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## **Personal, Social, Health and Economic (PSHE) Education Policy (Including Relationships and Sex Education (RSE))**

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**St Aubyn's School**



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## 1 Context

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 Personal, social, health and economic (PSHE) education 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.

## 2 Guidance

Our PSHE education policy is informed by existing DfE guidance and tools from other organisations:

- [Keeping Children Safe in Education](#) (DfE 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](#) (DfE statutory guidance for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and Schools](#)
- [SEND code of practice: 0 to 25 years](#) (DfE statutory guidance)
- [Alternative Provision](#) (DfE statutory guidance)
- [Mental Health and Behaviour in Schools](#) (DfE non-statutory advice for schools)
- [Preventing and Tackling Bullying](#) (DfE advice for schools, including advice on Cyberbullying)
- [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](#) (DfE non-statutory advice for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC development of pupils \(Part 2\) from I The Independent School Standards](#) (non-statutory guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (DfE statutory guidance)

## 3 PSHE Education Overview

We teach PSHE education using a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity. We value PSHE education as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We use the Jigsaw Programme, which offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this

vital curriculum area. This programme is aligned to the PSHE Association Programmes of Study for PSHE Education.

The overview of our PSHE curriculum can be seen in Appendix 2 and in the Curriculum Directory.

The PSHE education curriculum supports the “Personal Development” and “Behaviour and Attitude” aspects required under the 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.

The programme’s complimentary update policy ensures we are always using the most up to date teaching materials and that our teachers are well-supported.

#### 4 What do we teach when and who teaches it?

##### Whole-school approach

Jigsaw covers all areas of PSHE education 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
<b>Christmas 1:</b>	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.
<b>Christmas 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding protected characteristics
<b>Lent 1:</b>	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
<b>Lent 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate one lesson to PSHE education each week in order to teach the PSHE education knowledge and skills in a developmental and age-appropriate way. These explicit lessons, delivered by class teachers, are reinforced and enhanced in many ways: Assemblies, praise and reward system, St. Aubyn's promises (see Appendix), through relationships child to child, adult to child and adult to adult across the School.

We aim to 'live' what is learnt and apply it to everyday situations in the School community. Class teachers deliver the weekly lessons to their own classes.

### **5 Relationships, Sex and Health Education – Primary (3-11)**

The DfE statutory guidance, 'Relationships Education, Relationships and Sex Education and Health Education', made under sections 34 and 35 of the Children and Social Work Act 2017, makes relationships education compulsory for all pupils receiving primary education:

*"Personal, Social, Health and Economic Education (PSHE Education) continues to be compulsory in independent schools."*

p.8

*"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 and Relationships .... 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 p.4-5

*"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."*

p.8

*"All schools must have in place a written policy for Relationships Education and RSE."*

We include the statutory Relationships, and Health Education within our whole-school PSHE education Programme. We also include the non-statutory Sex Education.

### **5.1 Relationships Education – Primary (3 – 11)**

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

Whilst the Relationships Puzzle (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 Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

### **5.2 Health Education – Primary (3 – 11)**

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’ and ‘Changing adolescent body’.

Whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

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 Puzzle (unit).

### **5.3 Sex Education – Primary (3 – 11)**

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’.

We believe children should understand the facts about human reproduction before they leave primary school. We define Sex Education as ‘understanding human reproduction’. We intend to teach this in PSHE education lessons as part of the ‘Changing Me’ puzzle taught in the Summer term to Years 5 & 6.

### **5.3.1 Primary 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 Relationships and Sex Education"* DfE Guidance p.17

Sex education refers to Human Reproduction. We will inform parents of their right to request their child be withdrawn from the PSHE education lessons that explicitly teach this i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

Year 5, Lesson 4 (Conception)

Year 6, Lesson 4 (Conception, birth)

The School will inform parents of this right by email at the start of the Summer half-term before the Changing Me Puzzle is taught. Parents who are uncertain about whether their child should be withdrawn are invited in to speak about their concerns and view the materials used to deliver sex education.

## **6 Teaching**

### **6.1 Differentiation/SEND**

Jigsaw is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will need, as always, to tailor each Piece (lesson) to meet the needs of the children in their classes. To support this differentiation, many Jigsaw Pieces (lessons) suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential.

### **6.2 Confidentiality and Child Protection/Safeguarding Issues**

Teachers are aware that sometimes disclosures may be made during Jigsaw lessons; in which case, safeguarding procedures will be followed immediately. Sometimes it is clear that certain children may need time to talk one-to-one after the lesson closes. Teachers will allow the time and appropriate staffing for this to happen. If disclosures occur, the School's Child Protection and Safeguarding policy is followed. As a general rule, a child's confidentiality is maintained by the teacher or member of staff concerned. If this person believes that the child is at risk or in danger, she/he talks to the Designated Safeguarding Lead (DSL) or the Deputy DSL. All staff members are familiar with the policy and know the identity of these staff members. The child concerned will be informed that confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

### **6.3 Assessment**

Teachers will be eager to ensure children are making progress with their learning throughout their Jigsaw experience. Children will have the chance to write or draw a reflection in their Jigsaw journals in some PSHE education lessons. This, alongside discussions with the children, will allow teachers to make an assessment of where the child is working at the end of each unit.

### **6.4 Recording and reporting**



There are no national level descriptors for PSHE education. We do not report on it as a separate subject but each child's contribution to PSHE education lessons, whether verbal or written, can assist the class teacher/Senior tutor in their report comments. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece (lesson). It demands a positive relationship between the teacher and the children which, in itself, values and celebrates each individual. Teachers should allocate time for this process.

### **6.5 Monitoring and evaluation of the PSHE education programme**

The PSHE education co-ordinator will monitor delivery of the programme. Observations by HoDs and the deputy heads and discussion with teaching staff will ensure consistent and coherent curriculum provision. Evaluation of the programme's effectiveness will be conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Lesson observations
- Learning Walks
- Pupil discussions

### **6.6 Visitors**

External contributors from the community, e.g. health promotion specialists, school nurses, social workers, and community police and fire officers, make a valuable contribution to our PSHE education programme. Our Visitor Policy should be followed. Visitor input should be carefully planned and monitored so as to fit into and complement the programme. We do not use external visitors to deliver RSE content as this can be sensitive and we feel it is best done by our staff who know our children well.

### **6.7 The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that 'ground rules' are agreed and owned at the beginning of the year and are reinforced in every Piece (lesson) – by using The Jigsaw Charter. (Ideally, teachers and children will devise their own Jigsaw Charter at the beginning of the year so that they have ownership of it.) It needs to include the aspects below:

The Jigsaw Charter

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive
- We respect each other's privacy (confidentiality)

### **6.8 Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers should be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they

have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **6.9 Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSHE-related issues are varied. However, while personal and religious views are respected, all RSHE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The School believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

We believe that RSHE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. Inappropriate behaviour, teasing or bullying linked to sex, gender, sexuality or gender identity is dealt with in line with our Behaviour Management Policy and/or our Anti-Bullying Policy as appropriate. The School liaises with parents/carers on this issue to reassure them of the content and context.

### **6.10 Training and support for staff**

Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. Approval for courses will depend on the School's priorities based on the School Improvement Plan. Support for teaching and understanding PSHE education issues is incorporated into our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

Our online Jigsaw programme has an 'Optimise and Training' section for staff with free access to webinars, designed to help staff to make the most of The Jigsaw materials, and consider ways of developing good practice across the whole school that extends and builds upon the programme materials.

Videos show staff how to find their way around the Jigsaw materials, and provide more in depth training and explanatory videos to optimise their use of Jigsaw.

### **6.11 Dissemination**

Like all of our policies this one is available on our website where it can be accessed by anyone with internet access. It is also available on the School network for staff. Training will

be regularly delivered to staff on the policy content. Copies are available from the School office on request from parents/carers.

### **6.12 Links to other policies and curriculum areas**

We recognise the clear link between Jigsaw PSHE education and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Science curriculum
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection and Safeguarding Policies
- Equal Opportunities Policies
- HASPEV procedures (trips)
- Teaching and Learning Policy
- Visitor Policy

## **7 Equality**

This policy works alongside the School's Equal Opportunities policies

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"*

We promote respect for all and value every individual child. We are respectful of protected characteristics and teach this respect at age appropriate stages.

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. Parents are welcome to come in to view and discuss the resources used.

## **8 Monitoring and Review**

Parents are given the opportunity to consult before changes are made to this policy.

The Education Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.

# St Aubyn's Promises

Bravely, Faithfully, Happily



We do our best to be our best



We are respectful



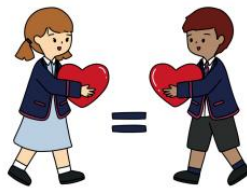
We follow instructions politely



We are peacemakers



We are truthful and honest, especially with ourselves



We treat others as we want to be treated



We listen carefully to each other



We embrace our differences



We celebrate others' success



We make a positive change in the world



## Jigsaw 3 - 11/12 Knowledge Content: Snapshot Overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b>	<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>Perseverance</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>Diversity</li> <li>Celebrating difference and remaining friends</li> </ul>	<ul style="list-style-type: none"> <li>Achieving realistic goals</li> <li>Perseverance</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 labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line 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	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol and vaping</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting and Falling Out</li> <li>Girlfriends and Boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the year ahead</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Materials wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking including vaping</li> <li>Alcohol and vaping</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body-image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>
<b>Ages 11-12 (Scotland)</b>	<ul style="list-style-type: none"> <li>Personal identity</li> <li>What influences personal identity</li> <li>Identify personal strengths</li> <li>How do others see me?</li> <li>Group identity</li> <li>My growing sense of personal identity and independence</li> <li>Online and global identity</li> <li>Expectations</li> </ul>	<ul style="list-style-type: none"> <li>Assertiveness</li> <li>Prejudice and discrimination</li> <li>My values and those of others</li> <li>Challenging stereotypes</li> <li>Discrimination in school</li> <li>How prejudice and discrimination fuels bullying</li> <li>Being inclusive</li> </ul>	<ul style="list-style-type: none"> <li>What are my dreams and goals?</li> <li>Steps to success</li> <li>Coping when things don't go to plan</li> <li>Rewarding my dreams</li> <li>Intrinsic and extrinsic motivation</li> <li>Keeping my dreams alive</li> <li>How dreams and goals change in response to life</li> </ul>	<ul style="list-style-type: none"> <li>Healthy choices about my emotional health</li> <li>Managing stress</li> <li>Managing my choices around substances</li> <li>Managing my nutritional choices</li> <li>Medicines and immunisation</li> <li>Healthy choices about physical activity and rest/sleep</li> </ul>	<ul style="list-style-type: none"> <li>My changing web of friendships</li> <li>Support I need now and in the future</li> <li>Developing positive relationships</li> <li>What external factors affect relationships e.g. media influences?</li> <li>Assertiveness in relationships</li> <li>The changing role of families</li> </ul>	<ul style="list-style-type: none"> <li>My changing body and feelings</li> <li>What is self-image?</li> <li>Coping during times of change</li> <li>My changing ways of thinking</li> <li>Managing my changes in mood</li> <li>Moving forwards into my next year of education</li> </ul>