



Date Policy Agreed by Governors:		Date Policy to be Reviewed:	
---	--	--	--

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.

"High quality Relationships, Sex and Health Education helps children and young people grow up healthy, happy, safe, and ready for life in modern Britain. It provides pupils with the essential knowledge, skills, and values they need to make safe, informed choices, build positive relationships, and navigate the physical and digital world with confidence and resilience." —

Department for Education (RSHE Statutory Guidance)

PSHE & RSE at Hallgate Primary School

At Hallgate Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development and because we believe that this also supports their learning capacity. Our PSHE (Personal, Social, Health and Economic) and RSE (Relationships and Sex Education) curriculum is integral in this and is interwoven through everything we do. PSHE and RSE enables our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are all part of growing up. We provide our children with opportunities to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to be global citizens; we want them to develop their sense of self-worth by playing a positive role in contributing to school life, the wider community and the wider world

Our Policy has been developed using current guidance available to schools by the Headteacher, PSHE leader, staff, parents and Governors. Children's voice has been considered through feedback, consultation and teacher discussions and assessments. Careful thought is also given to issues in the local area/community that school can address and educate children on throughout



the year as they arise. This includes liaising with Humberside Police, Humberside Fire and Rescue service, online safety agencies and other external support in the East Riding and Hull Authority.

The Jigsaw Programme 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. The overview of the programme can be seen on the school website. As well as using JIGSAW, we plan additional lessons to carefully to meet the needs of each cohort and individuals at Hallgate.

This 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, Protected Characteristics, the Government's British Values agenda and SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

Early Years Curriculum

Nursery and Reception follow the EYFS guidance. The over arching principles shape the practice in early years and include developing:

- Unique children who are resilient, capable, confident and self-assured.
- Positive relationships and how to be independent and strong

Relationship Education in the Early Years teaches what a relationship is, what friendship is, what family means and who the people are who can support. Nursery and Reception also follow the JIGSAW programme.

Pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, how to lead a healthy lifestyle including oral health, hand washing and healthy sleep routines.

Statutory Relationships and Health Education Guidance

"The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education in state-funded schools... They also make Health Education compulsory in all state-funded schools." — **DfE Statutory RSHE Guidance**

"Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness,



and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” — DfE Statutory Guidance, p. 2

“Schools are free to determine how to deliver the content set out in the DfE statutory guidance 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.”

Here, at Hallgate Primary School we value PSHE 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 include the statutory Relationships and Health Education within our whole-school PSHE Programme. **Relationship Education and Health Education are statutory and parents do not have the right to withdraw.**

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory *Relationships and Health Education*, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

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

What do we teach when and who teaches it?

Whole-school approach

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 identity and belonging, fitting well into the class, school, and global community. Establishment of the Jigsaw Charter.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber, discriminatory, and homophobic bullying), celebrating diversity, challenging



Hallgate Primary School
Personal Development Policy
including PSHE, RSE, SMSC and British Values

		stereotypes/prejudice, and understanding equality under the law.
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, self-efficacy, 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 physical/mental health, drugs, alcohol and tobacco education, healthy choices, nutrition, sleep, personal safety (road, rail, water), and online financial risks/gaming hazards.
Summer 1:	Relationships	Includes positive friendships, family structures, respectful relationships, practical respect, conflict resolution, online communication, boundaries, and coping with loss/grief.
Summer 2:	Changing Me	Includes puberty, the changing adolescent body, accurate biological terminology, and non-statutory Sex Education (human reproduction in Y5 & Y6) in the context of coping positively with change.

At Hallgate Primary School we allocate a weekly session to PSHE in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These explicit lessons are reinforced and enhanced in many ways: Assemblies, through our team point system, behaviour expectations, displays, curriculum and 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.

Children with SEND are supported during PSHE and RSE lessons to work towards the same objective with appropriate support and scaffolding in place. All members of the class, including the adults, agree to the Jigsaw charter which outlines the rules for the session in terms of behaviour expectations and respect for others. We feel this is important to build relationships and trust between the adults working in the class and the children to allow opportunities for conversations – both in and out of the lessons.

Children who may have ACEs (Adverse Childhood Experiences) will be identified prior to the lessons and an individual plan will be made with regards to how this may then be delivered to meet the child's social and emotional needs. For example, children who may have been removed



from biological parents due to substance misuse, may work with an adult prior to the lesson as a pre-teach or taught on a one-to-one session. Similarly, any children who teachers identify during the lessons who may have demonstrated some difficulties, will be discussed with the PSHE and RSE Lead and – where appropriate – the DSLs and/or Headteacher. Follow up lessons or one-to-one sessions will be planned in for children who require them. Where children's needs in school cannot be met, external professional advice will always be sought in-line with our safeguarding and mental health and wellbeing policies.

School Nurses will be invited in to UKS2 during the Summer term to deliver a puberty and sex education talk to Year 6. They work alongside teachers to reiterate and reinforce the learning that takes place in lessons, and follow the same school curriculum guidance.

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 will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'. 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*.

Teaching about families is done sensitively and well-judged based on the teacher's knowledge of the children in their class and their circumstances. It is reinforced that 'Families' of many forms (including single parents, same-sex parents, foster/adoptive parents, and kinship carers) provide a nurturing environment for children and different examples of families are discussed and used in resources, books and photographs. Care is taken to ensure there is no stigmatisation and to reflect the different structures of support our children have around them.

It is important to explain that 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.

Children will learn about the principles of positive relationships when online as many children by the end of Primary School will have access to the internet. Teachers address online safety, age restrictions, digital boundaries, location settings, and appropriate behaviour in a way that is relevant to pupils' lives. This includes how information and data is shared and used.

By the end of Primary School children will have been taught about:

- Families and people who care for me



- Caring friendships
- Respectful relationships (including practical respect, challenging gender stereotypes, everyday sexism, and misogyny)
- Online relationships (including managing digital risks and privacy)
- Being Safe (including physical boundaries, safe/unsafe touch, and personal safety in public environments such as road, rail, and water safety)

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'. 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 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.

Also, teaching children about puberty is a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, using correct biological terms, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

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

Sex Education and when you have the right to withdraw

"Sex Education is not compulsory in primary schools." — DfE Statutory Guidance

We define Sex Education as understanding '**human reproduction**' (outside of the National Curriculum for Science). We intend to teach this as part of PSHE which means parents have the **right** to request to withdraw their child.

"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 Statutory Guidance

At Hallgate Primary School, we believe children should understand the facts about human reproduction before they leave primary school. We believe knowledge empowers and protects



children as long as it is age-appropriate. At secondary school Sex Education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school whilst in the safe environment with trusted teachers and peers that they have been educated by and alongside since being young. We understand the transition to High School can be daunting for many children and feel that at this point it would be overwhelming to begin Sex education with new teaching staff and with new children in their classes.

At Hallgate Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lesson that explicitly teaches this i.e. the Jigsaw Changing Me Puzzle (unit) in **Year 5 and Year 6**.

- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception) - This lesson is covered by the School Nurse

If you wish to withdraw your child from the Year 5 and/or Year 6 Sex Education Lesson, please discuss your decision with the class teacher or Headteacher. If you still wish for your child to be withdrawn, a written withdrawal request form is to be completed (the template is found in the appendix of this policy). In line with DfE statutory rules for state schools, requests for withdrawal from non-statutory Sex Education will be automatically granted, and parents are not required to provide reasons or set out home teaching plans. If your child is withdrawn from the Sex Education lesson, they are still to attend school and will be provided with purposeful alternative supervision and learning tasks.

Pupil Voice

Our school values the importance of pupil voice and this is encouraged across the curriculum but in many other aspects.

Our JIGSAW charter sets the boundaries so that children feel safe to work openly and share their own ideas and views.

Other opportunities include:

- School Council
- House Captains
- Play Leaders
- Weekly Collective Worship



Answering Pupil Questions

PSHE and RSE explore a range of issues that may provoke questions from pupils. We view questions as a positive sign that children are engaged in their learning and actively thinking about what is being taught. As much as possible, appropriate questions, linked to the subject of the lesson will be answered as a whole class as a learning opportunity using distancing techniques. There may be however, occasions where the adult feels that a whole class answer is not appropriate and will address these questions following the lesson. If staff do not feel in a position to immediately address a question, they may defer answering a question and seek more information before responding to pupils.

Questions will always be answered in an age and developmentally appropriate way and consider whether a parent/carer has requested their child to be removed from sex education lessons.

If school staff have safeguarding concerns about pupil contributions or questions, they will inform the DSL team who will communicate with parents. Staff are given guidance in how to respond to questions which relate to content which is restricted to an older year group. Parents will be informed of questions asked by younger pupils.

“Schools must ensure a safe and supportive learning environment. Teaching should be objective, age-appropriate, and carefully sequenced. Teachers should use distancing techniques and avoid the use of shock tactics or overly graphic content.” — DfE Statutory Guidance

Following sensitive lessons, children will have the opportunity to ask questions using anonymous question boxes. Teachers will then assess which are appropriate to be answered as a class or individually. Where questions are asked which fall outside the primary framework, staff will not answer these in class but will communicate with parents so conversations can continue safely at home.

Parent partnership and how to keep informed

“Parents are the primary educators of their children. Schools must build strong, transparent partnerships with parents by sharing policy details, schemes of work, and teaching materials, ensuring parents are fully informed about what is being taught in RSHE and why.” — DfE Statutory Guidance

We understand that for some parents there can be concerns or questions which can arise regarding the content of what is being taught in schools. As with all areas of the curriculum we value your support as parent and will continue to share accurate information regarding what your child will be taught and at what point in their education.

As part of consulting and keeping parents/carers informed the following are available:



- Half termly overviews will be shared with parents and made available on the school website.
- In Summer 1 term there will be a letter sent to parents which outlines the content of the 'Changing Me' puzzle (including the Sex Education lesson for Year 5 and Year 6).
- The policy is readily available on the website on the JIGSAW page
- The policy will be shared annually following its review by the Senior Leading Team with both parents and stakeholders.

Parents have the legal right to inspect all teaching materials and schemes of work used for all aspects of the RSHE programme upon request. For Hallgate Primary School this scheme is called Jigsaw.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of PSHE and RSE education is the responsibility of the PSHE and RSE Leaders. The work of the subject leader is also to support colleagues in the teaching of the PSHE and RSE education and keeping up-to-date about any updates and current developments in the subject.

The PSHE and RSE Leader will review the content of the curriculum, taking into consideration the needs of the cohorts against the learning objectives. They will work alongside class teachers to ensure the curriculum coverage is age, emotional and physically appropriate annually.

The school uses the Jigsaw scheme as the basis for the curriculum in PSHE and RSE. Themes are supplemented and adapted as needed to meet the needs of pupils in school and the curriculum is regularly reviewed to respond to emerging issues within children's lives.

Staff meetings will be assigned to PSHE and RSE development, where staff can converse about different key stage curriculums, allowing staff time to know prior and post key learning to their year group to ensure progression and age appropriateness. JIGSAW also offer CPD opportunities for teachers and staff and these are planned in for the 'Changing Me' unit.

We will assess children's progress in several ways as the messages and learning outcomes span across the whole curriculum and the day-to-day behaviours of the children. Children's knowledge will be assessed in their outcomes in lessons. Work is recorded in a class floor book which is a sample of children's individual and group work produced. Teachers will make professional judgements through speaking and listening activities, group tasks or one-to-one conversations between adults and children.

The Standards 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. The Standards Committee gives serious consideration to any



comments from parents about the PSHE (RSHE) programme. Governors will also scrutinise and ratify teaching materials to check they are in accordance with the school's ethos.

Equality

“Pupils must be taught the facts and what the law says regarding biological sex and gender reassignment as a protected characteristic under the Equality Act 2010. Schools must maintain political impartiality, avoiding presenting contested views on gender identity as fact or using materials that oversimplify complex concepts.” — DfE Statutory Guidance

At Hallgate 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.

For further explanation as to how we approach LGBT+ relationships in the PSHE (RSHE) Programme please see the parents leaflet available upon request called:

‘Including and valuing all children. What does Jigsaw teach about LGBT+ relationships?’

School staff have an important role in modelling positive behaviours when issues arise such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive attitudes to build a culture where there are not tolerated.

Policy Review

This policy is reviewed annually.



Supporting Guidance and Documents

Primary Statutory Guidance & Legislation

- **DfE Statutory Guidance:** *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025 update, mandatory 1 September 2026).
- **Education Act 2002 / Academies Act 2010:** Section 78 (Duties of schools to provide a balanced and broadly-based curriculum).
- **Children and Social Work Act 2017:** Sections 34 & 35 (Duties making Relationships and Health Education statutory).
- **Equality Act 2010 & Public Sector Equality Duty (PSED):** Legal obligations regarding protected characteristics and non-discrimination.

Safeguarding & Pupil Wellbeing Guidance

- **Keeping Children Safe in Education (KCSIE):** Statutory guidance for schools and colleges.
- **Working Together to Safeguard Children:** Statutory cross-agency guidance.
- **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges:** DfE advice.
- **Mental Health and Behaviour in Schools:** DfE departmental advice.
- **Preventing and Tackling Bullying:** DfE advice on bullying, cyberbullying, and prejudice-based incidents.

Subject-Specific & Subject Frameworks

- **National Curriculum Science Programmes of Study:** Key Stages 1 and 2 (covering statutory biological aspects of body parts, life cycles, and human development).
- **SEND Code of Practice: 0 to 25 years:** Statutory guidance on making RSHE accessible for pupils with special educational needs and disabilities.
- **Political Impartiality in Schools:** DfE guidance on maintaining neutrality when teaching sensitive or complex societal issues.
- **PSHE Association Programme of Study:** Key Stages 1–2 framework.

Associated Internal School Policies (Cross-Referenced)

- *Child Protection & Safeguarding Policy*
- *Behaviour Policy & Code of Conduct*
- *Anti-Bullying Policy*
- *Online Safety / Acceptable Use Policy*
- *Equality & Diversity Policy*
- *SEND & Inclusion Policy*
- *Mental Health & Wellbeing Policy*



TO BE COMPLETED BY PARENT/CARER who wish to withdraw their child from Year 6 Sex Education.

Name of child:	Class:	Date:
Reasons for withdrawal:		
I wish to request that my child be withdrawn from the non-statutory Sex Education (human reproduction) lesson(s) in Year 5 / Year 6. I understand that this request does not apply to statutory Relationships Education, statutory Health Education (including puberty), or Science National Curriculum content.		Please tick:
Parent signature:		
For School Use Only		
Date Request Received:		
Headteacher / Lead Teacher Discussion Date:		
Arrangements made for alternative provision during lesson:		

Headteacher Signature:



Hallgate Primary School
Personal Development Policy
including PSHE, RSE, SMSC and British Values

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5	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 Achieving and setting goals Overcoming obstacles Seeking help Jobs	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

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	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 Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition



Hallgate Primary School

Personal Development Policy

including PSHE, RSE, SMSC and British Values

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys <i>Conception (including IVF)</i> Growing responsibility Coping with change Preparing for transition

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings <i>Conception to birth</i> Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition