



**Relationships and Health Education@Chacewater School**

**including Sex Education**

<p><b>Intent</b></p>	<p>At Chacewater Primary School we enable children to become confident, capable and caring individuals with a knowledge and understanding of the value systems found in Britain. We teach them to have respect for other peoples' views, to celebrate the diversity in society and gain an understanding of relationships, health and sex education (RSE) at an age appropriate level.</p> <p>It is our intention that all children leave Chacewater Primary School being able to reflect on their own experiences; are able to develop a personal response to the fundamental questions of life; and be able to understand the importance of physical activity and diet for leading a healthy lifestyle. They will feel empowered to manage their mental health, developing their self-esteem and ability to express their own views and feelings. Our school ethos nurtures and cares for every child from the day they begin their education at Chacewater School.</p>
<p><b>Implementation</b></p>	<p>Relationships and Health Education (RHE) at Chacewater School is implemented using the Discovery Education programme. The programme consists of six broad themes:</p> <ul style="list-style-type: none"> <li>Healthy and happy friendships;</li> <li>Similarities and differences;</li> <li>Caring and responsibility;</li> <li>Families and committed relationships;</li> <li>Healthy bodies, healthy minds;</li> <li>Coping with change.</li> </ul> <p>Each theme contains age-appropriate content, developing themes in a 'spiral curriculum' so that pupils are building on their skills and understanding each year. Content sometimes overlaps or is repeated across topics; this is to enable pupils to develop, practise and apply knowledge and skills across different contexts and situations.</p>

	<p>Weekly lessons are designed to take approximately 30 minutes to one hour of teaching time, to suit the circumstances and needs of the pupils. Teachers can extend or develop learning across more than one lesson, or develop objectives from a lesson further if required. These themes are also embedded through all other lessons and the whole school day, with everyone supporting and encouraging the children they interact with to use the skills they are developing and to make links to other areas of learning. Puberty including menstruation is covered in the Summer term: coping with change. Sensitive arrangements are made to allow use of staff toilets and the supply of menstrual products during menstruation.</p> <p>On-line safety is supported further by the use of Natterhub. Natterhub is a safe, gated social media platform. Lessons focus on: on how to be safe on-line; how to develop healthy screen behaviours; how to manage wellbeing and build digital resilience. Lessons are scenario-based, teacher-led and natter-led (animated for independent learning) lessons - KS1 follows program 4, KS2 follows program 3: this includes teacher led lessons and natterled optional activities.</p>
<p><b>Impact</b></p>	<p>Children can approach a range of real life situations and apply their skills and attributes to help navigate themselves through modern life. From exposure to a range of global issues and problems, children build up tolerance and a sense of responsibility of being a British Citizen. Children understand the different lifestyles that people may live and be respectful and tolerant towards those leading different lives to themselves.</p>

## 'L E A P' Into RHE at Chacewater

**L**ocality - our local community is very important to us and we will make the most of local links available. Through exploration, investigation and enquiry we will make use of our local area of Chacewater and Cornwall and the people within it, so that children develop a sense of place, understand their heritage and can celebrate what makes our local area unique and special.

**E**ngaging - we want all of the learning experiences we offer children to be memorable. Through thematic links when possible we will make sure learning is contextualised, is relevant and encourages a real 'thirst for learning'. We will have a broad offer of trips, residential visits and visitors which enhance our wider curriculum.

**A**spiring and ambitious - we will ensure that our children understand that there is no limit to what they can achieve. We will embrace 'blue sky thinking' and our outcomes will reflect this. As much as we will celebrate our locality, we will also look beyond this, ensuring that we celebrate the diversity in the world that exists around us.

**P**owerful and purposeful - by making use of research, we will tailor our teaching to take account of ideas linked to the latest ideas around cognitive science and learning behaviours. We allow our children time to work collaboratively, share and discuss to empower them to become independent thinkers.

