



PERSONAL, SOCIAL, HEALTH EDUCATION AND RELATIONSHIPS HEALTH EDUCATION POLICY

Introduction

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.

This policy meets the statutory requirements for schools to publish a Relationships Education policy and a Health Education policy, set within the wider context of Personal, Social, Health and Economic (PSHE) Education. In line with the 2026 Department for Education standards, this curriculum is designed to be age-appropriate, transparent to parents, and focused on providing pupils with the knowledge they need to stay safe and healthy.

Citizenship

The school maintains strong values that serve as a tool to maximise pupils' potential and welfare. These values include: respect; determination – resilience and grit; individual confidence and self-esteem; courage and equality; good manners; sportsmanship; kindness; responsibility; and tolerance.

These values directly support the children's understanding of the Fundamental British Values (FBV): democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs. Citizenship is taught throughout the curriculum in age-appropriate ways, ensuring that pupils understand their rights and responsibilities within a diverse society. In accordance with updated 2026 guidance, this includes teaching the legal facts of the Equality Act 2010 to foster an environment of mutual respect. Heath House staff take responsibility for ensuring these values are evident in every curriculum and enrichment aspect of school life.

PSHE

At Heath House, we teach Personal, Social, Health Education (PSHE) as a whole-school approach to underpin children's development as people and to enhance their capacity to learn. Our curriculum is designed to be a protective subject that provides pupils with the knowledge they need to stay safe and healthy in a rapidly changing world.

The Jigsaw Programme provides a comprehensive, spiral Scheme of Work that ensures consistency and progression in learning across all year groups. In line with the 2026 statutory standards, this curriculum has been updated to include specific age-appropriate instruction on:

- **Personal Safety:** Including road safety, railway safety (including level crossings), and water safety through the Water Safety Code.

- **Online Risks:** Addressing emerging threats such as AI-generated content, deepfakes, and online financial harms including scams and the monetization of gaming.
- **Emotional Health:** Teaching pupils to recognise and talk about a scale of emotions, including loneliness, grief, and loss, as a normal part of daily life.

An overview of the Jigsaw programme and all associated teaching materials are available on the school website or upon request, ensuring full transparency for parents and carers.

This curriculum significantly contributes to the school's Safeguarding and Equality Duties, the Government's British Values agenda, and the SMSC (Spiritual, Moral, Social, Cultural) development of our pupils. It ensures that pupils are taught the legal facts of the Equality Act 2010 while respecting that certain concepts, such as gender identity, are contested and will not be taught as fact.

Statutory Relationships and Health Education

This policy is informed by the Department for Education's 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' statutory guidance (updated 2025/26). Under these regulations, Relationships Education is compulsory for all pupils receiving primary education. While Health Education is compulsory in state-funded schools, Personal, Social, Health and Economic Education (PSHE) remains a compulsory requirement for independent schools like Heath House.

"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".

"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... 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".

Delivery and Transparency

In accordance with the 2025/26 guidance, Heath House ensures full transparency by providing parents with access to all RSHE teaching materials upon request. We are committed to a partnership with parents and will not enter into any contractual agreements with external providers that prevent the sharing of curriculum resources with our parent body.

Effective teaching at Heath House ensures that core knowledge—including new statutory requirements for 2026 such as road, rail, and water safety, and the recognition of online financial harms and AI-generated content—is broken down into manageable units. This content is communicated clearly and sequenced logically within our planned programme.

Our Approach

We use Jigsaw PSHE as our curriculum framework because it provides a comprehensive, carefully sequenced scheme of work that brings consistency and progression to children's learning across their primary years. Built on current research and best practice in child development, safeguarding and health education, it is kept continuously up to date with evolving statutory guidance and

enables us to deliver high-quality PSHE education that meets our children's needs. The programme is distinctive in its approach including:

Emotional literacy at the core - Every Jigsaw lesson systematically develops children's emotional vocabulary and understanding. Children learn to recognise, name and talk about a wide range of feelings in themselves and others. This emotional literacy supports children's ability to share and discuss things that are important in their lives, to seek help when needed, and to build positive relationships.

Mindful practice - Every Jigsaw lesson begins with 'Calm Me Time', a mindfulness activity designed to support self-regulation and create a safe, focused space for learning. This consistent practice forms part of our approach to children's emotional wellbeing and helps children to be ready for open, thoughtful discussion.

Connection and community - The 'Connect Us' activity in every lesson strengthens relationships within the class and develops children's social skills, building a sense of belonging and mutual respect that underpins all learning.

Developing skills for respectful dialogue - PSHE lessons provide regular opportunities for children to develop and practise essential communication skills including listening to others, expressing their own views clearly and respectfully, considering different perspectives, and engaging in constructive discussion. These oracy skills are fundamental to building positive relationships and respectful communities, enabling children to navigate differences with kindness and to participate confidently in democratic discussion.

Age-appropriate spiral curriculum - Topics are revisited across year groups with increasing depth and complexity, enabling children to build on prior learning in line with their developing maturity and understanding, with teachers able to adapt according to their pupils' needs.

Interactive, participative teaching - Lessons are designed to be engaging and active, using discussion, role-play, problem-solving and creative activities to develop skills alongside knowledge. Children don't just gain information - they explore topics in age-appropriate ways and develop practical skills that support them in their everyday lives.

The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (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 healthy lifestyle choices. Includes explicit instruction on personal safety (road, rail, and water safety) and online financial harms (scams and monetization of gaming).
Summer 1:	Relationships	Includes friendship, family, conflict resolution, and communication. Includes teaching on loneliness and grief as normal human emotions and recognising AI-generated content/deepfakes online.
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping with change. Uses correct biological names for body parts to support safeguarding and ensures contested concepts are not taught as fact.

[jigsaw-3-11-and-rshe-overview-map.pdf \(windows.net\)](#)

Whilst we follow the Jigsaw programme, we recognise that our children, families and context have specific needs and characteristics. We carefully consider each lesson's content and approach to ensure it is appropriate and relevant for our pupils, taking into account:

- The specific needs, experiences and developmental stages of pupils in each class
- Pupil voice - gathered through feedback within lessons, informal discussions with children, and school council meetings
- Local context and community considerations
- Feedback from parents, pupils and staff
- Our school's distinctive values and ethos

Where we make adaptations to the programme, these decisions are made thoughtfully, in consultation with senior leadership, and with reference to statutory requirements. Parents are informed about significant adaptations, particularly where these relate to sensitive content.

What do we teach when and who teaches it?

Whole-school approach

At Heath House, we allocate one lesson to PSHE each week for all children to teach knowledge and skills in a developmental and age-appropriate way. In line with 2026 guidance, all teaching materials used in these lessons are available for parental inspection to ensure full transparency.

These explicit lessons are reinforced and enhanced through:

- Assemblies and collective worship.
- The school praise and reward system and Learning Charter.
- Everyday relationships between all members of the school community.

Weekly lessons will be delivered by a Heath House member of staff.

Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools covers ‘Families and people who care for me’, ‘Caring friendships,’ ‘Respectful relationships,’ ‘Online relationships’ and ‘Being safe’. In accordance with the 2026 statutory standards, this now includes a strengthened focus on:

- Online Safety and Media Literacy: Recognising AI-generated content, deepfakes, and the risks of online financial harms such as scams.
- Contested Concepts: Ensuring that while all pupils are treated with dignity, contested concepts such as ‘gender identity’ are not taught as fact.
- Safeguarding through Language: Using correct biological names for body parts to ensure pupils have the vocabulary needed to stay safe and report concerns.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

It is important to explain that while the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, outcomes are also taught elsewhere to ensure a spiral approach:

- The Celebrating Difference Puzzle helps children appreciate various family compositions and the legal facts of the Equality Act 2010.
- The Changing Me Puzzle provides age-appropriate transitions and safeguarding knowledge.

This holistic approach ensures the learning is reinforced throughout the year and remains fully transparent to parents, who have the right to inspect all teaching materials used.

Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover ‘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’. In accordance with the 2026 statutory update, our curriculum now includes a mandatory focus on:

Physical Personal Safety: Explicit instruction on road safety, railway safety (including the dangers of level crossings), and water safety through the Water Safety Code.

- Emotional Health Regulation: Teaching pupils to recognise that emotions such as loneliness, grief, and loss are normal parts of the human experience rather than medical conditions.
- Online Financial Harms: Increasing awareness of the risks associated with the monetisation of games, online scams, and fraud.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: *Jigsaw 3-11 and Statutory Relationships and Health Education*.

