



RSE AND PHSE POLICY (PERSONAL DEVELOPMENT)

Contents

1. Policy Statement	2
2. Reporting on Compliance and Effectiveness	3
3. Aims and Objectives	3
4. Personal Development Curriculum.....	4
5. Delivery of the Curriculum	4
6. The Jigsaw Curriculum.....	5
7. Religious Education	6
8. Equality	7
9. Inclusion and Differentiation	7
10. Involvement and Consultation with Pupils.....	8
11. Assessment of Learning.....	8
12. Involving Parents and Carers	8
13. Monitoring and Review	8
Annex 1 – DfE Guidance and Jigsaw Curriculum	9
Annex 2 – RSE/PHSE Curriculum Overview 2023/24	13

1. Policy Statement

- 1.1 At Windlesham House School (“the School”), we believe that relationships, health and sex education (RHSE) enables our children to become healthy, safe, independent and responsible members of society. This includes recognising and forming positive life sustaining relationships with others both in the real and virtual world.
- 1.2 We are dedicated to ensuring that the School is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by our school values and ACE Habits for learning (Active Learner, Creative Thinker, Explorer), making these integral to the success of the whole school. RHSE is at the heart of our school ethos.
- 1.3 We are committed to supporting the mental health and wellbeing of all pupils and strategies that support this are pastoral provision, health & wellbeing disclosure on admission, peer listeners and buddies, alongside quality teaching and learning about awareness and management of mental health through the RHSE curriculum.
- 1.4 RHSE is taught as both explicit lessons in Personal Social Health and Economic Education (PSHE) and is also embedded in other areas of the curriculum, co-curricular and enrichment activities. We aim to:
- Help all children grow up healthy, happy and safe.
 - Give all children the knowledge to make informed decisions about their wellbeing, health and relationships.
 - Teach children what they need to learn to build positive and safe relationships with family, friends and online
 - Support all children to manage the challenges and opportunities of modern Britain.
 - Prepare all children for successful adult lives.
- 1.5 Our school prides itself on delivering effective, age-appropriate relationships, sex and health education that meets the needs of all our pupils within an inclusive and supportive learning environment; using non-biased resources. RHSE is taught by experienced and skilled teaching staff who are committed to preparing your child to live and learn safely in the modern world, negotiating the transition into increasing independence with the development of knowledge, values and skills to make positive, healthy and safe choices.
- 1.6 RHSE is delivered as a spiral curriculum that enables pupils to build on their prior learning by revisiting some themes to further develop knowledge, values and skills in an age and stage-appropriate manner. As such, some themes are repeated to enable a deeper exploration of the related issues.
- 1.7 We can reassure you that none of the teaching materials or strategies should shock pupils. All lessons will be taught in a strictly non-judgemental and non-biased manner, to allow your child the opportunity to consider the information and develop their own values, attitudes and opinions about the topic. We would encourage you to discuss your child’s relationships, health and sex education with them at home.
- 1.8 Parents cannot withdraw their child from any part of the Relationships and Health Education aspects of the RHSE curriculum which is taught to all pupils. It is important

for ALL children to be taught the content on such essential matters like friendships and keeping safe.

- 1.9 There are separate rules on withdrawing a child from Sex Education which is taught at years 7 and 8. Sex education is separate from the Relationships and Health curriculum and parents can withdraw children from some or all of the lessons on Sex Education. The headmaster must grant a parent's request to withdraw a child beforehand. Before making a request, parents should:
- Ask the school about what will be taught in Sex Education, and when.
 - Remember that the science curriculum at Windlesham includes content on human development, which includes human reproduction.
 - Remember there is no right for a parent to withdraw their child from the science curriculum.
- 1.10 If you would like to know more information about our programme of relationships, health and sex education, please feel free to come in and talk to any member of staff.
- 1.11 This policy applies to all day and boarding pupils in the School, including those in the Early Years Foundation Stage (EYFS).
- 1.12 This policy is available to parents of pupils and prospective pupils on our website with hard copies available on request to the Bursar.

2. Reporting on Compliance and Effectiveness

The policy will be reviewed every two years and its implementation will be monitored by the Head of Personal Development with reports to the Education Committee. It is linked to other relevant school policies including Safeguarding, Anti-bullying, SEND and Behaviour Management.

