

Halesowen C of E Primary School



We care, we trust, we believe.
We share, we enjoy, we achieve.

PSHE Policy

Signed by

Headteacher: *Z. Knowlton* Date: Summer 21 Date: Date:

Chair of Governors: *A. H. Lane* Date: Summer 21 Date: Date:

Proposed review date: Summer 23

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School vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Introduction

At Halesowen C of E we believe that every child in our care is entitled to the best possible education. We also recognise our responsibility to support children in every step of their lives to become good citizens who can function and flourish in society. Our PSHE (Personal, social and health education) curriculum is designed to support children in their everyday lives whilst with us and when they move on.

The reasons the new guidance was put in place is outlined in this forward from the Secretary of State :

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

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

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

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and

attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

Aims and Objectives

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 of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Our PSHE Programme designed using the Jigsaw scheme offers all children a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children’s learning.

The programme also supports the “Personal Development “and “Behaviour and Attitude” aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school’s Safeguarding and Equality Duties, the Government’s British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. All of which underpin our Christian ethos.

The Primary aim of this policy is to make it clear what the school’s statutory responsibilities are in regards to the teaching of PSHE and to explain how we are going to achieve this in a way that works within our ethos and supports the families we serve.

The objectives of this PSHE policy are:

- To ensure the principles of our Christian ethos, the school values and SMSC (Spiritual, moral, cultural and social) are embedded throughout our approach to PSHE
- To explain how we will take into account faith perspectives.

- To articulate statutory content to families and elaborate on which aspects children can be withdrawn from and how to do this.
- To make sure children know and understand their rights as members of the school community.
- To ensure staff have a clear and consistent approach to the teaching of PSHE
- To explain how we deal with difficult questions from children as PSHE can be a subject that deals with sensitive content.
- To ensure that all children have an equal opportunity to achieve; this will be achieved through positive action regarding culture, religion, home language, gender and ability.

Roles of stakeholders

The Role of Governors

Our Governors' role is to support, monitor and review the school's approach to the teaching of PSHE. In particular they should:

- Be aware of the statutory requirements and monitor to ensure the school are meeting these.
- Be actively involved in the design of the PSHE curriculum and the monitoring of it
- Approve the PSHE policy and hold the head teacher to account for its implementation
- Attend relevant training

The Role of the school

We believe that parents and school both have a fundamental role to play in supporting children to understand aspects of PSHE

As a school we will:

- Share the policy and scheme overview with parents
- Ensure PSHE is taught consistently across school and monitor progress
- Respond to individual needs of pupils.

- Ensure all children are safeguarded. If any member of staff suspects safeguarding issues they have a duty to pass this information on to the DSL
- Manage requests to withdraw pupils from components that are not statutory.
- Adhere to other policies/ legislation/ guidance that link with this one such as equal opportunities, safeguarding etc

The Role of the Parents

We believe that parents are responsible for supporting their children and the school in implementing school policies. We would therefore expect parents:

- To support the school in implementing our PSHE policy
- To raise any concerns they may have through the correct channels
- To support children with any difficulties they have with any of the material shared during PSHE lessons by talking to children at home in a supportive way
- To seriously consider the bigger picture when requesting to withdraw a child from the non-statutory aspects of PSHE and follow the correct procedures to do this.

Role of the children

The children play a really important role in the implementation of our PSHE policy. Children need to approach PSHE lessons with a sensible approach

- Understand and respect that there have to be an agreed set of expectations to help us all to stay safe, be happy and learn when accessing sensitive materials associated with PSHE lessons
- Engage fully in PSHE lessons.

Key considerations

At Halesowen C of E we have identified the following key considerations for PSHE :

- Legislation and guidance
- Statutory Relationships education
- Statutory Health education
- Statutory Science education
- Non-Statutory sex education including parent's right to withdraw from this aspect
- Whole school approach and scheme
- Meeting the needs of all children including faith perspective
- Equality

LEGISLATION AND GUIDANCE

The guidance which explains what all schools should be adhering to from Summer 2021 can be found here:

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

The guidance should be read in conjunction with:

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)

- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on [cyberbullying](#))
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- [National Citizen Service](#) guidance for schools

Statutory requirements

As a maintained primary school, we must provide health and relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, it is not compulsory to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships and Health Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Halesowen C of E Primary School, we teach Relationships and Health Education as set out in this policy. We use a scheme called Jigsaw to support our PSHE curriculum. We teach Science as stated in the national curriculum and we also offer some additional sex education.

STATUTORY RELATIONSHIPS EDUCATION

Relationships Education in primary schools will cover the following topics:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- 'Being safe

The expected outcomes for each of these elements can be found on the next page. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. (see Appendix)

It is important to explain that whilst the Relationships unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. We also cover some aspects in assemblies and in RE lessons. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination"*

What the DFE says should be taught by the end of Primary school in relationships education:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage¹ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<ul style="list-style-type: none">• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendship	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
<p>Being safe</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Online relationships	<p>Pupils should know</p> <p>that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p> <p>how information and data is shared and used online.</p>
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STATUTORY HEALTH EDUCATION

Health Education in primary schools will cover the following topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The expected outcomes for each of these elements can be found on the next page. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education. (see appendix)

It is important to explain that whilst the Healthy Me unit in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw and throughout the school curriculum and assemblies.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the ‘Changing adolescent body’ strand, and in Jigsaw this is taught as part of the Changing Me unit

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

What the DfE says should be taught by the end of Primary school in health education:

<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Drugs, alcohol and tobacco</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

STATUTORY SCIENCE EDUCATION (related to PSHE)

Within the National Curriculum's Science Programme of Study, sex education includes:

- Internal and external parts of the body
- Human body as it grows from birth to old age, including puberty
- Reproduction in plants and animals

Key stage1	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body • observe and describe how seeds and bulbs grow into mature plants • notice that animals, including humans, have offspring which grow into adults
Lower key stage 2	<ul style="list-style-type: none"> • Plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Upper key stage 2	<ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals • describe the changes as humans develop to old age • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Parents do not have the right to withdraw their child from the science curriculum.