## Chacewater School RHE Theme Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Themes</u>	<b>Healthy and Happy Friendships</b>	<b>Similarities and Differences</b>	<b>Caring and Responsibility</b>	<b>Families and Committed Relationships</b>	<b>Healthy Bodies Healthy Minds</b>	<b>Coping with Change</b>
	<p><b>THIS THEME</b> explores friendships: their importance, what being a good friend means, and how to keep friendships positive and healthy. Pupils investigate their own values and identity (including their online identity), and develop skills to resolve difficulties within friendships, including maintaining and respecting personal boundaries and safe touch, managing peer pressure and the effects on friendships of change.</p>	<p><b>THIS THEME</b> explores and celebrates the similarities and differences between people, exploring and encouraging ways to value and respect difference and diversity. It looks at the damaging effect that stereotypes can have, and how to identify and challenge them. It helps pupils recognise their own personal strengths and abilities, and develop self-respect.</p>	<p><b>THIS THEME</b> focuses on special people. It explores why they are special and how they care for and keep one another safe. It examines pupils' increasing responsibilities towards themselves and others as they get older, including the role they can play and the difference they can make within their communities.</p>	<p><b>THIS THEME</b> explores the importance and diversity of families, and the characteristics of healthy, positive family relationships. It enables pupils to recognise when they may feel unsafe within a family, and how to ask for help if they need it. It identifies the characteristics of a committed relationship, and at Year 6 explores human reproduction and other ways that people can start a family.</p>	<p><b>THIS THEME</b> explores how to stay healthy, both physically and mentally. It explores ways to maintain wellbeing and prevent illness; how to develop a healthy, balanced lifestyle; and the consequences and effects of different habits and choices. It encourages the development of positive self-worth and recognition, what might affect or influence unhealthy ways of thinking, and how to overcome this.</p>	<p><b>THIS THEME</b> explores how people grow and change from babies, through puberty to adulthood. At Key Stage 1, it examines ways in which children have grown and how they will continue to change, and how to develop resilience to change. At Key Stage 2, it identifies changes that will take place in children's bodies during puberty, and explores ways to manage the emotional effects of life changes, including transition to secondary school.</p>

<b>Year 1</b>	Forming friendships and how kind and unkind behaviours impact other people	Similarities and differences between people and how to respect and celebrate these	Identifying who our special people are and how they keep us safe	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. <b>Learning the correct names for different body parts.</b> NSPCC PANTS  *This group of lessons are repeated in Y2 and Y3	Growing from young to old and how we have changed since we were born.
<b>Year 2</b>	Understanding what makes a happy friendship. Understand personal boundaries and safe/unsafe situations	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another through these.	The different types of family members and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicine.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
<b>Year 3</b>	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Exploring the importance of commitment in relationships and how families can change and alter over time, including through separation and loss.	Monitoring physical and mental wellbeing, through healthy eating sleeping and keeping clean.	Coping with feelings around changes in our lives.
<b>Year 4</b>	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to identify each relationship and understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal choices.	How our bodies change as we enter <b>puberty</b> , including hygiene and menstruation.  NSPCC PANTS
<b>Year 5</b>	Identity and peer pressure in real life and online. Positive	Celebrating strengths, setting goals and keeping ourselves online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds, lifestyle habits	How <b>puberty</b> changes can affect our emotions and feelings and ways

	emotional health and wellbeing.		show care in the community.	Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.	(including alcohol, tobacco and drugs) and their effects on wellbeing.	to manage this; questions about puberty and change, including periods and wet dreams.  NSPCC PANTS
<u>Year 6</u>	How relationships evolve as we grow, and how to cope with a wider range of emotions	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including secondary school	<b>Sex education:</b> adult relationships and human reproduction, including different ways to start a family.  Maybe deferred to Summer 2	Being the best me: ongoing selfcare of bodies and minds, including ways to prevent and manage mental ill-health.	Transition and ways to manage the increasing responsibilities and emotional effects of life changes.  <b>Puberty</b> is revisited NSPCC PANTS