3. Aims and Objectives

- 3.1 The School is dedicated to ensuring the school community is a happy, stimulating and caring place and we expect high standards of behaviour and good manners.
- 3.2 Behaviour and attitude to learning is underpinned by our school values and ACE Habits for learning (Active Learner, Creative Thinker, Explorer)
- 3.3 Our school values and learning habits are integral to the success of the whole school.
- 3.4 Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education.
- 3.5 It is a statutory requirement for schools in England to teach Relationships Education to primary age pupils (Reception to Year 6 at Windlesham) and Relationships and Sex Education to high school age pupils (Year 7 and 8 at Windlesham).
- 3.6 To convey the links and importance of PSHE and RSE, the school delivers them under the umbrella term of 'Personal Development'.
- 3.7 Personal Development is at the heart of the school ethos. Our objective is to convey to our children that for most of the decisions they make and the actions they take, the

factual knowledge they need will be different, but the skills and personal attributes will be the same. Therefore, we aim to build upon their negotiating, reflecting, and critical thinking skills, while developing confidence and resilience.

4. Personal Development Curriculum

- 4.1 We value Personal Development 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.
- 4.2 Our curriculum is informed of statutory legislation and DfE guidance including Keeping Children Safe in Education (2022), The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations (2019) and The Equality Act (2010)
- 4.3 To ensure progression and a spiral curriculum, we use a programme called 'Jigsaw' 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.
- 4.4 The knowledge the DfE expects pupils to have on completion of primary school and the delivery of this through the Jigsaw programme is provided at Annex 1. An overview of the Jigsaw programme is provided at Annex 2.

5. Delivery of the Curriculum

- 5.1 We allocate one 50 minute lesson or two 25 minute lessons to Personal Development each week.
- 5.2 Form teachers deliver the weekly lessons to their own classes from Reception to Year 4. In Year 5 and Year 6, this lesson is delivered by the Head of Personal Development. Years 7 and 8 are taught by the Head of Personal Development, the Upper School Phase Leader (also Head of English) and the upper school English teacher. The staff teaching PSHE meet with the Head of PD to ensure they are up to date with the curriculum content and are comfortable with the delivery. Should staff feel uncomfortable about the delivery of certain topics then provision will be made for either further training or another member of the department to teach those sessions.
- 5.3 The Personal Development curriculum is delivered in a developmental and age appropriate way and is reinforced and enhanced in many ways:
 - Assemblies and collective worship
 - Praise and reward system
 - Habits for learning
 - Peer Relationships
 - Teacher and learner Relationships
 - Embedded in the curriculum of other subject areas
 - Our pastoral system, which includes, heads of houses, form tutors, matrons and boarding staff
- 5.4 We aim to 'live' what is learnt and apply it to everyday situations in the school community.

6. The Jigsaw Curriculum

6.1 Jigsaw comprises six puzzles (units) which are taught across the school. A holistic approach ensures that learning is reinforced through the year and across the curriculum. The six units deepen and broaden each year and are shown in the table below.

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 confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

6.3 We ensure that pupils are offered a balanced curriculum by presenting a range of view points, while promoting our school values of family life, stable and loving relationships and diversity.

6.4 We deliver lessons that are sensitive to a range of views while ensuring that pupils have access to the learning they need to stay safe, healthy and understand their individual rights.

Relationships Education

6.5 Relationships Education to primary school age pupils is required to cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

6.6 The Relationships unit in Jigsaw (delivered in the Summer term) covers most of the statutory Relationships Education requirements. Some of the learning outcomes are also delivered in other units, e.g. 'Celebrating Difference' (delivered in the Autumn term) helps children appreciate that there are many types of family composition and that each is important to the children involved.

Health Education

6.7 Health Education to primary school age pupils is required to 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'.

6.8 Also, teaching children about puberty is now a statutory requirement. This is taught as part of the 'Changing Me' unit (delivered in the Summer term).

- 6.9 We will ensure that sessions, including those on risky behaviours remain positive in tone by managing discussion and refraining from sensationalising.

Sex Education

- 6.10 DfE statutory guidance 2019 recommends that all primary schools ‘have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
- 6.11 Schools are to determine the content of sex education at primary school. The school delivers sex education in an age-appropriate way to ensure that children are prepared for the changes that adolescence brings and understand how a baby is conceived and born’.
- 6.12 The Personal Development curriculum overview set out at Annex 2 provides further details on this issue.
- 6.13 Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of the Relationships and Sex Education curriculum. In the first instance, please contact Di Evans, Head of Personal Development (devans@windlesham.com) to discuss any concerns you may have on this.
- 6.14 The Science National Curriculum Science requires children to understand life cycles and reproduction. Windlesham delivers this through mammal reproduction during year 5. Although children cannot be withdrawn from this, we are of course happy to discuss the content of the science curriculum and invite you to contact [Tana Purcell, Head of Science \(tpurcell@windlesham.com\)](mailto:tpurcell@windlesham.com) should you have any queries

7. Religious Education

- 7.1 As part of the Independent School Standards, the School is required to provide Spiritual, moral, social and cultural development of pupils. Collective worship provides opportunities to do this through addressing a wide variety of themes and topics.
- 7.2 The expectation is that school worship will be inclusive, participative, challenging and educational, drawing on a wide range of religious traditions without compromising the religious or non-religious backgrounds of pupils and staff.
- 7.3 In line with the 1988 Education Reform Act, collective worship is mainly of a broadly Christian character. It does not focus on doctrines or traditions but on belief that is broadly Christian. Collective worship is a collection of differences – different faiths, different cultures, different ages and different backgrounds. It is a focal point of the day where the school community can meet, reflect and establish a shared sense of identity.
- 7.4 Chapel is held once a week (Wednesday mornings) with parents and carers are invited to attend. Each Chapel addresses the pastoral theme for the week which encompasses morals, ethics, philosophy and good citizenship. . Sometimes the themes of our assemblies are related to topics that we teach as part of the school curriculum.

- 7.5 Chapel services are normally conducted by members of staff either on their own or with groups of children helping them. Occasionally, these services are also led by representatives of other groups invited to speak at appropriate times throughout the year.
- 7.6 We conduct assemblies in a dignified and respectful way. We tell children that assembly time is a period of calm reflection. We regard it as a special time and expect children to behave in an appropriate way. We ask them to be quiet and thoughtful, to listen carefully and to participate fully in prayer and hymns.
- 7.7 Windlesham is a successful school, and we shall continue to celebrate the successes of all our children at our assemblies.
- 7.8 Provision is made for pupils with particular religious needs. (For example, a special space and time to pray or a leave of absence for an important religious festival)
- 7.9 We expect all children to attend assembly and Chapel. However, any parent can request permission for their child to be excused from assembly or Chapel by contacting the Headteacher or Senior Deputy Head. The school will make alternative arrangements for the supervision of the child during that time. Parents and carers do not have to explain or give reasons for their request. This right of withdrawal complies with the 1944 Education Act, and was restated in the 1988 Education Reform Act.
- 7.10 The Pre Prep Phase Leader and Senior Deputy Head keep a record of all children who have been withdrawn from collective religious worship”.

8. Equality

- 8.1 The School is required to ensure it complies with the relevant provisions of the Equality Act 2010, that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect.
- 8.2 At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they are required to ensure the content is fully integrated into their programmes of study rather than delivered as a stand-alone unit or lesson.
- 8.3 The School promotes 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.

9. Inclusion and Differentiation

- 9.1 We identify pupils’ different starting points through cultivating an environment of openness and non-judgmentalism.
- 9.2 We respect pupils’ unique starting points by recognising different abilities, levels of maturity and personal circumstances, for example their own sexual orientation, sex identity, faith or culture (which may be decided or emerging), by an awareness and involvement in the school’s inclusion policy.

- 9.3 In keeping with our inclusion policy no child will be removed from Personal Development lessons unless parental wishes are received. We work closely with the LED department and are aware of the learning needs of all our children.

10. Involvement and Consultation with Pupils

- 10.1 For the younger years of the school we will explore the children's needs by means of assessing the prior learning that they bring to the classroom. As they get older, we use a needs and baseline assessment to plan our delivery.
- 10.2 Our peer listening system as well as our other pastoral systems (heads of houses, parents, tutors etc.) often informs our evaluation of what has been learned and what we need to offer.

