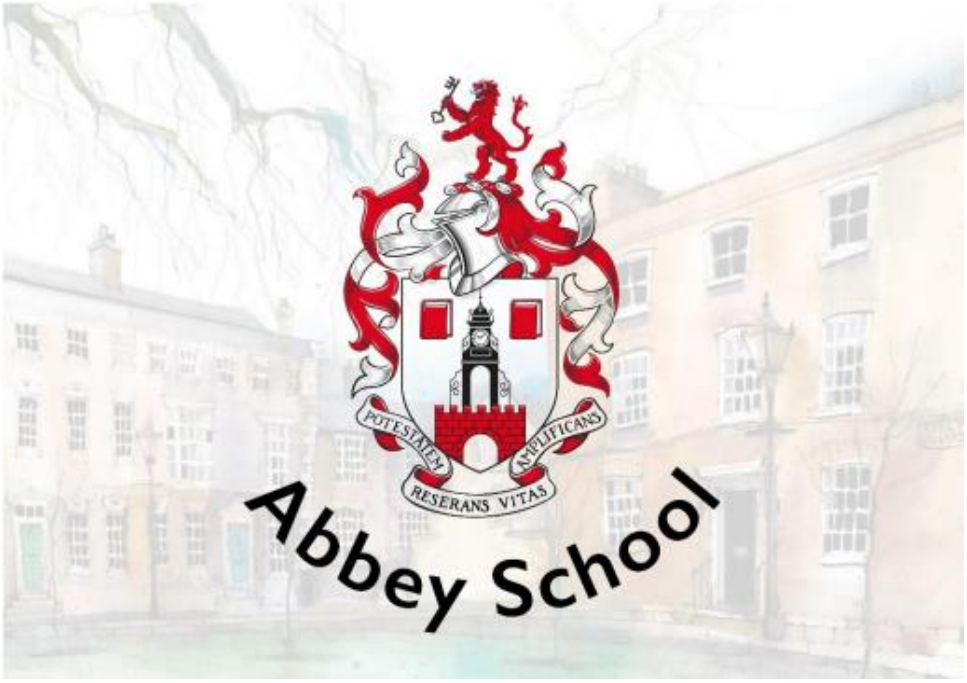

PSHE Policy

Abbey School

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Other relevant policies:

Child Protection and Safeguarding Policy
Relationships, Sex and Health Education (RSHE) Policy
Online Safety Policy
Curriculum Policy
SMSC and British Values Policy
Equality, Diversity and Inclusion Policy
Behaviour Policy
Complaints Policy
Health and Safety Policy

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1 Policy Statement

At Abbey School, we believe that Personal, Social, Health and Economic (PSHE) Education is a fundamental part of every pupil's education and personal development. Through a carefully planned, inclusive and developmentally appropriate curriculum, we support pupils to develop the knowledge, understanding, skills and attitudes needed to lead safe, healthy, fulfilling and increasingly independent lives.

As an independent special school for pupils aged 4-19 with complex special educational needs and disabilities (SEND), our PSHE curriculum is highly personalised and designed to meet the diverse communication, cognitive, sensory, physical, social and emotional needs of our pupils.

PSHE education forms a significant part of our safeguarding curriculum and contributes directly to pupils' wellbeing, preparation for adulthood, community participation and ability to make informed choices throughout their lives.

2 Aims

The aim of PSHE education at Abbey School is to support pupils to live healthy, safe, meaningful and increasingly independent lives. Through a carefully planned and progressive curriculum, pupils develop an understanding of themselves and others, learn how to form positive relationships, build emotional resilience and acquire the skills needed to make informed decisions throughout their lives.

The curriculum seeks to promote physical health, emotional wellbeing and personal safety while helping pupils develop the communication, self-advocacy and problem-solving skills required for adulthood. It also prepares pupils to participate positively in their communities, understand their rights and responsibilities, and develop respect for diversity and difference within modern British society.