## Chacewater School Cross Curricular Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Whole School</u>	<b>Mental Health Day</b>	<b>NSPCC Speak Out Halloween Safety Firework Safety Children in Need</b>	<b>Internet Safety Mental Health Week Neurodiversity Week</b>	<b>Walk to School Week Road Safety Comic Relief</b>		
<u>EYFS</u>	<b>Healthy eating:</b> Staying healthy Food / Human body How have I changed?		<b>Health &amp; Prevention:</b> Dentist - Brighter Smiles  <b>Basic first-aid:</b> make a 999 call: Emergency Services visit			
<u>Year 1</u>		<b>Healthy eating DT:</b> Food and Nutrition	<b>Health &amp; Prevention:</b> Dentist - Brighter Smiles  RSPCA	Science: identify, name the basic parts of the human body		<b>Basic first-aid:</b> make a 999 call: RNLI Visit: Fire Brigade
<u>Year 2</u>	<b>Healthy Eating:</b> <b>Physical health &amp; fitness:</b> Science: importance of exercise, eating the right amounts of different types of food, and hygiene			<b>Healthy Eating:</b> DT: Food and Nutrition		<b>Basic first-aid:</b> Visit: Nurse

<b>Year 3</b>	<p><b>Healthy Eating:</b> Science: humans, need the right types and amount of nutrition</p> <p><b>Healthy Eating:</b> DT: Food and Nutrition</p>					<p><b>Health &amp; Prevention:</b> Sun Safety; Eye Safety</p>
<b>Year 4</b>	<p><b>Health &amp; prevention:</b> dental health Science: identify the different types of teeth in humans Visit: Dentist</p> <p><b>Healthy Eating:</b> DT: Food and Nutrition</p>		<p><b>Basic first-aid:</b> make a 999 call; Geography: Rivers field trip - Water Safety</p>	<p><b>Health &amp; prevention:</b> Science: Electrical Safety Hearing Safety</p>		
<b>Year 5</b>	<p><b>Health &amp; prevention:</b> Mini Police Project: On-line Safety Science: describe the changes as humans develop to old age</p>	<p><b>Physical Health:</b> Junior Life Skills</p>			<p><b>Health &amp; prevention:</b> PE: Water Safety – Swimming</p>	<p><b>Healthy Eating:</b> DT: Food and Nutrition</p>
<b>Year 6</b>	<p><b>Healthy Eating; Drugs, alcohol &amp; tobacco</b> Science: recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function First Aid</p> <p><b>Physical Health:</b> make a 999 call; concepts of basic first-aid</p>			<p><b>Physical health &amp; fitness:</b> Bike Ability</p>	<p><b>Healthy Eating:</b> DT: Food and Nutrition</p>	<p><b>Health &amp; prevention:</b> Science: Electrical Safety / Eye Safety  PE: Water Safety - Swimming</p>

## Chacewater School NatterHub Map

	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Values</u>	<u>Respect</u>	<u>Liberty</u>	<u>Tolerance</u>	<u>Diversity</u>	<u>Law</u>	<u>Democracy</u>
<u>Whole School</u>			<u>Internet Safety</u>			
<u>EYFS</u>			E-Safety: Digiduck			
<u>Year 1</u>	<p>Rockin' Rules: To identify, follow and understand why we need rules around screen time.</p> <p>My Online Avatar: To understand the function of avatars</p>	<p>Villains in Our Fairy Tales: To describe ways that some people can be unkind online.</p> <p>Internet Quest: To identify devices that use the internet and use them to find information.</p>	<p>My Wonderful Work: To understand that we have ownership of the work we create.</p> <p>My Online Profile: To understand what an online profile is.</p>	<p>Why I Should Check Before I Share: To be aware of information that should or shouldn't be shared online.</p> <p>Goodies and Baddies: To gain an understanding of what makes someone good or bad.</p>	<p>Sensible Screen Use: To learn when it is a good time to use screens.</p> <p>Online Communication vs Face-to-Face Communication: To understand that emojis can be an effective way to communicate online.</p>	<p>Be Kind and Caring: To understand how being unkind to someone can make them feel.</p> <p>Super Searchers: To know how to use search engines efficiently and safely.</p>
<u>Year 2</u>	<p>Devices and Screen Time: To understand why online and offline</p>	<p>Sticks and Stones: To understand the effect</p>	<p>The Work of Others: To know that content on the internet may belong to</p>	<p>Protecting My Privacy: To describe and explain some rules for keeping information private.</p>	<p>Be Brave; Stand Tall: To understand who is responsible for bullying behaviour.</p>	<p>Real and Reliable: To understand that some information</p>

	<p>time need to be balanced.</p>	<p>our words and actions can have on others.</p> <p><b>Online Navigators: To use keywords in search engines and demonstrate how to navigate a simple webpage to retrieve information.</b></p>	<p>other people and why it belongs to them</p> <p><b>Follow the Digital Footprint: To explain how information put online about me can last for a long time.</b></p>	<p><b>Fake Profiles: To find out how to spot a fake profile.</b></p>		<p>we find online may not be true.</p>
<p><b>Year 3</b></p>	<p><b>When Screen Time Goes on Too Long: To identify and consider why a balance is needed when using screens.</b></p> <p>Healthy Habits: The importance of balancing screen time and physical activity</p> <p><b>Making New Friends Online: To understand the risks associated with meeting and</b></p>	<p><b>Affect Reflect: To explore cyberbullying and describe how our actions online affect others</b></p> <p>Live 'n' Learn: How unkindness impacts other people's feelings</p> <p>False Facts: How to spot fake news and who to ask when you need to check</p> <p><b>Buy or Sell: To understand that the</b></p>	<p><b>Other People's Projects: To understand that other people's work belongs to them.</b></p> <p>Vivid Vlogs: How to make videos for the right reasons</p> <p><b>Identifying Information: To understand that information about people is stored online.</b></p> <p>Owning Ourselves: Taking responsibility for online behaviour and making good choices</p>	<p>Creative and Clever: Staying smart with sensible passwords and settings</p> <p><b>Choose Wisely: Should I Share: To understand what information to safely share with trusted people.</b></p> <p>Advice Action: Who and when to turn to a trusted adult</p> <p><b>Real-Life and Online Identity: To identify and describe safe online sharing through the exploration of real-life and online identities.</b></p>	<p>Technology Time: Using time spent on technology wisely</p> <p>Wise Words: How to get the tone of online chat just right</p> <p><b>Look Closely: To recognise different situations that are bullying.</b></p>	<p>Peaceful Peers: Why kindness is key when talking to friends online</p> <p>Independent Investigators: How savvy searching online creates the right results</p> <p><b>Protecting Powerful Passwords: To understand how to create strong passwords and keep them private.</b></p> <p><b>Online Identity and</b></p>

	<p>talking to people that I don't know.</p> <p>Casual Chat: The different audiences of online communication</p>	<p>internet can be used to buy and sell things.</p>				<p><b>Positive Self-Talk:</b> To recognise online identities as only part of a whole person and explore the importance of positive self-talk.</p>
<p><b>Year 4</b></p>	<p><b>Time on Technology:</b> To consider how time spent on technology can affect other activities.</p> <p>Digital Decisions: Being aware of screen time and why it matters</p> <p><b>The What and the Why:</b> To know how to communicate what I am doing online and explain why I have chosen to do so.</p> <p>Everyday Emojis: How and why the use of emojis impacts digital chat</p>	<p><b>Where on the Web?:</b> To identify some online technologies where bullying might take place.</p> <p>Making Mistakes: How mistakes happen online and how to fix them</p> <p>Other Opinions: Sorting fact, opinions and beliefs in online content</p> <p><b>Opinions, Beliefs and Facts:</b> To understand the differences between opinions, beliefs and facts.</p>	<p><b>Copyright Concern:</b> We use technology to help us in different ways.</p> <p>Brilliant Blogs: What are blogs and what makes a great blog?</p> <p><b>My Personal Information Online:</b> To describe how others can find out information about me by looking online.</p> <p>Report for Support: Spotting negativity online and who to report it to</p>	<p>Digital Data: Digital data and sources of reliable information</p> <p><b>They Want To Be Me:</b> To understand how personal information can be used by others.</p> <p>Appropriate Actions: Recognising problems, how to report them and who will listen</p> <p><b>Online Identities:</b> To understand how online and offline identities are different</p>	<p>Useful Users: Productive uses of technology and screen time</p> <p><b>Choosing a Safe Screen Name:</b> To know how to create a safe screen name</p> <p><b>Pause Before You Post:</b> To understand the effect an online post can have.</p> <p>Rights and Wrongs: Taking action when you encounter issues online</p>	<p>Quality Questions: Using search engines to find and filter information</p> <p><b>My History Online:</b> To understand how there is always a record of what I do online.</p> <p>Best Behaviour: How to act, react and staying positive online</p> <p><b>Who To Turn To:</b> To know who to turn to in certain situations.</p>

