



**PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHEE) and**

**RELATIONSHIPS AND SEX EDUCATION POLICY**

**(incorporating fundamental British Values and Spiritual, Moral, Social and Cultural Education)**

*This Policy applies to the entire setting including the EYFS.*

**Staff Responsible for policy review: Head, Deputy Head & Head of Pastoral**

**Next Review: April 2022**

<b>Last Review</b>	<b>Updates made</b>
April 2021	Reviewed following the purchase of a new PSHEE scheme. Policy was largely rewritten and now includes reference to FBVs and SMSC as well as an overview of our RSE provision.

## Introduction and Statutory Requirements

This is a whole school policy, to include EYFS. It should be read in conjunction with other key school policies including safeguarding, behaviour and bullying as well as the curriculum booklet.

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils.

Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

*Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and in society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE clarified as part of its National Curriculum guidance that:

*All schools should make provision for personal, social, health and economic education (PSHEE), drawing on good practice.*

This also stated:

*PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum'.*

At The Mead, we recognise our responsibility to promote the spiritual, moral, emotional, cultural, mental and physical development of our pupils. We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. We seek to provide a safe and stimulating environment which, in partnership with parents and the wider community, will enable pupils to learn about moral, physical and emotional development.

As an Independent Primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work Act 2017. We have regard for the statutory guidance from the Department for Education (DfE) issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, RSE, and Health Education (England) Regulations (2019) have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the relevant content set out in this guidance therefore focuses predominantly on Relationships Education. The guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. The DfE recommends that it is important to support pupils to develop a knowledge of sex education before they move to secondary school. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and

born. As sex education is not compulsory at primary school parents have the right to withdraw their child from sex education other than aspects which are covered in the science curriculum (see paragraph below). Parents will not be able to withdraw children from relationships education after 2020.

### **The Education (Independent School Standards) Regulations 2014**

The regulations and guidance in relation to Health Education only do not apply to independent schools – they will continue to make provision for the health education element of PSHE under the Education (Independent School Standards) Regulations 2014.

The independent school standards require:

*(b) a written policy, plans and schemes of work—personal, social, health and economic education which—*

*(i) reflects the school's aim and ethos; and*

*(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act.*

The standards also stipulate:

*(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.*

This policy therefore outlines how the school meets these standards. The school SEF and evidence of children's work/opinions shows successful outcomes for children against these standards.

This policy is also informed by the following guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2020); Preventing and tackling bullying guidance and tackling bullying: Advice for head teachers, staff and governing bodies, (July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Links to these documents:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.gov.uk/government/publications/dfe-and-acpo-drug-advice-for-schools>

<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>

[http://www.education.gov.uk/schools/guidanceandadvice?f\\_category=Safeguarding&page=1](http://www.education.gov.uk/schools/guidanceandadvice?f_category=Safeguarding&page=1)

<http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

## Continuous Provision

The school uses the Jigsaw scheme and other resources to deliver an explicit and comprehensive PSHEE and RSE curriculum through weekly lessons and assemblies. However, the school views its pastoral curriculum as something embedded in every moment and interaction between children and between staff and children. One of the core strengths of the school is our identity as one big family under one roof where the older children play just as important a role as the teaching staff in the personal development of their younger school 'siblings'. Our inclusive culture (e.g. we are small enough to allow every pupil to take part in the whole school production) means every child contributes towards and takes responsibility for their school community.

At the heart of this collective responsibility is our school ethos and aims, our Mindset of a Meadite and our school rule:

### **School ethos and aims**

Our over-arching aim is to enable every child to feel success. Personal growth and achievement across the curriculum are reliant on children being happy, valued and inspired by an increasingly broad, inclusive, collaborative and individualised school experience which, in turn, fosters self-confidence, curiosity, ambition and independence of mind.

We therefore champion three core school aims:

1. To grow an increasingly compassionate and collaborative community.
2. To deliver an inspirational education which fosters curiosity and ambition.
3. To develop every child's independence and wellbeing.

To translate our school aims into child-friendly, everyday language, we promote our 'Mindset of a Meadite' which champions three key attributes and also our School Rule, a one sentence guide for life.

### **Our Mindset of a Meadite**

#### **Compassion**

Treat others as you would wish to be treated: with kindness, respect and honesty.

#### **Ambition**

Challenge yourself and take responsibility. Be the best possible version of yourself.

#### **Curiosity**

Give everything a go, find your passion, discover the truth and explore the world.

### **Our School Rule**

Be kind, listen and do your best.

These core values and messages are embedded in our rewards and sanctions and house/pupil voice systems (see behaviour policy) and therefore in our daily interactions with the children. All children understand what it means to be a Meadite and the character traits that they need to develop to become good school (and therefore world) citizens.

In addition to the ethos overseeing daily interactions, the children are also afforded specific daily opportunities, outside of set pastoral sessions, to grow their personal, social and emotional intelligence, knowledge and awareness. Numerous recent examples will be highlighted throughout our SEF but in more general terms, the broad and specialised curriculum we follow, including science, humanities, performing arts and team sport, gives the children the knowledge and awareness they need to develop informed opinions and empathy for others whilst also allowing them to practice life skills (e.g. teamwork) and grow their self-confidence and self-awareness. Out trips and guest speaker programme also enhance this provision.

## **Outcomes**

The following outcomes provide a focus for the PSHEE and RSE schemes and although we believe these outcomes are supported through every day school culture and interactions, we also ensure they are covered explicitly through weekly PSHEE/RSE lessons (see scheme overview below) and assemblies. Evidence of these outcomes can be found via pupil interactions, school logs and inspection of class work and displays.

## **PSHEE**

By the end of their time at The Mead, our aim is that most Meadites will be able to demonstrate the majority of the following outcomes. Meadites can:

- Identify potential risks and how those risks might be reduced, but also take measured risks when appropriate
- Explain their own values and beliefs and demonstrate spiritual awareness
- Set high standards of personal behaviour and have a positive, caring and charitable attitude towards others
- Distinguish right from wrong, understand and respect systems of rules and laws, and accept responsibility for their own behaviour
- Form an understanding of their own social and cultural traditions including British values
- Appreciate the diversity and richness of other cultures
- Develop their own informed opinions and respect and respond with tolerance to the opinions of others
- Work effectively with others, including being able to solve problems and achieve common goals
- Develop reflective practices and opportunities for mindfulness, thereby developing open-mindedness
- Understand their relationships, physical feelings and behaviour, so they can lead fulfilling and enjoyable lives

- Demonstrate independence. Help gain access to information and support and develop skills for a healthy and safe lifestyle. Make good choices.
- Develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- Show awareness of the link between good physical health and good mental health
- Grow their self-confidence and self-esteem and be comfortable with their strengths and weaknesses, showing a growth mindset toward both.
- Demonstrate that they can become informed, active, responsible citizens in their local and wider community
- Show willingness to contribute to the school community and give everything a go
- Demonstrate knowledge of the main political and social institutions and explore issues that affect their lives as well as consider their responsibilities, rights and duties as individuals and members of communities, local, national and international.
- Show respect for and appreciation of their own and other cultures, and demonstrate sensitivity and tolerance to those from different backgrounds and traditions
- Respect nature and understand how choices they make affect the sustainability of the world
- Show economic awareness and understanding

## **RSE**

Through teaching Relationship and Sex Education in school a secure framework and environment is provided in which pupils can develop necessary personal skills and a positive attitude to physical, mental and sexual health.

Biological aspects of Sex and Relationship Education are taught within the Science curriculum. Ofsted guidance recommends that it is important for children to learn the language associated with body parts so that children are able to talk to health professionals. Therefore, teachers will use the anatomically correct language for body parts, while acknowledging common terms used by some people.

The 2020 Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance sets out requirements for children at the end of primary school. Using this document and in consultation with staff and parents, we have developed the following RSE learning outcomes for children at different stages in their journey through The Mead:

### **By the end of Reception, children will:**

- Understand some areas in which they can look after themselves e.g. dressing and undressing
- Explain why it is important to keep clean
- Understand some basic hygiene routines
- Identify different members of a family
- Understand how members of a family can help each other

**By the end of Pre-Prep, children will:**

- Know how to keep clean and look after oneself
- Learn about personal safety
- Begin to understand their emotions and ways to deal with them
- Learn that living things reproduce
- Understand that babies become children and then adults
- Know the differences between boy and girl babies
- Know there are different types of families
- Know which people we can ask for help
- Understand that some people have fixed ideas about what boys and girls can do
- Describe the difference between male and female babies
- Describe some differences between male and female animals
- Learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce.

**By the end of Prep, children will:**

**Years 3 and 4:**

- Know some differences and similarities between males and females
- Name male and female body parts using agreed words
- Identify different types of touch that people like and do not like
- Understand personal space
- Talk about ways of dealing with unwanted touch
- Understand that all families are different and have different family members
- Identify who to go to for help and support
- Describe the main stages of the human lifecycle
- Know about the physical and emotional changes that happen in puberty

**Years 5 and 6:**

- Understand how puberty affects the reproductive organs
- Describe how to manage physical, emotional and social changes during puberty
- Explain how to keep clean during puberty
- Describe how and why the body changes during puberty in preparation for reproduction
- Talk about puberty and reproduction with confidence
- Discuss different types of adult relationships with confidence
- Know what form of touching is appropriate
- Describe the decisions that have to be made before having a baby
- Know some basic facts about pregnancy and conception
- Know when it is appropriate to share personal/private information in a relationship
- Explain how and where to get support if a relationship goes wrong

- Start to consider protected characteristics including (but not limited to) sexual orientation, sex, gender reassignment.