11. Assessment of Learning

- 11.1 Pupils being able to recognise the relevance of what they have learnt in their day to day lives and how they are progressing is a fundamental aspect of our Personal Development curriculum. We measure this both informally through discussion and formally through end of topic assessment and using teacher, peer and self-assessment.
- 11.2 In the context of Personal Development, there is no formal assessment of pupils' performance of the kind applied to mainstream academic subjects, since the school wishes the character of these sessions to be different in tone as well as content.
- 11.3 The School wants to encourage exploration and openness, and it feels that formal assessment would be inimical to that ambition. It does, however, canvas regularly the views of pupils on how effective they find the programme and what elements they would like to have greater prominence. This enables the school to monitor progress and evaluate and review specific areas for development.

12. Involving Parents and Carers

- 12.1 As a school we are committed to an open-door policy between school and home, and as a setting with a large percentage of boarders, we recognise the importance of this.
- 12.2 Our policy and RSHE statement are posted on our website and parent portal so that it is accessible to the parent body.

13. Monitoring and Review

The Governing Body is responsible for monitoring the implementation of this policy and reviewing the Policy every two years.

Annex 1 – DfE Guidance and Jigsaw Curriculum

What DfE Advise Pupils should know at the end of Primary School	Units in Jigsaw Curriculum subject is covered
<p>1. Families and people who care for me</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>Being Me in My World</p> <p>Celebrating Difference</p> <p>Relationships</p> <p>Changing Me</p>
<p>2. Online relationships</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online. 	<p>Celebrating Difference</p> <p>Relationships</p> <p>Changing Me</p>

<p>3. Being safe</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources. 	<p>Celebrating Difference</p> <p>Relationships</p> <p>Changing Me</p>
<p>4. Mental wellbeing</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there are a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<p>Celebrating Difference</p> <p>Healthy Me</p> <p>Relationships</p> <p>Changing Me</p>
<p>5. Internet Safety and harms</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. 	<p>Healthy Me</p> <p>Relationships</p>

<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	
<p>6. Physical health and fitness</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity • how and when to seek support including which adults to speak to in school if they are worried about their health. • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to immunisation and vaccination 	Healthy Me
<p>7. Healthy Eating</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	Healthy Me
<p>8. Drugs, Alcohol and Tobacco</p> <ul style="list-style-type: none"> • stress triggers and help tips to manage negative feelings including anxiety, worry and fear • potential short-term and long-term risks to health from drug and substance abuse • substance abuse and mood • legislation associated with substance abuse • exploitation and substances • county lines 	Healthy Me
<p>9. Basic first aid</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. 	Healthy Me

<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	
10. Changing adolescent body <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle 	Healthy Me

Annex 2 – RSE/PHSE Curriculum Overview 2023/24

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition

<p>Ages 6-7</p>	<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>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>Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success</p>	<p>Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food</p>	<p>Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special 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>Ages 7-8</p>	<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>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>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>Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices</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>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p>

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

<p>Ages 10-11</p>	<p>Identifying goals for the year Global citizenship Children’s universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling</p>	<p>Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy</p>	<p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>	<p>Taking personal responsibility How substances affect the body Exploitation, including ‘county lines’ and gang culture Emotional and mental health Managing stress</p>	<p>Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use</p>	<p>Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition</p>
<p>Ages 11-12</p>	<p>Unique me, differences & conflict, my influences, gateway emotions, belonging to a group, peer pressure, peer on peer abuse, online safety, sexting, consequences, online legislation</p>	<p>Bullying, prejudice & discrimination (positive and negative), Equality Act, bystanders, stereotyping, challenging influences, negative behaviour and attitudes, assertiveness</p>	<p>Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, knives, exploitation, emergency first aid</p>	<p>Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, legal consequences, nutrition, sleep, vaccination and immunisation, importance of information on making health choices</p>	<p>Characteristics of healthy relationships, consent, relationships and change, emotions within friendships, peer on peer abuse, rights and responsibilities, being discerning, assertiveness, sexting</p>	<p>Puberty changes, Reproduction facts, FGM, breast flattening/ironing, responsibilities of parenthood, IVF, types of committed relationships, media and self-esteem, selfimage, brain changes in puberty, factors affecting moods, sources of help and support</p>

Ages 12-13	Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others Marriage Protected characteristics Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multiculturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions Stand up to bullying, the golden rule Organ and blood donation	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour