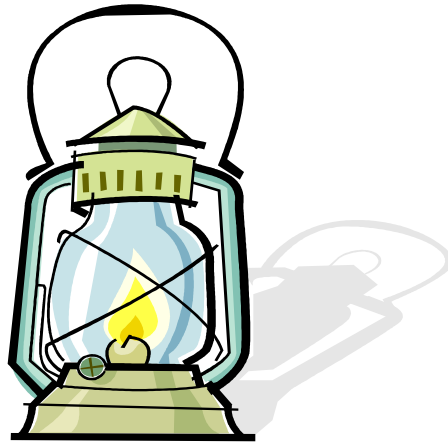




St. Bede's Catholic Primary School & Nursery



PSHE POLICY



Emma Maguire- PSHE Lead

Autumn 2023



“Shine like a lantern in the presence of the Lord.”

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Intent:

Here at St Bedes we want to see our pupils thrive as successful learners through high quality teaching of our knowledge led curriculum and confident to make good life choices. We encourage our pupils to relate well to one another with empathy and honesty. We want all pupils to know the best of what has been thought or said, thus having the knowledge, skills , behaviours and attitudes **to keep moving forward.**

Our provision of Personal Social, Health and Economic education ensures that the curriculum provides opportunities for all children to learn and achieve, whilst promoting their wider spiritual, moral, social and cultural development. At St. Bede's Catholic Primary School and Nursery we develop our pupils' confidence, sense of responsibility and ultimately prepare them for the opportunities and experiences of life.

Implementation:

The aim of PSHE – at St Bede's – will be to help pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals within the community. This will be achieved through **curiosity, collaboration and communication.** Pupils are encouraged to take part in a wide range of activities contributing fully to the life of our school and community. We aim for children to recognise their own worth, work well with others and become increasingly responsible for their own learning and behaviour. We will ask children to reflect of their learning and understanding and recognise how they are developing personally and socially, tackling spiritual, moral, social and cultural issues that are part of growing up, alongside our Catholic ethos.

Impact

Using JIGSAW for our PSHE learning will support the development of the skills, attitudes, values and behaviour, which will enable pupils to:

- to develop confidence and responsibility and making the most of their abilities;
- to recognise their own worth;
- to prepare to play an active role as citizens;
- by providing an opportunity to work with others in both the school community and outside;
- to develop a healthy, safer lifestyle;
- to develop good relationships and respect the differences between people;
- to involve all members of the school community in decisions that affect the school;
- to promote self-discipline and proper regard for authority;
- explore and understand the feelings, attitudes and values of themselves and others;
- encouraging good behaviour and respect for others, in particular, preventing all forms of bullying;
- to understand the way in which society functions through the political and social institutions and how their lives, rights and responsibilities can be affected by them.

All of this this can only be achieved by the co-operation and collaboration of all concerned: teachers, support staff, parents and visitors to the school.

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.

The Government's PSHE education review of PSHE Education (March 2013) stated that the subject would remain non-statutory and that no new programmes of study would be published. The DfE specified as part of its National Curriculum guidance that 'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice'. The review also detailed:

"PSHE remains an important and necessary part of all pupils' education. We believe that all schools should teach PSHE, drawing on good practice, and have outlined this expectation in the introduction to the new National Curriculum" (Written Ministerial Statement: Review of Personal, Social, Health and Economic education, March 2013).

This Jigsaw PSHE policy is informed by existing DfE guidance on Sex and Relationships Education (Sex and Relationship Education Guidance, July 2000), SRE supplementary guidance (Sex Education Forum/ Brook/ PSHE Association, March 2014) preventing and tackling bullying (Preventing and tackling bullying: Advice for head teachers, staff and governing bodies, July 2013), Drug and Alcohol Education (DfE and ACPO drug advice for schools: Advice for local authorities, head teachers, school staff and governing bodies, September 2012), safeguarding (Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, March 2013) and equality (Equality Act 2010: Advice for school leaders, school staff, governing bodies and local authorities, revised February 2013).

Jigsaw content:

Term	Puzzle name	Content
<u>Autumn 1:</u>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters.
<u>Autumn 2:</u>	Celebrating Difference	Includes anti-bullying (cyber and indirect and direct bullying included) and diversity work.
<u>Spring 1:</u>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<u>Spring 2:</u>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<u>Summer 1:</u>	Relationships	Includes understanding friendship, family and other relationships, and conflict resolution and communication skills.
<u>Summer 2:</u>	Changing Me	Includes Sex and Relationship Education in the context of looking at change – alongside RSE policy written by Maria Mackie in guidance with RSE policy.

The only exception to this is in Years 5 and 6, where their JIGSAW journey is as follows:

Autumn 1 – Being me in my World.

Autumn 2 – Changing Me – RSE to be brought in earlier for our children who are already experiencing the changes of adolescence.

Spring 1 – Celebrating Differences.

Spring 2 – Dreams and Goals.

Summer 1 – Healthy Me.

Summer 2 - Relationships.

Drugs and Alcohol Education:

Definition of 'Drugs':

This policy uses the definition that a drug is: 'A substance people take to change the way they feel, think or behave' (United Nations Office on Drugs and Crime). The term 'Drugs' includes:

- All illegal drugs
- All legal drugs including alcohol, tobacco and volatile substances which can be inhaled
- All over-the-counter and prescription medicines.

Effective Drug and Alcohol Education can make a significant contribution to the development of the personal skills needed by pupils as they grow up. It also enables young people to make responsible and informed decisions about their health and well-being.

Jigsaw Drug and Alcohol Education Content:

The grid below shows the specific Drug and Alcohol Education learning intentions for each year group in the “Healthy Me” Puzzle.

Year Group	Piece Number and Name	Learning Objectives
1	Piece 3 - medicine	Know that all household products including medicines can be harmful if not used properly
	Piece 4 - medicine	Understand that medicines can help me if I feel poorly and I know how to use them safely
2	Piece 3 – medicine	Understand how medicines work in my body and how important it is to use them safely
3	Piece 3 – drugs	Tell you my knowledge and attitude towards drugs
4	Piece 3 – smoking	Understand the facts about smoking and its effects on health, and also some of the reasons come people start to smoke.
	Piece 4 - alcohol	Understand the facts about alcohol and its effects on health, particularly the liver and also some of the reasons some people drink alcohol.
5	Piece 1 - smoking	Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart

	Piece 2 – alcohol	Know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
6	Piece 2 - drugs	Know about different types of drugs and their uses and their effects on the body particularly the liver and heart

SMSC (Spiritual, Moral, Social, Cultural) Development (Appendix 2)

In Jigsaw, every piece (lesson) contributes to at least one of these aspects of children's development. This is mapped on each Piece and balanced across each year group. This is easy to see on the Puzzle Map (overview) at the beginning of each Puzzle.

How is Jigsaw PSHE organised in school?

Jigsaw brings together PSHE education, emotional understanding and maturity, social skills and a spiritual development within the scheme of learning. Teaching strategies are varied, and are mindful of the needs of the individuals in the class and differentiation needed for classes. Jigsaw is a whole school approach, with all year groups working on the same theme (puzzle) at the same time. This enables each puzzle to be taught consistently through the school, generating a whole school focus for adults and children.

Each piece of the puzzle has two learning intentions:

1. Based upon specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today).
2. The other is based on emotional literacy and social skills development to enhance children's emotional and mental health.

The enhancements mean that Jigsaw, known as the mindful approach to PSHE, is relevant to children living in today's world as it helps them understand and be equipped to cope with issues they face like, body image, cyber, indirect and direct bullying and internet safety.

Adaptation:

Jigsaw is written, as mentioned before, as a whole school approach for all children. Inclusivity is part of its overall philosophy. Teachers will need, as always to tailor each Piece to meet the individual needs of their classes. To support teachers with their planning, Jigsaw suggests creative learning activities that allow children to access the media and resources given, which enables them to work to their full potential.

Safeguarding:

Teachers are aware that sometimes disclosures may be made in these sessions as it is an opportunity for children to share things they wouldn't always have a chance to during other lessons. Sometimes it is clear that certain children may need time to talk to an adult 1-1. This needs to be at an appropriate time for the staff to follow the school's safeguarding policy effectively and a chance to document any disclosures via CPOMs.

Assessment:

Teachers have assessment sheets which enable them to assess the students at the end of the topic. Each puzzle has a set of three level descriptors for each year group:

Working towards

Working at

Working beyond

The success criteria that staff follow is provided through Jigsaw, using their given criteria each lesson to determine where the children are.

Attainment Descriptors:

Attainment descriptors are specific to Jigsaw and to year groups. They are designed to give guidance when considering each child's learning journey. They are **not** nationally-recognised. There are **no** national level descriptors for PSHE. The Jigsaw philosophy is that children are praised and their achievements celebrated in every Piece. It demands a positive relationship between the teacher and the children, which, in itself, values and celebrates each individual.

Monitoring and evaluation:

The PSHE lead will monitor the programme through observations, book checks and through summative assessment given.

The Learning Environment:

Establishing a safe, open and positive learning environment based on trusting relationships between members of the class, adults and children alike, is vital. To enable this, at the start of the first topic children discuss the school's individual school rules:

*Work and play safely,
Respect everyone,
Care for our school environment
Be fair and play fair
Value people's differences
Always try your best.*

Alongside this, the teacher is able to use the rewards scheme of the school *Lanterns* for a wonderful piece of work or answer for the individual child. Additionally, teachers will use the school's sanctions also,

- 1. Verbal warning*
- 2. Traffic light system, moving from green to red.*
- 3. Red results in a child's name being added to the Miss a play book*

As well as the school's own rules, we embrace the Jigsaw charter, which we refer to at the start of every lesson:

The Jigsaw Charter

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

Involving parents and carers;

The school believes it is important to have the support of parents, carers and the wider community to the PSHE programme and the RSE scheme of work. Parents and carers are/will be given the opportunity to find out about and discuss the Jigsaw PSHE programme through

- Curriculum information leaflets posted on the Fronter page for the individual class.
- Sent home to parents

Equalities:

Equalities The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b). Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states “Teachers should take account of their duties under equal opportunities legislation and the **Protected Characteristics** that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.

Training and support for staff:

All staff benefit from Jigsaw PSHE training in order to enhance their PSHE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided. In addition to this, support for teaching and understanding PSHE issues is incorporated in our staff CPD programme, drawing on staff expertise and/or a range of external agencies if requested by staff members for their own development and training.

Links to other policies and curriculum areas:

We recognise the clear link between Jigsaw PSHE and the following other school lessons and policies –

- Science curriculum
- Teaching and Learning policy
- Safeguarding policy
- Behaviour policy
- RSE policy
- RE policy

RSE:

Please read the RSE policy as written by Jodie Carey for our school’s approach linked to RSE alongside our Catholic faith called Journey in Love.

Relationship Education as written by Jigsaw:

Relationship and Sex Education (Relationships, Sex and Health Education) Definition of Relationships, Sex and Health Education (RSHE) From September 2020, Relationships

Education is compulsory for all primary schools as set out in the DfE Guidance (2019). For all maintained schools there is also a statutory duty to provide Health Education. This includes primary aged children learning about the ‘changing adolescent body’, included in the expected outcomes for primary Health Education. (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019). There is a current statutory duty for Independent schools to provide PSHE and they must meet the Independent School Standards as set out in the Education (Independent School Regulations 2014). Independent schools may find the DfE guidance on Relationships Education, Sex Education and Health Education useful in planning and age-appropriate curriculum. All primary schools are legally obliged to have an up-to-date policy for Relationships and Sex Education (RSE) that describes the content and organisation of RSE. In primary schools if the decision is taken to teach sex education beyond Relationships and Health Education and National curriculum Science, this should also be documented in the policy. The policy is available to parents/carers on request and also available on the school’s website. It is the school governors’ responsibility to ensure that the policy is developed and implemented effectively. Effective Relationships and Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and wellbeing.

This is why the DfE recommend: “... that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (Relationships Education, Relationships and Sex Education, and Health Education, DfE, 2019, para 67).

End of primary expectations and curriculum content is given in the Relationships Education, Relationships and Sex Education, and Health Education DfE guidance (2019). It is up to schools to determine how this is taught as part of a broad and balanced curriculum. Where a school delivers this as part of a whole programme of PSHE, such as Jigsaw, they are free to continue with this approach. The sex education contained in National Curriculum science (Key Stages 1–4) is compulsory in maintained schools.

- ‘All children, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes’ (1.13)
- Children should learn ‘how a baby is conceived and born’ before they leave primary school (1.16) RSHE plays a very important part in fulfilling the statutory duties all schools have to meet. RSHE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it. It also teaches them about the importance of a healthy lifestyle and positive mental health, about online and off line safety. Schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38).
- Sex and Relationships Education (SRE) is an important part of PSHE Education (DfE, 2014).

RSHE has clear links with other school policies aimed at promoting pupils’ spiritual, moral, social and cultural development,

British Value Links: **Appendix 1**

British Values links

Being Me in My World

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Celebrating Difference

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

Dreams and Goals

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓		✓	✓	✓
Year 1	✓		✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3			✓	✓	✓
Year 4	✓		✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓		✓	✓	✓

Healthy Me

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2		✓	✓	✓	✓
Year 1		✓	✓	✓	
Year 2		✓	✓	✓	
Year 3		✓	✓	✓	✓
Year 4	✓	✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6		✓	✓	✓	✓

Relationships

Year	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
F1/2	✓	✓	✓	✓	✓
Year 1	✓	✓	✓	✓	✓
Year 2	✓	✓	✓	✓	✓
Year 3	✓	✓	✓	✓	✓
Year 4		✓	✓	✓	✓
Year 5	✓	✓	✓	✓	✓
Year 6	✓	✓	✓	✓	✓

SMSC Links: Appendix 2:

Being Me In My World AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	✓
2	✓	✓	✓	
3	✓	✓	✓	
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Celebrating Difference AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Dreams & Goals AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2	✓	✓		
3	✓	✓		
4	✓	✓	✓	
5	✓	✓	✓	✓
6	✓	✓	✓	

Healthy Me AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2		✓	✓	✓
3	✓		✓	✓
4	✓		✓	✓
5	✓	✓	✓	✓
6		✓	✓	✓

Relationships AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	✓
2	✓	✓	✓	
3		✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Changing Me AGE 3-4

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓	✓	✓
3		✓		
4	✓		✓	✓
5	✓	✓	✓	
6	✓	✓	✓	✓

Being Me In My World AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	✓
2	✓	✓	✓	
3	✓	✓	✓	
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Celebrating Difference AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	
2	✓	✓	✓	✓
3	✓	✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Dreams & Goals AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2	✓	✓		
3	✓	✓		
4	✓	✓	✓	
5	✓	✓	✓	✓
6	✓	✓	✓	

Healthy Me AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1			✓	✓
2		✓	✓	✓
3	✓		✓	✓
4	✓		✓	✓
5	✓	✓	✓	✓
6		✓	✓	✓

Relationships AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	✓
2	✓	✓	✓	
3		✓	✓	✓
4		✓	✓	✓
5	✓	✓	✓	✓
6	✓	✓	✓	✓

Changing Me AGE 4-5

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓	✓	✓
3		✓		
4	✓		✓	✓
5	✓	✓	✓	
6	✓	✓	✓	✓

Being Me In My World AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

Being Me In My World AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓	✓			
2	✓				
3	✓		✓		
4	✓	✓			
5		✓		✓	
6		✓		✓	

Celebrating Difference AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓			
3	✓			
4	✓	✓		
5	✓	✓		
6	✓		✓	

Celebrating Difference AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				
3			✓		
4			✓		
5		✓			
6	✓				

Dreams & Goals AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓			
4			✓	
5			✓	
6			✓	

Dreams & Goals AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓			✓	
3		✓		✓	
4	✓			✓	
5	✓			✓	✓
6	✓				✓

Healthy Me AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

Healthy Me AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓			✓	
3	✓			✓	
4	✓				
5	✓				
6	✓			✓	

Relationships AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2	✓			
3	✓			
4	✓			
5			✓	
6	✓		✓	

Relationships AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				✓
2		✓			✓
3		✓			✓
4		✓			
5	✓				
6		✓			

Changing Me AGE 5-6

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3			✓	
4		✓	✓	
5			✓	
6			✓	✓

Changing Me AGE 5-6

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1			✓		✓
2	✓				✓
3	✓		✓		
4	✓				
5	✓				
6	✓				✓

Being Me In My World AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3	✓		✓	
4	✓		✓	
5	✓		✓	
6		✓	✓	

Being Me In My World AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2		✓			
3		✓			
4		✓		✓	
5		✓		✓	
6	✓				

Celebrating Difference AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			✓
3	✓			
4	✓	✓		
5	✓	✓		
6	✓			

Celebrating Difference AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2	✓		✓		
3		✓	✓		
4		✓	✓		
5		✓	✓		
6		✓	✓		

Dreams & Goals AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓			
4	✓			
5	✓			
6			✓	

Dreams & Goals AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				✓
2	✓				✓
3		✓			
4		✓			✓
5		✓			✓
6		✓			✓

Healthy Me AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1		✓	✓	
2			✓	
3	✓	✓		
4	✓	✓		
5	✓	✓		
6	✓	✓		

Healthy Me AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓				✓
3	✓				
4	✓				
5	✓				
6	✓				

Relationships AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2		✓		
3	✓			
4	✓	✓		
5			✓	
6	✓			

Relationships AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1		✓			
2	✓				✓
3		✓			✓
4		✓			
5	✓				
6		✓			

Changing Me AGE 6-7

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	✓
3			✓	
4		✓	✓	
5		✓		
6			✓	

Changing Me AGE 6-7

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1			✓		✓
2	✓		✓		
3	✓				✓
4	✓				
5	✓				✓
6	✓			✓	

Being Me In My World AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓			✓
3	✓		✓	
4	✓	✓	✓	
5	✓	✓		
6	✓	✓		

Being Me In My World AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓				✓
3		✓			
4	✓			✓	
5				✓	
6		✓			

Celebrating Difference AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2	✓			✓
3	✓			
4	✓	✓		
5	✓	✓		
6	✓		✓	

Celebrating Difference AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2		✓			✓
3		✓	✓		
4		✓			
5	✓		✓		
6		✓			

Dreams & Goals AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓		✓	
5	✓		✓	
6	✓		✓	

Dreams & Goals AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1			✓		✓
2	✓				
3	✓	✓		✓	
4		✓		✓	✓
5		✓		✓	✓
6	✓	✓			✓

Healthy Me AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1		✓		
2		✓	✓	
3		✓		
4	✓		✓	
5		✓		
6			✓	

Healthy Me AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓				✓
3	✓				
4	✓				
5	✓				
6	✓				

Relationships AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			
3	✓			
4		✓	✓	✓
5		✓	✓	✓
6	✓		✓	✓

Relationships AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1		✓		✓	
2		✓	✓		✓
3	✓				✓
4		✓	✓		
5	✓		✓		
6	✓	✓		✓	

Changing Me AGE 7-8

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓		✓	
5		✓		✓
6	✓			

Changing Me AGE 7-8

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓		✓		
3	✓				✓
4	✓				✓
5	✓		✓		
6	✓			✓	

Being Me In My World AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓			✓
3		✓		✓
4	✓	✓		
5	✓	✓		
6	✓			

Being Me In My World AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1		✓	✓		
2		✓	✓		
3			✓	✓	
4	✓			✓	
5		✓		✓	
6		✓		✓	

Celebrating Difference AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2	✓	✓		
3		✓		✓
4	✓	✓		
5			✓	
6			✓	

Celebrating Difference AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2	✓				
3			✓	✓	
4		✓	✓		
5	✓				
6	✓			✓	

Dreams & Goals AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3			✓	
4			✓	
5	✓			
6	✓		✓	

Dreams & Goals AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				✓
3	✓		✓		✓
4	✓			✓	✓
5	✓	✓		✓	
6	✓	✓			

Healthy Me AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓			
3	✓	✓		
4	✓	✓		
5	✓			
6			✓	

Healthy Me AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓	✓			✓
2	✓	✓			✓
3	✓	✓			
4	✓	✓			✓
5	✓	✓			
6	✓				

Relationships AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	
3			✓	
4		✓		
5				
6			✓	

Relationships AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				✓
3					✓
4			✓		
5					✓
6	✓		✓		

Changing Me AGE 8-9

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	✓
3	✓			
4			✓	
5				
6			✓	

Changing Me AGE 8-9

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				
3	✓				✓
4				✓	✓
5					✓
6	✓			✓	

Being Me In My World AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1	✓			✓
2	✓			✓
3	✓			✓
4	✓	✓		
5	✓	✓		
6	✓	✓		

Being Me In My World AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓		✓		
3	✓		✓		
4		✓		✓	
5		✓		✓	
6	✓			✓	

Celebrating Difference AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2		✓		✓
3	✓	✓		
4	✓	✓		
5				✓
6				✓

Celebrating Difference AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2	✓		✓		
3				✓	✓
4		✓		✓	
5	✓		✓		
6	✓		✓		

Dreams & Goals AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓	✓		
3	✓			✓
4				✓
5	✓			✓
6			✓	✓

Dreams & Goals AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2			✓	✓	
3	✓			✓	
4	✓		✓		
5		✓	✓		
6	✓		✓	✓	

Healthy Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		
3	✓			
4	✓			✓
5	✓			✓
6			✓	

Healthy Me AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				
3	✓				✓
4	✓				✓
5	✓		✓		
6				✓	

Relationships AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓			
3	✓			✓
4	✓			✓
5	✓			✓
6	✓			✓

Relationships AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2		✓			✓
3	✓	✓			
4	✓	✓			✓
5	✓	✓		✓	
6	✓	✓		✓	

Changing Me AGE 9-10

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2			✓	
3			✓	
4			✓	
5	✓	✓		
6	✓			✓

Changing Me AGE 9-10

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				✓
3	✓				✓
4			✓		
5	✓			✓	✓
6	✓			✓	✓

Being Me In My World AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	✓
3		✓		✓
4	✓	✓		
5	✓	✓		
6	✓	✓		

Being Me In My World AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1		✓		✓	
2	✓		✓		
3	✓		✓		
4	✓			✓	
5		✓		✓	
6		✓		✓	

Celebrating Difference AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓		✓	
3	✓	✓		
4	✓	✓		
5			✓	
6				✓

Celebrating Difference AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓		✓		
2	✓		✓		
3	✓		✓		
4	✓				✓
5				✓	
6			✓		✓

Dreams & Goals AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2			✓	
3	✓		✓	
4	✓	✓	✓	
5	✓	✓	✓	
6	✓		✓	

Dreams & Goals AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2				✓	
3			✓	✓	
4			✓	✓	
5			✓	✓	
6	✓	✓			

Healthy Me AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓	✓		
3	✓	✓		
4	✓	✓		
5		✓	✓	
6				

Healthy Me AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓			✓	
3	✓			✓	
4	✓	✓			
5	✓				✓
6					

Relationships AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1	✓		✓	
2			✓	✓
3			✓	
4	✓	✓		
5	✓	✓		✓
6	✓	✓		✓

Relationships AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2			✓		✓
3			✓		✓
4			✓		✓
5				✓	
6				✓	

Changing Me AGE 10-11

Lesson	Social	Moral	Spiritual	Cultural
1				✓
2			✓	
3	✓			
4			✓	
5	✓			✓
6	✓			

Changing Me AGE 10-11

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				
2	✓				✓
3	✓				✓
4			✓		
5	✓	✓			✓
6				✓	✓

Being Me In My World AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓	✓	
2	✓	✓	✓	
3	✓	✓		✓
4	✓	✓		✓
5	✓	✓		✓
6	✓	✓		✓

Being Me In My World AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓	✓		✓	
2	✓	✓		✓	✓
3	✓	✓		✓	✓
4	✓			✓	✓
5	✓	✓			✓
6	✓	✓			✓

Celebrating Difference AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		✓
2	✓	✓		✓
3	✓	✓		✓
4	✓	✓		✓
5	✓	✓		
6	✓	✓		

Celebrating Difference AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓	✓		✓	
2	✓	✓		✓	
3	✓	✓		✓	✓
4	✓	✓		✓	
5	✓	✓		✓	✓
6	✓	✓		✓	✓

Dreams & Goals AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1	✓			
2	✓			
3	✓		✓	
4	✓			
5	✓			
6	✓			

Dreams & Goals AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓			✓	
2	✓	✓		✓	
3	✓		✓	✓	✓
4	✓			✓	
5	✓	✓	✓	✓	✓
6	✓	✓		✓	

Healthy Me AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1			✓	
2	✓			
3	✓	✓		
4	✓			✓
5	✓	✓		
6	✓	✓		

Healthy Me AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				✓
2	✓		✓		✓
3	✓	✓		✓	
4	✓			✓	
5		✓			
6		✓			

Relationships AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1		✓		
2	✓	✓		
3	✓			
4	✓	✓		✓
5	✓	✓		✓
6	✓	✓		

Relationships AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓	✓			✓
2	✓	✓			✓
3	✓	✓	✓		✓
4	✓	✓			✓
5	✓	✓		✓	✓
6	✓	✓		✓	✓

Changing Me AGE 11-12

Lesson	Social	Moral	Spiritual	Cultural
1	✓	✓		
2	✓	✓		✓
3	✓	✓		
4	✓			
5	✓		✓	
6	✓		✓	

Changing Me AGE 11-12

Lesson	Self-awareness	Social Skills	Empathy	Motivation	Managing Feelings
1	✓				✓
2	✓	✓			✓
3	✓	✓	✓		✓
4	✓	✓			✓
5	✓	✓		✓	✓
6	✓	✓		✓	✓