<p><b>Year 5</b></p>	<p>Sedentary Surfers: Healthy habits versus mindless scrolling and why it matters</p> <p><b>Recognising Negative Behaviour: To recognise negative online behaviour and know what to do if I encounter it.</b></p> <p>Texting Tone: The problem with misinterpreted messages</p>	<p><b>Banter or Bullying?: To recognise when someone is upset, hurt or angry online.</b></p> <p>Careful Consideration: Making positive contributions online and understanding empathy</p> <p>Digital Doubt: Asking questions about online content - who and what to trust</p> <p><b>Searching Skills: To understand what makes an effective online searcher.</b></p>	<p><b>Search for Skills: To understand the internet is a valuable tool for learning new skills</b></p> <p>Skill Sharing: Learning and sharing knowledge on the internet</p> <p><b>Facts or Fiction: To describe how information found online can be used to make judgements about individuals.</b></p> <p>Digital Dilemmas: Acting honestly online why digital integrity matters</p>	<p>Access and Age: Age restrictions and age-appropriate content online</p> <p><b>Intrusive Apps: To explain how apps or services may collect and share my private information.</b></p> <p>Clever Choices: Digital behaviour and online responsibilities - when no one is watching</p> <p><b>What Information Should You Share Online? To understand the risks associated with posting information online.</b></p>	<p>Senseless Scrolling: Enjoying time online and digital wellbeing</p> <p><b>Feeling Left Out: To understand how to deal with the emotions associated with feeling left out.</b></p> <p>Responsibly Me: Making mistakes and how to put them right online</p>	<p>Impactful Information: False information travels fast and why it matters</p> <p><b>Greedy Apps!: To explain how and why some apps may request payment for additional content.</b></p> <p>Ourselves Online: Pseudonyms, avatars, images and usernames and how to protect our identities</p>
<p><b>Year 6</b></p>	<p>Better Balance: The importance of developing healthy screen habits</p> <p><b>Our Class Code of</b></p>	<p><b>Getting Help and Reporting Concerns: To understand how to react to concerns online and what help is available if we have a concern.</b></p>	<p><b>Technology for Good: To understand the positive differences technology makes throughout the world.</b></p> <p>Tech Talk: Communicating ideas, sharing skills and learning from the internet</p>	<p>Settings and Scams: Privacy settings, clickbait and phishing</p> <p><b>How to Password: To understand how to use, manage and remember passwords</b></p>	<p>Minds Matter: The impact of social media on mental health and wellbeing Positive</p> <p>Communication: Considering others and</p>	<p>Terrible Trolls: How trolling affects mental wellbeing and valuing empathy</p> <p><b>The Art of Persuasion: To learn how to be a</b></p>

