

Charitable Objects of St. Catherine's School
The Objects for which the Company is established are to promote and provide for the advancement of education by providing, conducting, governing, carrying on and maintaining in the United Kingdom, or elsewhere, a boarding or day school or schools for girls in which the teaching shall be in accordance with the principles of the Church of England.

ST CATHERINE'S PREPARATORY SCHOOL



Pastoral Care and Wellbeing Policy including Life Matters (PSHE/PSED, RSE)

The Prep School refers to all staff and students in the St. Catherine's Preparatory, which includes: the Early Years Foundation Stage (EYFS), Pre-Prep School (Key Stage 1) and Prep. School (Key Stage 2).

This policy was revised and updated in September 2023, in line with the School's Policy Review Schedule which ensures that all policies are kept up to date and replaces the policy of September 2022.

This policy should be read in conjunction with: Keeping Children Safe in Education September 2023, Child Protection Policy, Equal Opportunities policy, Disability (SENDA) policy, Drugs policy, ICT policy: Guidelines for acceptable use of technologies, Prep School RS policy, Prep School Anti-Bullying policy, Behaviour policy.

This policy is informed by existing DfE guidance:

- Keeping Children Safe in Education 2023
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour in schools (advice for headteachers and school staff)
- Equality Act 2010
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying (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)
- The Independent School Standards guidance on Spiritual, Moral, Social and Cultural development of pupils (SMSC)

Aims:

We aim to create a safe, healthy and happy environment and community with an expectation of equality, respect, courtesy and consideration. We view relationships as central to pastoral care, happiness and wellbeing. All members of St Catherine's staff have a responsibility for the pastoral care and wellbeing of the pupils. Our team of well qualified staff support pupils' needs, encouraging and supporting them in every aspect of their learning journey as they form new relationships with both children and adults and learn about managing their own feelings and behaviour.

Our school aims, ethos, values and skills (shared on the School website) together with our Life Matters programme, jointly strive to achieve the following:

- To provide a supportive learning environment

- To develop pupils' ability to distinguish right from wrong and to understand and respect the civil and criminal law of England
- To encourage pupils to accept responsibility for their behaviour
- To provide opportunities which enable pupils to show initiative
- To enable pupils to understand and respect public institutions and services in England
- To develop good relationships, and identify the features of healthy relationships both within the school and wider community
- To encourage respect for other people with regard to the protected characteristics under the Equality Act 2010 (See Life Matters scheme of work)
- To actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and to provide pupils with effective preparation for the opportunities, responsibilities and experiences of life as a citizen in British society
- To facilitate the expression of a diverse range of political viewpoints without indoctrination
- To promote economic awareness
- To develop a healthy, safe lifestyle and make and act on informed decisions including e -safety
- To equip the pupils to deal with the onset of adolescence and adult life
- To equip the pupils to manage their academic, personal and social lives in a positive, safe and healthy way
- To encourage respect for democracy and provide opportunities for participation in the democratic process

We believe that pastoral care is paramount and is central to creating a successful school community.

The Prep Senior Management Team is responsible for monitoring pastoral care of all pupils which is seen as the responsibility of all members of staff. Our Life Matters curriculum (PSHE/PSED, RSE) is monitored and evaluated by our Life Matters Co-ordinator. Our Pastoral Co-ordinator oversees our pastoral systems which include Tutor Groups, Shadows as well as our playtime provision and other tools and activities that promote wellbeing and positive mental health.

Pastoral and Wellbeing is promoted through our Life Matters (PSHE/PSED, RSE curriculum) as well as via:

Academic Tracking

Pupils' academic progress is discussed termly at year group Progress Meetings. There is a natural overlap with pupils' emotional wellbeing and academic success; action points are recorded and followed up.

Awards, Rewards and Discipline

The school operates a positive reinforcement approach to discipline which promotes good behaviour; pupils are supported and nurtured through challenging situations. Our Anti-bullying policy advocates a 'no blame' approach. Pre-Prep pupils are awarded Kindness Awards in weekly assemblies.

Assemblies

Assemblies are usually held three times per week. These have a Christian foundation which is central to the School's vision. They often reflect and celebrate international multi-cultural events, pupils' achievements, charitable projects and much more. Assemblies may be led by the Prep Headmistress, members of staff, whole classes/year groups and individuals or small groups of pupils thereby facilitating leadership responsibility. The Head of Pre-Prep leads weekly Pre-Prep assemblies for EYFS and Key Stage 1 pupils. At the beginning of each half term, the Life Matters Co-ordinator holds a whole school assembly to introduce the new unit of the life matters curriculum.