## **Inclusion**

PSHEE and RSE are taught within a safe and supportive learning environment by form tutors. Pupils can develop the confidence to ask questions, challenge the information they are offered, contribute their own experience, views and opinions, and put what they have learned into practice in their own lives.

Teaching will consider the ability, age, readiness, and cultural backgrounds of our young people, those with English as a second language and SEND to ensure that all can fully access PSHEE education provision. We promote social learning and expect our pupils to show a high regard for the needs of others by learning to respect difference. We will use PSHEE education as a vehicle to address diversity issues and to ensure equality for all by recognising, understanding and having knowledge of the protected characteristics at an age appropriate level.

The full provision is accessible to every pupil, regardless of their ability and teaching is tailored appropriately to children's needs. We seek to engage and challenge all children, using prior knowledge, previously set targets and attainment to set relevant objectives.

## **Withdrawal of students from Relationship and Sex Education**

Under the 2020 Relationships Education, Relationships and Sex Education(RSE) and Health Education statutory guidance parents do not have the right to withdraw their children from PSHEE or the relationships part of the school's Relationship and Sex Education however they can request that their child be withdrawn from some or all of the sex education delivered as part of the RSE programme except that in the statutory Science National Curriculum (biological aspects of human growth and reproduction). The school will inform parents/carers when aspects of the Relationship and Sex Education programme are taught via a letter and will provide opportunities for parents/carers to view the videos and resources being used. If parents want to withdraw their child/children from the Sex Education part of the RSE programme then this must be discussed with the class teacher and member of Senior Leadership. Following discussions, if a parent still wishes their child to be withdrawn they will be asked to state their reasons for withdrawal, using the school form (Appendix 4) The school will ensure that the pupil receives alternative education in another class for the duration of the PSHEE lesson.

Any complaints about the content or delivery of Relationships and Sex Education should be addressed to the Head Teacher.

## **Confidentiality and Safeguarding**

Due to the nature of the topics covered in the PSHEE education programme, all teachers are made aware of the School's guidelines on confidentiality and disclosure. The boundaries around confidentiality are made explicit to learners. In compliance with the school's Child

Protection and Safeguarding Policy, teachers must not guarantee complete confidentiality and must inform the child if information is to be passed onto another member of staff. Children should be informed of sources of confidential advice. Any concerns about child protection must be discussed in the first instance with the Designated Safeguarding Lead, or in their absence the Head, or the Deputy Designated Safeguarding Lead. Any suspicion of abuse, either now or in the past, must be referred to the Designated Safeguarding Lead immediately.

### **Answering Difficult Questions**

Sometimes an individual child will ask an explicit or difficult question in the classroom. Questions do not have to be answered directly and can be addressed later. This school believes that individual teachers must use their skill and discretion in these situations and refer to the Head of PSHEE Education or SLT when necessary. A partnership between home and school and open dialogue between parent and child is key to ensuring that all have a thorough understanding of PSHEE topics, relationships and development.

### **EYFS**

PSHEE in Reception and Pre-reception is taught as an integral part of the topic work covered during the year. During the Foundation Stage, the PSHEE aspects of the work are related to the objectives set out in the Early Learning Goals (ELGs). Our teaching in PSHEE matches the aim of developing the child's personal, emotional and social development as set out in the ELGs. We also support understanding of the wider world in Reception when we develop a child's knowledge and understanding of the wider world.

### **Healthy Eating education**

- The importance of balanced nutrition and healthy food choices is taught explicitly through the science, P.E. and PSHEE curriculum. In the Foundation Stage it is taught explicitly through the areas of Physical Development and Knowledge and Understanding of the World.
- The Mead School is committed to encouraging and developing positive attitudes towards food and nutrition. Promoting a healthy lifestyle is integral to our curriculum and we recognise the importance of offering children the opportunity to make informed choices about food. We have also taken guidance from the government's Schools Food Standards.
- We recognise that the experience of eating together strengthens our community, and allows us to provide the children with opportunities for communication and sharing positive values and social behaviour.
- We believe that adults should be good role models and should support the children in understanding how a balanced diet contributes to a person's health, happiness and general well-being.
- We are a nut free school.

- We display allergen advice on our weekly menu sheets. Information relating to current allergies within the school community are displayed in the dining hall.
- We ensure that children remain hydrated by having continuous access to their water bottles.
- We ensure that food provision acknowledges and takes account of medical, ethical and religious requirements.
- The children are offered a broad and balanced diet throughout the day. We encourage independence through choice.
- The children are taught that treats can be enjoyed in moderation. Occasionally the children are offered flapjacks or buns, and cakes may be brought in for birthdays and special celebrations.

### **Lunch policy**

- Children must choose a main meal option. Jacket potatoes are available under the counter for those that really struggle to choose anything on offer. Plain pasta is also available in the salad bar. Children are always encouraged to select something from the daily menu but should never be forced/coerced into doing so.
- Each day, the kitchen team will decide on the main meal portion sizes for Infants and Juniors with larger portions sizes being given to the older children but both must be substantial enough to sustain each child through a day at school. Every child receives this portion size regardless of their eating habits. Waste is then monitored and discussed by the kitchen team to ensure the menu continuously improves.
- Children are told and reminded during form/class time to request a larger portion of their main if they feel they can/will eat more than the normal serving. Children need to learn to take responsibility for asking this question (EYFS and KS1 staff will need to support) and is therefore not a question asked to every child at the serving station, slowing down the service.
- Salad is available to all children.
- All children can have both the pudding on the daily menu and either yogurt or fruit
- Children should eat their main course before their pudding.
- If a child refuses to eat their main meal (or eats very little) then the member of staff on duty should ask if they would prefer the other option/a jacket potato/salad then collect this for them if they say yes. If a child refuses then they should just be asked if they're *sure they don't want to try anymore or have anything else to eat*. No more discussion is needed. No child should be forced/coerced into eating their main meal or not allowed to eat their pudding as a result.
- Class teachers are responsible for keeping a record of any child who repeatedly eats an insufficient/unbalanced diet at school and should seek SLT advice/support if this becomes a concern. Any intervention/pastoral support sessions should happen at a safe time and place and never during the lunch sitting itself.

### **Monitoring and Evaluation of the PSHEE/RSE Curriculum**

The teaching of Relationships and Sex education is monitored by the curriculum co-ordinator through lesson observations and looking at planning and materials produced by the children.

The head teacher and curriculum co-ordinator have overall responsibility for ensuring the delivery of RSE and ensuring that legal obligations are fulfilled.

Evaluation of successful outcomes for children is facilitated by observation, logs, pupil surveys and feedback and PSHEE journals.

**Appendix 1: Whole School Long term plan**

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	<ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<ul style="list-style-type: none"> <li>Challenges</li> <li>Persistence</li> <li>Goal-setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Ages 5-6</b>	<ul style="list-style-type: none"> <li>Feeling special and safe</li> <li>Being part of a class</li> <li>Rights and responsibilities</li> <li>Rewards and feeling proud</li> <li>Consequences</li> <li>Owning the Learning Charter</li> </ul>	<ul style="list-style-type: none"> <li>Similarities and differences</li> <li>Understanding bullying and knowing how to deal with it</li> <li>Making new friends</li> <li>Celebrating the differences in everyone</li> </ul>	<ul style="list-style-type: none"> <li>Setting goals</li> <li>Identifying successes and achievements</li> <li>Learning styles</li> <li>Working well and celebrating achievement with a partner</li> <li>Tackling new challenges</li> <li>Identifying and overcoming obstacles</li> <li>Feelings of success</li> </ul>	<ul style="list-style-type: none"> <li>Keeping myself healthy</li> <li>Healthier lifestyle choices</li> <li>Keeping clean</li> <li>Being safe</li> <li>Medicine safety/safety with household items</li> <li>Road safety</li> <li>Linking health and happiness</li> </ul>	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between female and male bodies (correct terminology)</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
<b>Ages 6-7</b>	<ul style="list-style-type: none"> <li>Hopes and fears for the year</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>Safe and fair learning environment</li> <li>Valuing contributions</li> <li>Choices</li> <li>Recognising feelings</li> </ul>	<ul style="list-style-type: none"> <li>Assumptions and stereotypes about gender</li> <li>Understanding bullying</li> <li>Standing up for self and others</li> <li>Making new friends</li> <li>Gender diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Persistence</li> <li>Learning strengths</li> <li>Learning with others</li> <li>Group co-operation</li> <li>Contributing to and sharing success</li> </ul>	<ul style="list-style-type: none"> <li>Motivation</li> <li>Healthier choices</li> <li>Relaxation</li> <li>Healthy eating and nutrition</li> <li>Healthier snacks and sharing food</li> </ul>	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female and male bodies (correct terminology)</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labeling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line</li> <li>scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthier Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county liner' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition