends (FF 5/6)</u></p> <ul style="list-style-type: none"> • What are the characteristics of healthy friendships on and offline and how do they benefit me? CF • How do trust and loyalty feature in my relationships on and offline? CF • What are the benefits and risks of making new friends, including those I only know online? OR • Can I always balance the needs of family & friends & how do I manage this? FP • Can I communicate, empathise & compromise when resolving friendship issues? CF • How can I check that my friends give consent on and offline? • How do people in my family continue to support each other as things change? FP • Who are in my networks, on & offline, and how have these, changed and how do we support each other? OR <p><i>This unit includes; healthy friendships, trust, loyalty, empathy and compromise. It also includes; consent, changing networks, family support influences and pressures, cooperation, networks of support and online communities.</i></p> <p><u>Anti-bullying (AB 5/6)</u></p> <ul style="list-style-type: none"> • Can I explain the differences between friendship difficulties and bullying? CF • Can I define the characteristics and different forms of bullying? • How do people use technology & social media to bully others and how can I help others to prevent and manage this? ISH • What do all types of bullying have in common? RR • Might different groups experience bullying in different ways? MW • How can people's personal circumstances affect their experiences? • How does prejudice sometimes lead people to bully others? CF • Can I respond assertively to bullying, online and offline? RR

	<ul style="list-style-type: none"> • What are bystanders and followers and how might they feel? MW • Do I understand that bullying might affect how people feel for a long time? MW • How can I support people I know who are being bullied by being assertive? RR • How does my school prevent bullying and support people involved? RR <p><i>This unit includes; falling out, prejudiced-based Bullying and respect. It also includes; direct and indirect Bullying, cyberbullying, bystanders and followers, being supportive and getting help.</i></p>	<ul style="list-style-type: none"> • How might bullying affect people’s mental wellbeing and behaviour? MW • How and why might peers become colluders or supporters in bullying situations? RR • Can I identify ways of preventing bullying in school and the wider community? RR <p><i>This unit covers: Friendship difficulties, defining bullying, bullying relating to race/religion/culture, homophobic, biphobic & transphobic bullying and Cyberbullying. It also includes: physical, mental & emotional wellbeing, peer influence, bystanders/colluders, responsive strategies, assertiveness, Equality Act, sources of support.</i></p>
<p>Spring 1</p>	<p><u>Working Together (WT 3/4)</u></p> <ul style="list-style-type: none"> • What am I good at and what are others good at? • What new skills would I like or need to develop? • How well can I listen to other people? RR • How do I ask open questions? RR • How can I share my views and opinions effectively? RR • How can different people contribute to a group task? • How can I persevere and overcome obstacles to my learning? CF • How can I work well in a group? CF • What is useful evaluation? • How do I give constructive feedback and receive it from others? RR <p><i>This unit includes: recognising and valuing strengths, developing skills, steps towards goals, effective communication and questioning skills. It also includes; problem solving and perseverance, decision making, communication and group work skills, evaluating and feedback.</i></p> <p><u>Financial Capability (FC 3/4)</u></p> <ul style="list-style-type: none"> • What different ways are there to earn and spend money? • What do saving, spending and budgeting mean to me? • How can I decide what to spend my money on and choose the best way to pay? • What might my family have to spend money on? • What is ‘value for money’? • How do my feelings about money change? • How do my choices affect my family, the community, the world and me? <p><i>This unit includes; understanding large amounts of money, sources of money, saving and spending, cash versus money, keeping track of money and value for money. It also includes; impact of choices, charities and emotions.</i></p>	<p><u>Working Together (WT 5/6)</u></p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR <p><i>This unit includes; self-perception and self-evaluation, developing skills, steps towards goals, the world of work and effective communication. It also includes; chairing group discussions, courtesy, negotiation & debate, problem solving and perseverance, influence of the media and evaluation.</i></p> <p><u>Financial Capability (FC 5/6)</u></p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get ‘value for money’? • Why don’t people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? <p><i>This unit includes; earnings & deductions, wants and needs, range of jobs, budgeting, debt and credit and financial planning (including insurance and pensions). It also includes; making choices, managing feelings about money, poverty and role of charities.</i></p>
<p>Spring 2</p>	<p><u>Relationships and Sex Education (RS 3)</u></p> <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? BS 	<p><u>Relationships and Sex Education (RS 5)</u></p> <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? BS

	<ul style="list-style-type: none"> • When do we talk about our bodies, how they change, and who do we talk to? BS • What can my body do and how is it special? • Why is it important to keep myself clean? HP • What can I do for myself to stay clean and how will this change in the future? HP • How do different illnesses and diseases spread and what can I do to prevent this? HP <p><i>This unit includes; male and female bodies, talking about bodies, valuing the body's uniqueness & Capabilities, responsibilities for hygiene and preventing spread of illnesses.</i></p> <p><u>Relationships and Sex Education (RS 4)</u></p> <ul style="list-style-type: none"> • What are the main stages of the human life cycle? Science • How did I begin? Sex Education • What does it mean to be 'grown up'? CAB • What am I responsible for now and how will this change? CAB • How do different caring, stable, adult relationships create a secure environment for children to grow up? FP <p><i>This unit includes; Stages of human lifecycle, seed+egg and being grown up. It also includes; my responsibilities, families' responsibilities and caring families.</i></p>	<ul style="list-style-type: none"> • How can I talk about bodies confidently and appropriately? BS • What happens to different bodies at puberty? CAB • What might influence my view of my body? • How can I keep my growing and changing body clean? HP • How can I reduce the spread of viruses and bacteria? HP <p><i>This unit includes; names of sexual parts, puberty, physical and emotional change and menstruation. It also includes; developing body image, changing hygiene routines and viruses and bacteria.</i></p> <p><u>Relationships and Sex Education (RS 6)</u></p> <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Education) • What effect might puberty have on people's feelings and emotions? CAB • How can my words or actions affect how others feel, and what are my responsibilities? MW • What should adults think about before they have children? FP • Why might people get married or become civil partners? FP • What are different families like? FP <p><i>This unit includes; human lifecycle, sexual reproduction, changing emotions and relationships and responsibility for others. It also includes; love and care, marriage & civil partnership and families.</i></p>
<p>Summer 1</p>	<p><u>Managing Safety and Risk (MSR 3/4)</u></p> <ul style="list-style-type: none"> • How do I feel in risky situations and how might my body react? MW • Can I make decisions in risky situations and might my friends affect these decisions? • When might I meet adults I don't know & how can I respond safely? BS • What actions could I take in an emergency or accident and how can I call the emergency services? BFA • What are the benefits of using the roads and being near water and how can I reduce the risks? MW • How is fire risky and how can I reduce the risks? • How do I keep myself safe during activities and visits? • How can I stop accidents happening at home and when I'm out? <p><i>This unit includes; Emotions in risky situations, dealing with pressure in risky situations, reactions to risk, taking action in an emergency. It also includes; road safety, fire safety, beach safety, safety near waterways, safety during activities and visits and preventing accidents in familiar settings.</i></p>	<p><u>Managing Safety and Risk (MSR 5/6)</u></p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? <p><i>This unit include; personal responsibility for safety, risk reduction strategies, getting help and sources of support. It will include; basic first aid, road safety, sun safety, cycle safety and railway safety. It will also include; electrical safety, health and safety rules in school and preventing a wider range of accidents.</i></p>
<p>Summer 2</p>	<p><u>Healthy Lifestyles (HL 3/4)</u></p> <ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? HE • What is an active lifestyle and how does it help me to be healthier? PHF 	<p><u>Healthy Lifestyles (HL 5/6)</u></p> <ul style="list-style-type: none"> • How does physical activity help me & what might be the risks of not engaging in it? MW

	<ul style="list-style-type: none"> • What is mental wellbeing and how is it affected by my physical health? MW • How much sleep do I need & what happens if I don't have enough? HP • How do nutrition and physical activity work together? • How can I plan and prepare simple, healthy meals safely? HE • How can I look after my teeth and why is it important? HP • Who is responsible for my lifestyle choices and how are these choices influenced? <p><i>This unit includes: Eatwell guide, basic food hygiene & Preparation, active Lifestyles, mental wellbeing and sleep. It also includes; influences on lifestyle choices, dental care and leisure activities.</i></p>	<ul style="list-style-type: none"> • What could characterise a balanced or unbalanced diet and what are the associated benefits and risks? HE • What are the different aspects of a healthy lifestyle and how could I become healthier? PHF/HP • What are the factors influencing me when I'm making lifestyle choices and how might these change over time? • What might be the signs of physical illness and how might I respond? HP • What are the benefits and risks of spending time online/on electronic devices, in terms of my physical and mental health? IS • Why are online apps and games age restricted? IS <p><i>This unit includes; Eatwell Guide, nutritional content, portion sizes, meal planning, sleep hygiene and dental health. It also includes; health as a continuum, risks & benefits of lifestyle choices, physical illness and gaming/social media age restrictions.</i></p>
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