Buddies

The School operates a buddy system; in all Forms from PPII, pupils are paired each week with a different

partner who they expect to work with, have lunch with and go to Chapel with. We share an expectation with pupils that they must work and play harmoniously with others.

Chapel

Separate Chapel services are held once a week for Pre-Prep (EYFS and Key Stage 1) and Key Stage 2 pupils. Pupils learn to listen and reflect on Bible stories and their messages which often link with School assemblies. Throughout the year, additional services are held in the Chapel and other local churches in celebration of school events, e.g. St Catherine's Day and British Values, Remembrance Day, Mothering Sunday, Harvest Festival, Christmas.

Charities

The School actively supports charities at home and overseas through various fundraising initiatives often suggested and organised by the pupils. This helps the pupils to acquire a deep understanding of, and respect for, other cultures and ways of life and to develop an awareness of how they contribute to the lives of those in their locality.

Extra-curricular activities

There are many extra-curricular opportunities that promote our pastoral aims. Pupils are encouraged, and given the freedom to make choices across a wide range of activities including music, sport and creative arts, knowing that they are in a safe and supportive environment. All Key Stage 2 pupils attend a residential trip which encourages the development of independence, self-confidence, team building, cultural awareness and knowledge of new settings. Place to Be, Place to Talk, Place to Read and Place to Play are popular clubs that run to promote and support wellbeing. These offer a quiet space for rest and reflection alongside promoting the importance of expressing themselves and talking through issues through activities and give pupils the opportunity to speak 1-1 with an adult.

We plan whole school initiatives to address a range of pastoral topics, e.g. Mental Health Week/Let's talk Day, Anti-bullying week, NSPCC workshop, Art of Brilliance workshop and the Hort-eco-ltural show.

Girls of Concern

Concerns of any nature are discussed with the Prep Headmistress. If necessary, meetings with parents will be arranged. We are committed to working in partnership with parents and keeping lines of communication open. Any pupil giving concern will be raised at Staff Meetings, SMT meetings and if needed at the Pastoral Governors' Committee as a 'Girl of Concern.'

Guidance for Girls - Staying Safe poster (see Appendix 1)

The Guidance for Girls poster is displayed in classrooms and included in the pupils' planners and is discussed with pupils at the beginning of every term. This encourages the pupils to share concerns and guides them how to do so.

Expectations are made clear and pupils understand that rules are present to govern and keep them safe.

House System and School Forums

The House system creates a sense of belonging; pupils gain confidence by earning house points for their Houses and enjoy participating in House events and competitions. School forums provide a platform for pupils to discuss matters relating to school life and to share their ideas and initiatives. These ideas influence curriculum reviews, new initiatives and school policy where appropriate.

Outreach

Pupils engage in a range of activities with local partner schools, Bramley C of E (VA) Infant and Nursery School, Gosden House School, Tillingbourne Junior School and Wonerish and Shamley Green Primary School. Recent activities include: Science is Simple workshop in our Auditorium. Pupils also benefit from visiting local organisations where they learn about people in their locality.

Pastoral Monitoring and Mentoring

We take pastoral monitoring seriously at St Catherine's. All staff have a responsibility to care for pupils in their forms, in lessons, on break duty or in extra-curricular activities. Any pupils causing concern are discussed at staff meetings under 'Girls of Concern' so that their best interests are known and catered for. If it is felt that a particular pupil or group of pupils require some individual or group mentoring, this is arranged as a 'nurture group' where pupils have the opportunity to participate in an activity and talk freely with a member of staff. Pupils may receive 1-1 mentoring support which often covers emotional regulation, confidence building or growth mindset work. Our resident Psychologist advises on individual needs where requested and pupils can be referred for 1-1 therapy if required.

Positions of Responsibility

All pupils from PPI to LIII have the opportunity to represent the school through a range of monitorial positions. By LIII, all pupils are Prefects and assume responsibility for a specific aspect of school life in which they assist pupils and staff alike. Wellbeing Ambassadors run a wellbeing board, award system and weekly activities during playtimes. Alongside Playground Ambassadors and Playground Buddies, these pupils are role models, supporting younger pupils at play. All pupils are expected to set a good example of behaviour and appearance to the rest of the school.

Records of Achievement

At the end of each term, pupils reflect on their achievements and devise targets for future development. These are recorded in their Record of Achievement. This document is collated throughout the School so that pupils can see and evaluate their progress. It is also scanned and stored on SIMS.

Reporting to Parents

The school has an open-door policy and parents are encouraged to raise any concerns to staff in a timely manner before they escalate. We believe that a successful 3-way partnership with pupils, teachers and parents is key in maintaining wellbeing. We communicate with parents regarding pastoral and academic progress in the following ways:

- A "Welcome Talk" evening
- New pupils' feedback meetings with Form staff
- New parents' coffee morning
- Twice yearly Parents' Meetings
- Pre-Prep@Home Event
- Target setting
- Annual report to parents
- Optional follow-up meeting after annual report
- CATS Eyes, the school magazine publishes school successes
- Webinars on a range of pastoral and academic matters

Shadows

As part of our welcome procedures, new pupils are assigned a 'Shadow' prior to arriving at St Catherine's; a letter is written by the Shadow to the new pupil and a play date arranged before starting school. This relationship allows pupils to feel confident and welcomed upon their arrival.

St Catherine's Award (Appendix 4)

This award in KS2 recognises and records pupils' reflections and community contributions both in and out of school, promoting many aspects of active citizenship, positive wellbeing attributes and project work using individual expression. This includes an enterprise project in each year group which encourages economical experience and learning through a real world enterprise project.

Talk Ask Get help - TAG (Appendix 2)

The acronym TAG is displayed and used throughout the school to support pupils in tackling friendship issues. Included in girl's planners, this initially structured process is supported by adults and gradually becomes more

independently used. It involves expressing and verbalising how we feel, listening to and empathising with the feelings of others and finding our own solutions or satisfactory outcomes for what we need to feel better. This encourages pupils to develop a number of advanced skills including good emotional literacy.

Tutor groups

Every pupil from PPII-LIII is assigned a Tutor for the duration of their Prep School life. Vertically grouped pastoral meetings convene regularly with a focus on happiness and wellbeing. Pupils participate in discussions and activities promoting strategies for successful mental health and wellbeing. Tutor groups also provide opportunities to explore: current affairs nationally and internationally, British Values and democratic processes. These meetings ensure that political views are expressed in an age-appropriate way, favouring all views evenly.

Curriculum including Personal, Social, Health and Economic Education including Relationships and Sex Education (see scheme of work – Appendix 5)

Our Life Matters curriculum is the intentional promotion of the personal, social, health and economic development of pupils delivered through specific lessons and the whole school experience.

In the Early Year Foundation Stage (in Cat Class and Pre-Prep I) personal, social and emotional development (PSED) is one of the prime areas of the Early Years curriculum and encompasses all that we do throughout the day. Through structured and spontaneous activities, pupils learn to get on with others and make friends, understand and talk about feelings, learn about 'right' and 'wrong', develop independence and feel good about themselves.

Statutory Relationships and Sex Education (RSE) is delivered as part of the planned, developmental PSHE programme from PPI to LIII. It is tailored to the age and stage of development of the girls, planned sensitively and delivered by experienced, qualified teachers.

We aim to provide the most suitable education for the pupils, informed by government guidance, staff, parents and the pupils themselves through school forums, curriculum evaluation, parent and staff meetings and staff focus sessions. Such feedback and reflection enables form teachers to deliver high-quality Life Matters (PSHE), specific to individual pupil's needs, ensuring it is accessible to all. As well as a timetabled Life Matters lesson, relevant topics and themes are also covered in specific curriculum subjects e.g. RS, Science (growth and change), Thinking Skills (mindset and personal characteristics) and Computing (online relationships and e-safety) as well as many other areas of school life e.g. Chapel, assemblies, Tutor Groups, Form Time and other less formal situations. 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 our pupil's needs. This holistic approach ensures that learning is reinforced through the year and across the curriculum. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

Parents and Carers

St Catherine's appreciates that parents and carers are the prime educators of their daughter's pastoral development. We seek and value parental views and suggestions and keep parents informed through our 'curriculum overviews', as well as regularly inviting them to speak to us if they have any questions, concerns or suggestions. An overview of Life Matters topics are introduced by form teachers to parents at the beginning of each academic year during our Welcome Talks. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE programme in the 'Changing Me' unit which is taught in an age appropriate way in the Summer Term of each year. Sex education refers to human reproduction and parents are able to request that their daughter be withdrawn from Life Matters lessons that explicitly teach this topic. This should be in consultation with the Headmistress and Form Teacher since we recognise that sex education

is an important topic for the girls. Pupils cannot be removed from science lessons on similar themes such as body parts and growth.

Religious Studies

Religious Studies enables pupils to investigate and reflect on some of the most fundamental questions asked by people. At St. Catherine's, we develop the pupils' knowledge and understanding of the major world faiths and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable pupils to develop a sound knowledge not only of Christianity but also of the other monotheistic religions: Judaism and Islam. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the pupils learn *from* religions as well as *about* religions. The RS curriculum covers; Fairness, Respect, Self-understanding and Enquiry.