While the Healthy Me Puzzle (unit) in Jigsaw covers the majority of statutory Health Education, these outcomes are reinforced throughout the year:

- Emotional and mental health is nurtured every lesson through 'Calm Me' time.
- Social skills are developed through 'Connect Us' activities.
- Puberty education, which is a statutory requirement within the 'Changing adolescent body' strand, is taught through the Changing Me Puzzle.

To support safeguarding, the school teaches the correct biological names for body parts in an age-appropriate manner. The Jigsaw mapping document transparently shows how our whole-school approach spirals the learning to meet all 2026 requirements. All teaching materials are available for parental inspection to ensure full transparency.

Sex Education

The DfE Guidance (updated 2025/26) continues to recommend that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. While Sex Education is not compulsory in primary schools, the school is responsible for determining content that ensures both boys and girls are prepared for the changes adolescence brings - drawing on the human life cycle set out in the National Curriculum for Science - including how a baby is conceived and born.

At Heath House, we believe children should understand the basic facts about human reproduction before they leave primary school. In line with the Jigsaw programme, Sex Education is defined as learning about the human life cycle, including conception and birth.

Our approach for 2026 includes:

- **Biological Accuracy:** To support safeguarding, pupils are taught the correct biological names for external body parts (including genitalia). This ensures children have the language to stay safe and report any concerns accurately.
- **Contested Concepts:** In line with statutory requirements, the school does not teach contested concepts, such as 'gender identity,' as fact. Teaching focuses on the biological facts of human reproduction and the legal protections of the Equality Act 2010.
- **Transparency:** All resources and lesson plans used to teach Sex Education are available for parents to view upon request.

Parents' right to request their child be excused from Sex Education

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE" (DfE Guidance). At Heath House, we believe that parents are the primary educators of their children. We are committed to a partnership built on **transparency and trust**, ensuring that families have peace of mind regarding the content and delivery of our curriculum.

Puberty and menstrual wellbeing are taught as statutory requirements of Health Education and are not subject to the right to withdraw. We define 'Sex Education' specifically as the teaching of Human Reproduction. Parents have the right to request their child be withdrawn from the specific Jigsaw lessons that cover this, typically:

- **Year 4, Summer Term:** Having a baby
- **Year 5, Summer Term:** Conception

- **Year 6, Summer Term:** Conception and birth

Transparency and Access to Materials

In line with the September 2026 statutory guidance, the school ensures that all RSHE teaching materials are available for parental inspection. We do not enter into contracts with resource providers that prevent us from sharing materials with you.

If you have questions about the curriculum or would like to view specific Jigsaw lesson slides, worksheets, or stories, please contact Anna Rokakis, Assistant Head – Pastoral, at anna.rokakis@heathhouseprepschool.com

While the majority of the PSHE curriculum is statutory (mandatory), parents have the right to request that their child be withdrawn from the non-statutory components of Sex Education.

Parents do NOT have the right to withdraw children from:

- Relationships Education (Statutory): Including friendships, families, and staying safe.
- Health Education (Statutory): Including puberty education, the changing adolescent body, and menstrual wellbeing.
- National Curriculum Science (Statutory): Including the biological facts of the human life cycle and reproduction.

Our Process for Withdrawal

Before making a decision to withdraw a child from a Sex Education lesson (specifically the 'Having a Baby' or 'Conception' lessons in the Jigsaw 'Changing Me' unit), we invite parents to discuss their concerns.

Where a parent requests withdrawal, we will:

- Consult: Arrange a meeting/conversation to clarify the nature and purpose of the lesson and consider any potential impacts of withdrawal on the child.
- Share: Provide the specific teaching materials so parents can see exactly what will be taught.
- Support: Explain the alternative arrangements for the child (ensuring they receive appropriate, purposeful education in a separate supervised space).
- Document: Respect the parent's final decision while documenting the request and any professional advice given.

Communication Timeline

We inform parents about sex education content and their right to withdraw by:

- Sending curriculum overview letters at the start of the Summer Term.
- Holding parent information sessions where Jigsaw materials are showcased (Spring Term Friends of Heath House Meeting)
- Directly providing information on how to withdraw your child in the form of a termly Pastoral Letter that is emailed home

This approach ensures that every parent at Heath House is fully informed and empowered to support their child's learning journey.

Delivery and Inclusion

PSHE is taught in EYFS and Key Stage 1 through stories and circle time. Key Stage 2 pupils develop skills through role-play, media clips and debate. In line with the 2026 guidance, all external resources are vetted to ensure they are age-appropriate and aligned with school values. Every child is given equal time to share their thoughts and opinions in a safe, structured environment.

Date of review:	May 2026
Date of next review:	May 2027

Our PSHE policy is informed by existing DfE guidance:

- **Statutory Guidance: Relationships Education, RSE and Health Education (2025/26):** <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
- [Keeping Children Safe in Education](#) (statutory guidance) [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline) [Respectful School Communities Self-Review and Signposting Tool \(educateagainsthate.com\)](#)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils) [Behaviour in schools - GOV.UK \(www.gov.uk\)](#)
- [Equality Act 2010 and schools](#) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance) [SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)
- [Alternative Provision](#) (statutory guidance) [Alternative provision - GOV.UK \(www.gov.uk\)](#)
- Social, emotional and mental wellbeing in primary and secondary education. (NICE guidance) [Overview | Social, emotional and mental wellbeing in primary and secondary education | Guidance | NICE](#)
- Promoting and supporting mental health and wellbeing in schools and colleges (guidance for schools and colleges) [Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK \(www.gov.uk\)](#)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying) [Preventing bullying - GOV.UK \(www.gov.uk\)](#)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts) [Advice and guidance | Equality and Human Rights Commission \(equalityhumanrights.com\)](#)
- [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) [Promoting fundamental British values through SMSC - GOV.UK \(www.gov.uk\)](#)

- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
[Regulating independent schools - GOV.UK \(www.gov.uk\)](#)

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

https://pshe-association.org.uk/?utm_term=pshe%20association&utm_campaign=Brand&utm_source=adword&utm_medium=ppc&hsrc=1193088678&hscam=20402985746&hsgroup=151344226549&hsad=667145270129&hsa_src=g&hsa_tgt=kwd-324443856365&hsa_kw=pshe%20association&hsa_mt=b&hsa_net=adwords&hsa_ver=3&gad_source=1&gad_campaignid=20402985746&gbraid=0AAAAABxPf56cqiv7kjc1ZXkl6bEIUBwPv&gclid=Cj0KCQjw8PDPBhCeARIsAOJwmWUAil-tEWt1C6nI4pf9SN4dr8_tWSUK64s33ej86nNWFFdR2YvQtusaArQUEALw_wcB

Jigsaw PSHE supplementary documents needed to explain this policy:

- RSHE Overview Grid
<https://jigsawliverpool.gov.uk/umbraco-media/4okhxuu0/jigsaw-pshe-3-11-rshe-2026-mapping-document-april-2026.pdf>

Parental information and engagement:

- Primary Guide:
<https://jigsaweducationgroup.com/jigsaw-pshe-3-11-updated-for-the-2025-rshe-guidance-what-do-you-need-to-know/>



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p>	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p>	<ul style="list-style-type: none"> 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 <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p>	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p>	<ul style="list-style-type: none"> 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 <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<ul style="list-style-type: none"> 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 <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 6-7	<p>Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
Ages 7-8	<p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>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</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p>	<p>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</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p>	<p>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</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	<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 behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</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>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>	<p>Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</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>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>
Ages 9-10	<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>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</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>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</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>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>	<p>Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</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>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</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>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	<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 behavior Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</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>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</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>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</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>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
Ages 11-12 (Scotland)	<p>Personal identity What influences Personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations</p> <p>I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.</p> <p>I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can also express a level of independence while maintaining positive relationships with others.</p>	<p>Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive</p> <p>I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others.</p> <p>I can explain how different forms of positive and negative prejudice and discrimination might make people feel. I can offer strategies to support those involved.</p>	<p>What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life</p> <p>I can explain how internal and external factors might affect my own dreams and goals as I get older.</p> <p>I can explain why breaking a dream or goal into smaller steps is a helpful strategy.</p> <p>I can also offer a range of strategies that I could use to overcome obstacles and remain positive.</p>	<p>Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep</p> <p>I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/less healthy choices, and also that healthy/less healthy choices can impact on emotions.</p> <p>I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.</p>	<p>My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families</p> <p>I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour.</p> <p>I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.</p>	<p>My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education</p> <p>I can explain why some personal and family changes happen.</p> <p>I can explain ways that I can give emotional support to myself and others during times of personal change.</p>