	<p><b>Conduct: To understand the importance of respectful communication.</b></p> <p>Considerate Communication: How rash responses might affect other people's feelings</p>	<p>False Friends: How to manage manipulative behaviour and peer pressure online Filtered Faces: Photo filters, editing tools, what's real and what's not</p> <p><b>Using Search Engines Effectively: To explore how search engines work and how results are selected and ranked.</b></p>	<p><b>My Online Reputation: To understand how to create a positive online reputation.</b></p> <p>Missing Morals: Rules and responsibilities of positive digital citizenship</p>	<p>Content Caution: The impact of forwarding and sharing content and how to report concerns</p>	<p>respectful online communication</p> <p><b>Gathering Evidence: To know how to gather evidence of online bullying and what to do with the evidence.</b></p>	<p><b>discerning consumer of digital content.</b></p> <p><b>Spot the Scams: To describe and identify certain types of cybercrime</b> <b>Unwanted Contact</b></p> <p>How to deal with unwelcome or awkward requests online</p>
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\*Bold indicates teacher led lessons

## Chacewater School Assembly Map

Week			Whole School Assembly (Monday)	KS Assemblies (KS1 Tuesday & KS2 Thursday)	Singing/Music (Every Wednesday)
					<b>A: GUSTAV HOLST B: JOHN WILLIAMS</b>
1			Welcome Back & Values	What's in the news?	"
2			RESPECT - Value Exploration	Respect - KS1 and KS2 focus	"
3			Positive Behaviour Choices	What's in the news?	"
4			How we stay safe	What's in the news?	"
5			Black History Month	What's in the news?	"
6			Our Brain and How We Learn	What's in the news?	"
7			HARVEST	HARVEST	"
<b>Autumn 2 - LIBERTY</b>					<b>A: LOUIS ARMSTRONG B: TRACY CHAPMAN</b>
1			LIBERTY - Value Exploration	Halloween and Bonfire Safety Diwali	"
2			Remembrance Day	What's in the news?	"
3			Children in Need	What's in the news?	"
4			NSPCC Speak Out Stay Safe	What's in the news?	"

5			Disability Awareness	What's in the news?	Christmas Songs
6			Human Rights	What's in the news?	"
7			Hanukkah	What's in the news?	"
<b>Spring 1 - TOLERANCE</b>					<b>A: CELTIC MUSIC B: LOCAL BANDS</b>
1			TOLERANCE - Value Exploration	Tolerance - KS1 AND KS2 exploration	"
2			Coping with Pressure (Mental Health Focus)	What's in the news?	"
3			Be Brilliant - 4Rs	Dr. Martin Luther King	"
4			Holocaust Memorial	What's in the news?	"
5			Protected Characteristics - UN Rights	What's in the news?	"
6			Mental Health Week	Safer Internet Day/Week	"
<b>Spring 2 - DIVERSITY</b>					<b>A: DOLLY PARTON B: BRAHMS</b>
1			DIVERSITY - Value Exploration	Diversity - KS1 and KS2 exploration	"
2			World Book Day	What's in the news?	"
3			Road Safety	What's in the news?	"
4			Red Nose Day!	What's in the news?	"

5			Ramadan	What's in the news?	"
6			Easter	What's in the news?	"
<b>Summer 1 - LAW</b>					<b>A: MOZART B: BEETHOVEN</b>
1			LAW - Value Exploration	LAW - KS1 and KS2 exploration	"
2			St. George's Day	What's in the news?	"
3			Monarchy!	What's in the news?	"
4			Curiosity	What's in the news?	"
5			Disability Awareness	What's in the news?	"
6			Climate Awareness	What's in the news?	"
<b>Summer 2 - DEMOCRACY</b>					<b>A: NINA SIMONE B: BOB MARLEY</b>
1			DEMOCRACY - Value Exploration	DEMOCRACY - KS1 and KS2 exploration	"
2			World Refugee Day	What's in the news?	"
3			Windrush Day	What's in the news?	"
4			Environment	What's in the news?	"
5			Environment	What's in the news?	"
6			Summer Show	What's in the news?	"

7			Managing Change	What's in the news?	"
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