Cross-Curricular links

All students are encouraged to explore and express their views on a variety of topics throughout the curriculum. The creative arts support our pastoral aims; they offer a wealth of opportunity for introducing and celebrating the art, music and dance of different nationalities. Other cultures and ways of life are studied in geography and history. In MfL, pupils learn to speak other languages and learn to respect the cultures of other countries. In English, pupils may learn to debate, and study stories from around the world which encourage understanding of other cultures. Group work in the curriculum enables pupils to respect and appreciate the views of others. Wherever relevant in curricular areas, British Values are actively promoted e.g. WWII history in LIII, Monarchy and Saints' Days in LII humanities.

Monitoring and Review

The Pastoral 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 Pastoral Committee gives serious consideration to any comments from parents and pupils about the PSHE (RSE) programme.

This policy will be reviewed September 2024

Miss Lucy Sinclair Rebecca Mudde
Life Matters Co-ordinator Pastoral Co-ordinator

Miss Naomi Bartholomew
Prep Headmistress

September 2023

Appendix 1: Guidance for Girls (Staying Safe)

Appendix 2: TAG

Appendix 3: The St Catherine's Award

Appendix 4: Life Matters (PSHE including RSE) Scheme of Work

GUIDANCE FOR GIRLS:

STAYING SAFE

If you are:

- concerned about the way in which others behave towards you
- concerned about a friend or classmate
- see, read or hear something which is upsetting or that worries you

DON'T STAY SILENT

- ✓ **Let a member of staff know.** This could be:
 - your Form Teacher
 - any teacher
 - your Tutor
 - a member of staff in Reception
 - one of the Deputy Headmistresses (Mrs Gibbs, Miss Jefford or Mr Parry),
 - the Headmistress (Miss Bartholomew)
- ✓ Use the **Thought Box** in your classroom to write down and post your concern

REMEMBER:

- ✓ Read the '**What to do if....**' page in your student planner.
- ✓ If you are upset or made to feel uncomfortable - **walk away** quickly and confidently, even if you don't feel that way inside.
- ✓ Explain to the person who may be upsetting you that her words/actions are upsetting; she may not be aware of this.
- ✓ If you are different in any way, be proud of it – it's good to be an individual.
- ✓ If any girl is in any danger, **fetch help**.
- ✓ If a girl is upset, remain with her; your presence will help. Then tell a member of staff about what has happened.
- ✓ Show that you and your friends disapprove if someone is acting unkindly towards others.
- ✓ **Give sympathy and support** to other girls who may be upset.
- ✓ Be careful about teasing or making personal remarks. If you think someone might not find your comments funny don't say them.
- ✓ If you know of someone who is upset, worried or frightened tell someone. The person may be too scared or lonely to tell.

If you are unsure where to go always report to the Senior or Prep School Office. (**Never cross the road alone – USE THE ZEBRA CROSSING**)

TAG

When we are brave enough to talk about how we feel, most problems can be easily resolved. If you have any tricky moments with your friends, or anyone else, remember 'TAG' to help you take the important independent steps to finding solutions. Make sure you listen well to those doing 'TAG' with you.

Talk about how you feel
Ask for what you need
Get help

Getting help is necessary if the problem is not easily resolved together. Help can be found from any trusted adult.

If you ever find someone is repeating the behaviours you do not like, and you are frequently speaking to the same person for the same reasons, you must tell a trusted adult.

St Catherine's Award

As pupils transition into FI, an exciting opportunity is provided to enable them to develop a range of life skills and values which reflect the School's aims and our GREAT DREAM actions for happiness.

Pupils will embark on a four-year programme, the St Catherine's Award, which provides opportunities to involve themselves in some deeper understandings and 'real world' experiences. The aim is to promote their social and spiritual growth as well as to become more aware of their ability to influence their own wellbeing and happiness, as well as those of others, in their relationships and in the wider community.

The pupils will cover four key tasks in each year group from FI – LIII, achieving a sticker for each successfully completed task. These tasks are designed to be completed both at home and inside school, with support from their Form Teachers, who will organise regular reminders and 'check-ins'. At the end of the year, those pupils who have achieved all four stickers can be awarded their yearly award in the form of a certificate.

At the end of LII, any pupils who have achieved both FI and LII tasks will have achieved eight tasks on the wheel, which will amount to a special award of a St Catherine wheel badge. The same two-year programme repeats as pupils move through UII and LIII.

St Catherine's Award: set tasks
Form I
Giving – Perform random acts of kindness at home and in school <i>You will need to show two significant acts of kindness, one recognised in school by your Form Teacher and one at home recognised by your parent or guardian. Evidence of this will be a signed note or email from your parent. It will need to be considered an act going 'above and beyond the expected'.</i>
Relating - Interview an elder about their childhood <i>Interview a grandparent, neighbour or friend (older than 60) asking about their childhood experiences and write about what you learnt from this interview. Hand your finished piece to your Form Teacher to achieve your sticker.</i>
Exercise – Keep a 'fitness diary' for half a term <i>Linking with your Science topic, record the ways you are keeping yourself healthy each day. This includes exercise, brushing your teeth, eating healthy foods, drinking water etc. This diary needs to be kept for half a term and given to your teacher as evidence for the task.</i>
Project - Take part in a religious ceremony (as more than part of the congregation). <i>You might have read a prayer or read aloud, helped to decorate a place of worship, taken part in a performance of a religious kind or contributed to a charity collection as part of a ceremony. To evidence this, you will need a photograph <u>or</u> write up a paragraph of what you did and include a signature from your parent or significant religious figure.</i>

Lower II

Awareness – Make a creative record of an awareness/sensory walk

You will take part in an awareness/sensory walk in school as part of your Life Matters curriculum. You can use this walk or take another walk at home to complete the task. Make an independent record of your walk however creatively you wish (e.g. art, writing, photos) and this will be the completed evidence.

Trying out – Take part in a brand-new activity

Try out a brand-new activity or skill you have never tried before. Make a record such as a photograph or bring in a finished crafted product or write about what you did and what you noticed, with a parent or guardian signature to offer as evidence.

Giving – Keep a ‘kindness diary’ for half a term

You will be asked to record the ways you are being kind to others and receiving kindness from others. This diary needs to be kept for half a term and given to your teacher as evidence for the task.

Project – Research and present a project on ‘a person of significance to you.’

Decide on a person who you consider a ‘significant’ person. They might be significant to you personally, to the school or to the local community. They might be significant to the country, to the world or to human kind. Research as much as you can about this person and arrange to present your knowledge, and reasonings for their significance, to your class. Your Form Teacher will help you arrange this.

Upper II

Direction – Make and reach a new goal

You will be encouraged to set new goals in UII in your Life Matters lessons. Keep these goals in a safe place such as your planner for the year. Reflect back on them at the end of the year and write a short piece about what your goal was, how you worked towards it and whether you achieved it or not. Hand this to your Form Teacher to achieve this sticker.

Resilience – Write about a time you have displayed resilience

Write about a time you have displayed resilience in your life. It might be a time you were learning something new, or a time you needed emotional resilience to overcome something. Your writing should include details about how it felt, how you managed to stay resilient and what the outcomes were. Hand this to your Form Teacher to achieve this sticker.

Emotions – Keep a ‘gratitude diary’ for half a term

You will be asked to record three things you are grateful for each day. The items you list do not have to be big things but try and notice the small moments from your day. Try not to repeat the items you list. This diary needs to be kept for half a term and given to your teacher as evidence for the task.

Giving – Perform an act of kindness for your local community

Find a way to offer an act of kindness to support or help in your local area. This could be through a club, school or with the support of your family. Maybe you could look for ways to support Eco initiatives that help the local environment or ways to simply brighten the day of passers by where you live. Take a photo of your efforts or write about it and include a signature from a parent or guardian.

Lower III

Acceptance – Complete a ‘Circle of Control’ and create a poster of ‘Self-appreciation’

You will be shown a Circle of control and a poster of self-appreciation in your life matters lessons. Once you understand what is involved, you must create one of each all about yourself. Give to your teacher in exchange for the sticker.

Meaning – Perform an act of kindness for charity

This needs to be an act and charity of your choice, self-led and driven without your teachers input. It may be alone, in a group or with your family but you will need to create evidence of your achievement in the form of a poster, journal, presentation or any other form you wish, so your teacher can witness your work and sign off this task.

Project - Run a stall, as an enterprise project, at the May Fair

Plan in advance to design, create and run a stall at the school May Fair this year! You can work alone, in pairs or groups. The evidence will be your teacher witnessing this at the fair to gain your sticker!

Project - Display excellent teamwork in your yearly production

This final sticker is achieved once you have demonstrated your best teamwork and supportive approach consistently throughout the theatre production experience. This sticker can only be achieved once the shows are complete and Miss Wittert’s word is final!

My St Catherine’s Award



Appendix 5

Life Matters (PSHE) Progression Map

Our Life Matters curriculum follows the Jigsaw PSHE scheme of work. This mindful approach to PSHE, is a progressive and spiral scheme of learning; this ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within all six Puzzles (units of work).

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

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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 Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year 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 Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	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	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
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 Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education