NON-STATUTORY SEX EDUCATION (including parents right to withdraw from this aspect)

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. However, ‘Sex Education is not compulsory in primary schools’. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education ‘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’.

At Halesowen C of E Primary School, we believe children should understand the facts about human reproduction before they leave primary school and this biology aspect taught through the statutory science curriculum. However, we are also very aware of our responsibility to also deal with children’s questions and feelings concerning puberty and body education so in addition to science, health and relationships education (all statutory) we offer these opportunities. In the Sex education sessions in Year 6 children get the chance to ask questions they may have relating to growing up and sex education and we talk about how a baby is conceived and born.

Parents have the right to withdraw their child from these sex education sessions. Parents will need to email pastoral@halesowen.dudley.sch.uk

Relationships and sex education (RSE), and health education (HE), involves a lot of discussion. This is done in a matter-of-fact way; factually and with no ambiguity or embellishments, nor directed by any religious or personal opinions of the staff member leading the session and always has respect and tolerance of personal beliefs of others.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so children are fully informed and don’t seek answers online. Teachers will be supported by the Headteacher if a question arises that they are unsure about how to respond.

WHOLE SCHOOL APPROACH AND SCHEME

The guidance states:

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

Whole-school approach

Through our PSHE curriculum we are aiming to:

- Provide opportunities for children to learn about relationships, healthy lifestyles, diversity and personal identity and help us prepare children for life outside of Halesowen C of E.
- Enable an environment where sensitive discussions can take place safely and comfortably
- Prepare pupils for puberty, and give them an understanding of physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Halesowen C of E use the Jigsaw scheme to support the teaching and learning of PSHE. Biology aspects are taught within Science and are taken from the statutory national curriculum for Science covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. We also reinforce some aspects in other curriculum areas, religious education and in assemblies. The table below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

Term	Unit	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss

Summer 2: Changing Me	Includes Relationships and Sex Education in the context of coping positively with change
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At Halesowen C of E Primary School we block all of our curriculum subjects. For PSHE we have a focus day each half term and then follow up learning in class assemblies. These sessions are delivered by class teachers.

Biological aspects are taught within the science curriculum. A lot of the content is also taught through an awareness and understanding of our school values that underpin our work in school.

From time to time outside agencies such as the school nurse or specialist theatre groups may help with the delivery of the curriculum to children.

MEETING THE NEEDS OF ALL CHILDREN INCLUDING FAITH PERSPECTIVE

From time to time some children may need additional support or help with their emotions or understanding in PSHE. Staff need to be mindful of children's backgrounds and individual needs. SLT and DSL's will ensure staff are aware of any content that may be sensitive when teaching children these difficult topics. These children may need a more individualised approach and we may need further discussions with parents, carers, social workers etc.

At Halesowen C of E Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

All schools may teach about faith perspectives. In particular, schools with a religious character may teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious. For example, the school may wish to reflect on faith teachings about certain topics as well as how their faith institutions may support people in matters of relationships and sex.

We know our families well and respect all religious beliefs and are open to discussion parents who may have concerns with the statutory and non-statutory aspects of the PSHE curriculum.

EQUALITY

This policy will inform the school's Equalities Plan.

The DfE Guidance 2019 (p. 15) states, " Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

Monitoring and review

We are aware of the need to monitor the school's PSHE policy and curriculum, and to review it regularly. We will review this draft in September 2021 and then every two years after that.

Links with other policies

This policy links with our policies on:

- Safeguarding / Child protection policy
- E-safety policy
- Teaching and learning policy
- Parent Code of conduct
- Staff code of conduct.

Appendix 1 Our Values

All of our policies reflect our Christian values which underpin everything we do in school:

We care

Our school is a caring community with a family atmosphere. We achieve this through respect for one another and the world around us, treating others as we would wish to be treated, and working co-operatively. As an inclusive community everyone is valued and nurtured equally regardless of gender, race, religion, colour or ability. There is a clear understanding of what it means to be a valued as an individual, and how we work together as part of the school family.

We trust

Our school is a safe place. We provide a stimulating, safe and happy environment where everyone is encouraged and motivated to learn. We achieve this through our committed approach in all we do.

We believe

Our school welcomes and celebrates our diverse community. This helps us to understand each other, and respect each other's beliefs and cultures. We develop children's spirituality through daily worship and by celebrating together. We are proud of our links with St. John's Church and other faith members of the wider community.

We share

Our school builds positive relationships between children, staff, parents, governors and members of the community. We achieve this by valuing all contributions, encouraging teamwork and celebrating successes together.

We enjoy

Our school builds children's confidence and self-esteem to create a love of learning. We achieve this through a vibrant curriculum with real life learning experiences which reflect the needs and interests of all. We actively praise and reward effort, creativity and success.

We achieve

Our school enables each child to develop in order fulfil their potential, and flourish in a supportive but challenging environment. We know each child well and through our individual tracking of their progress, we offer opportunities which enrich their physical, social, emotional, moral and academic development. We aim to equip children with essential life skills and enhance their personal qualities so that they can become successful learners.

Appendix 2



Jigsaw PSHE 3 -11/12 Content Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>Ages 8-9</p>	<p>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</p>	<p>Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>
<p>Ages 9-10</p>	<p>Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating</p>	<p>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</p>	<p>Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour</p>	<p>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 SMARRT internet safety rules</p>	<p>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</p>
<p>Ages 10-11</p>	<p>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</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress</p>	<p>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</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>