3 Legislation and guidance

This policy has been developed with reference to current legislation and statutory guidance, including the Education Acts of 1996 and 2002, the Children and Families Act 2014, the Equality Act 2010, the Children and Social Work Act 2017, the SEND Code of Practice, the Independent School Standards Regulations, Keeping Children Safe in Education, Working Together to Safeguard Children and the statutory guidance for Relationships Education, Relationships and Sex Education and Health Education.

The school also has regard to national guidance relating to online safety, safeguarding, equality, mental health and the promotion of British Values. These frameworks underpin both the content of the curriculum and the methods used to deliver it.

4 Context and Rationale

Abbey School is committed to ensuring that all pupils receive a curriculum that is ambitious, meaningful and relevant to their needs. We recognise that many pupils with complex SEND experience barriers to learning that can affect their understanding of relationships, safety, emotional regulation, social

communication and independent living. As a result, PSHE forms a significant part of our wider preparation for adulthood curriculum.

Learning is carefully sequenced to enable pupils to revisit key concepts throughout their school journey. Through regular opportunities to practise and apply skills, pupils are supported to make connections between school, home and community experiences. Particular emphasis is placed on helping pupils develop confidence, communicate preferences and needs, understand boundaries, manage risk and participate as independently as possible in everyday life.

5 Equality, Diversity and Inclusion

Abbey School is committed to promoting equality, diversity and inclusion through all aspects of its curriculum. PSHE education supports pupils to understand and value difference, recognise the importance of respect and develop positive attitudes towards people from all backgrounds.

Teaching reflects the protected characteristics identified within the Equality Act 2010 and is delivered in a manner that is appropriate to the age, developmental stage and learning needs of pupils. Resources and learning materials are chosen carefully to ensure that they represent the diverse nature of society and promote respect, dignity and inclusion.

6 Curriculum Design and Delivery

The PSHE curriculum is delivered through a combination of discrete lessons, cross-curricular learning opportunities, enrichment activities and wider school experiences. Learning is organised around six overarching themes:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Together, these strands provide pupils with the knowledge and skills required to navigate an increasingly complex online and offline world safely and successfully.

In addition to weekly PSHE/RSHE lessons, pupils also develop important knowledge and skills to support their wellbeing through the Abbey School Connect Wellbeing Curriculum which is organised around six overarching themes:

- Connecting With Others
- Giving to Others
- Challenging Yourself
- Embracing the Moment
- Self-Care
- Exercise

Teaching approaches are adapted to meet the needs of individual pupils. Staff use visual supports, modelling, social stories, role play, practical activities, communication aids and real-life experiences to ensure learning is accessible and meaningful. Concepts are revisited regularly through a spiral curriculum model, enabling pupils to consolidate and deepen their understanding over time.

For pupils with complex SEND, learning may require:

- Repetition and overlearning.
- Small-step progression.
- Visual support.
- Alternative and augmentative communication (AAC).
- Concrete teaching approaches.
- Sensory-informed practice.
- Practical experiences.
- Generalisation across different settings.

Staff recognise that chronological age and developmental stage may not always align. Curriculum content is therefore adapted appropriately whilst ensuring that pupils continue to access age-respectful learning opportunities.

7 Preparing for Adulthood

Preparation for adulthood sits at the heart of the PSHE curriculum. Throughout their time at Abbey School, pupils are supported to develop the knowledge, skills and behaviours that will enable them to live with the greatest possible level of independence and self-determination.

Learning includes opportunities to develop personal care skills, community awareness, financial understanding, travel awareness, employability skills and self-advocacy. Pupils are encouraged to make choices, communicate preferences, solve problems and participate actively in decisions that affect their lives. These skills are developed progressively throughout the curriculum and linked, where appropriate, to EHCP outcomes and individual aspirations.

8 Safeguarding

PSHE education makes a significant contribution to safeguarding and promotes pupils' ability to stay safe in a wide range of contexts. Through age-appropriate and developmentally appropriate learning experiences, pupils are taught how to recognise unsafe situations, identify trusted adults and seek support when they are worried.

The curriculum addresses issues such as personal boundaries, consent, bullying, online safety, exploitation, unhealthy relationships and emotional wellbeing. Staff deliver these themes sensitively and in accordance with the school's safeguarding procedures. Where concerns arise during PSHE lessons, they are managed in line with the Child Protection and Safeguarding Policy.

9 Safe learning Environments

Effective PSHE learning depends upon the creation of a safe and supportive environment. Staff establish clear expectations for respectful communication and encourage pupils to express opinions, ask questions and explore ideas without fear of judgement.

Teachers are mindful that some topics may relate directly to pupils' personal experiences and ensure that teaching is delivered with sensitivity. Appropriate support is provided where required, and pupils are reminded of sources of help available both within and beyond the school.

10 Assessment

Assessment in PSHE focuses on individual progress rather than comparison with others. Staff gather evidence through observation, discussion, practical activities, pupil voice and work completed during lessons. Progress is measured against pupils' own starting points and, where appropriate, linked to EHCP outcomes and preparation for adulthood objectives.

For some learners, assessment may draw upon approaches such as the Engagement Model, evidence of independence and demonstration of skills across different contexts. The school recognises that meaningful progress in PSHE may be demonstrated through small but significant developments in understanding, communication or application of learning.

11 Staff Development

The school is committed to ensuring that staff delivering PSHE are appropriately trained and supported. Training opportunities are provided in areas including safeguarding, RSHE, online safety, mental health, SEND pedagogy and communication approaches. The curriculum lead maintains oversight of developments in national guidance and ensures that staff knowledge remains current and effective.

12 Working with Parents and Carers

Abbey School values the important role that parents and carers play in supporting pupils' personal development. The school seeks to develop strong and positive partnerships with families and recognises that consistent approaches between home and school have a significant impact on outcomes for young people.

Parents and carers are kept informed about their child's learning and wellbeing through review meetings, annual reviews, home-school communication systems and regular contact with staff. The school also welcomes parental feedback regarding the content and delivery of the PSHE curriculum.

13 Monitoring, Evaluation and Review

The quality and impact of PSHE education is monitored through curriculum reviews, lesson visits, work scrutiny, assessment information, pupil voice activities and feedback from staff and families.

Safeguarding trends and preparation for adulthood outcomes are also considered when evaluating the effectiveness of provision.

The Principal, Senior Leadership Team and PSHE Lead are responsible for ensuring that the curriculum remains relevant, compliant and responsive to the changing needs of pupils. This policy will be reviewed annually, or sooner where changes in legislation, statutory guidance or school practice make this necessary.

14 Roles and Responsibilities

14.1 Executive Principal Responsibilities

- Ensuring the policy remains compliant with current legislation, statutory guidance, regulatory requirements and best practice.
- Ensuring the policy is reviewed and updated in accordance with the school's policy review schedule, or sooner where legislation, guidance or operational needs require.
- Consulting with relevant stakeholders during the review and development of the policy where appropriate.
- Reporting to the Proprietor and Advisory Board on matters relating to the policy and its effectiveness where required.
- Providing strategic leadership and oversight of the policy across the school.
- Ensuring appropriate systems, procedures and resources are in place to support implementation of the policy.
- Ensuring staff receive the training, guidance and support necessary to fulfil their responsibilities under the policy.
- Monitoring compliance with the policy and taking appropriate action where concerns are identified.
- Ensuring the policy contributes to the school's strategic priorities, school improvement objectives and regulatory obligations.
- Reviewing assurance information, audits, monitoring findings and stakeholder feedback to evaluate the effectiveness of the policy and drive continuous improvement.
- Ensuring that any significant incidents, risks or breaches relating to the policy are reported and managed appropriately.

14.2 Head of School Responsibilities

- The day-to-day operational implementation of the policy.
- Ensuring that staff understand and consistently apply the requirements of the policy.
- Communicating policy expectations to staff and, where appropriate, pupils, parents and carers.
- Supporting, monitoring and challenging staff to ensure compliance with the policy.
- Ensuring that required procedures are followed consistently and effectively.
- Identifying training needs and ensuring staff have access to appropriate professional development.
- Monitoring the effectiveness of the policy within daily practice and reporting any concerns, risks or recommendations to the Executive Principal.
- Maintaining appropriate records, documentation and evidence required by the policy.
- Promoting a culture of accountability, high standards and continuous improvement in relation to the policy.

- Taking appropriate action to address any issues of non-compliance or operational concerns.
- Contributing to policy review and development through evaluation of practice and feedback from staff and stakeholders.

14.3 Proprietor and Advisory Board Responsibilities

- Ensuring that leaders fulfil their responsibilities and that appropriate actions are taken where concerns are identified.
- Providing appropriate challenge and support regarding the implementation and effectiveness of the policy.
- Receiving reports and assurance regarding compliance with legislative and regulatory requirements.
- Monitoring the effectiveness of the school's arrangements within the scope of the policy.
- Reviewing and approving policies in accordance with the school's governance arrangements.

15 Review of Policy

This policy will be reviewed annually or sooner in response to:

- Changes in legislation.
- Changes to Pupil Premium funding arrangements.
- Changes to Department for Education guidance.

16 Appendix 1: PSHE/RSHE Curriculum Map – Engaging & Exploring Pathway

		EYFS / Key Stage 1					
Cycle		**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Personal safety Rules to keep us safe (at school, at home, in the community). People who help us and how to seek help.	***Unique me/ what makes me special*** Things that make me special. Likes and dislikes. Celebrating differences between people.	***Money*** Exchanging one item for another. Keeping money safe. Different ways of paying for things. Saving and spending.	***Food, drink and exercise*** Different types of food and drink, likes and dislikes. Food and drink sources. Eating to stay healthy. Exercising to stay healthy.	***Friendships*** Being a good friend. Geeting on and falling out. Managing friendships. Asking for help.	***My body and growing up*** Rec – My body parts.
2	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Online safety Internet usage and digital devices. Being respectful online. Basic online safety rules.	***Friends/ getting on with others*** Being polite and respectful. Sharing and turn-taking.	***Jobs*** Different jobs and reasons for those. Important jobs in my community.	***My feelings and emotions*** Feelings and emotions. Strategies and activities to help support feelings and emotions.	***Families*** What a family is and who is in our family. Different types of families.	***My body and growing up*** Yr1 – Life cycles.
3	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Screen time/ digital resilience Screentime. Wellbeing online.	***Bullying*** Kind and unkind behaviour. Recognising bullying and asking for help.	***Proud to be me*** What I am proud of. Different strengths and interests.	***People who help us stay healthy*** Teeth brushing and dental health.	***Safe relationships*** Sharing with others. Naming private body parts. Trusted adults. Different types of adults.	***My body and growing up*** Yr2 – Growing up, young to old (animals and humans), changing needs.

	Key Stage 2

Cycle		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
1	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Personal Safety Hazards that may cause harm or injury. Strategies for keeping safe in familiar and unfamiliar places. Basic first aid for injuries. How to call for help (999).	**Caring for Others** Caring for other people and living things. Showing respect and concern for others.	**Achievements & Goals** Recognising achievements and personal strengths. Teamwork.	**Keeping Healthy & Well** Sun safety. Medical professionals and how they can help.	**Families** Different types of families. Different types of relationships. Family changes.	**Body Parts** Y3 - The external genitalia and internal reproductive organs in males and females. Opportunity to revisit key themes around public & private and consent & boundaries
2	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Understanding the Internet Use of the internet in daily life. Rights and responsibilities online. Internet content. What is AI?	**Diversity & Equality** Diversity and personal identity (culture, ethnicity, family, faith, hobbies, likes/dislikes). Different cultures. Respecting different cultures.	**Career Aspirations** Different jobs roles and money. Interests, strengths and preferences.	**Eating & Moving to Stay Well** Good physical health. Making healthy choices. Balanced diet. Planning and preparing healthy meals. How to get health support.	**Friendships** Positive healthy friendships. Managing friendships.	**Life Cycles** Y4 – Human life cycles (in preparation for work on puberty)
3	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Risks & Rules Following game rules. Being safe online (including AI). Knowing how and when to get help online.	**Getting on with Others** Communicating with others. Boundaries. Managing friendships and relationships with others.	**Saving & Spending Money** Making money decisions. Keeping money safe.	**Drugs Education** Staying healthy. Harmful drugs (alcohol, caffeine, cigarettes, vapes, nicotine pouches, over-the-counter and prescription medicines).	**Consent, Boundaries & Trust** Public vs. Private places and body parts/ Consent and boundaries. Acceptable appropriate physical contact.	**Puberty** Y5 - Emotional and physical changes during puberty.

					Managing my health. How to get help with my health.	Knowing how and when to seek help.	
4	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Staying Safe Online Online and offline communication. Strategies for managing online communication. Recognising online risks.	**Bullying** Different types of bullying. Stereotypes.	**Using Money to Help Others** Money needs and wants. Money choices.	**Healthy Minds** How my body and brain feel. Self-regulation. Behaviours that support wellbeing. Knowing who to speak with to get help.	**Safe relationships** Recognising pressure and unsafe requests. Responding safely to adult requests. Trusted adults.	**How Babies Are Made** Y6 – Human life cycle and reproduction. Conception and how babies are cared for.

	Key Stage 3						
Cycle		**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Online life Online safety – including AI Rights, responsibilities and opportunities online	***Different viewpoints*** Recognising people have different viewpoints Accepting different values	***Choices and spending money*** Making money decisions. Keeping money safe. Items have different values Budgeting	***Healthy lifestyles and drugs Physical education*** Healthy lifestyles – physical activity and balanced diet Importance of sleep Physical harms of smoking tobacco and vapes. Physical harms of alcohol	***Harmful relationship behaviour*** Consent Public and private Harmful behaviours online including bullying Getting help	***Puberty & My Changing Body*** Yr 7 – puberty and managing changes (physical and emotional)
2	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Online harms	***Bullying***	***Goal setting / personal qualities***	***Mental health and wellbeing***	***Healthy positive relationships***	***Puberty & My Changing Body***

		Recognising age ratings and understanding their importance Knowing how to seek help if you see harmful or distressing content online The laws around nude, intimate or sexual image sharing, including AI-generated imagery When, why and how to report concerns to trusted adults and relevant organisations such as Childline, NSPCC	Kind and unkind behaviours Bullying How to get help if witnessing bullying or being bullied	Personal values and qualities Identify own adulthood/career aspirations and how to manage feelings Setting targets and goals Identity transferable skills and qualities that will benefit	How to identify a range of emotions The benefits of sleep, physical activity, personal interests, hobbies and time outdoors/in nature for Wellbeing Loneliness and how friendships and community participation can be good for wellbeing How activities contribute to their happiness, anxiety and worry How self-regulation can help manage uncomfortable feelings	Different relationships including friends, family, peers and romantic relationships Quality of healthy relationships Roles and responsibilities of family members and friends negotiation, compromise, and how to reconcile after disagreements, including within families	Yr 8 – Puberty and managing changes (physical and emotional)
3	PSHE	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
		Personal safety, risks and influence Taking care of personal belongings and use of mobile phones safely What to do to stay safe in relation in the community increasing independence roads, railways Staying safe going out or with others Reducing conflicts and exiting dangerous situations	***Celebrating differences, rights and responsibilities*** Rights and responsibilities as a member of community Understand everyone is equal and different	***Different types of jobs*** Different work roles, career pathways The options available to them at key stage 4, sources of information, advice and support, and the skills to manage this decision-making process How to manage emotions and pressures relating to options	***Keeping well, health services and first aid*** Dental hygiene Hygiene routines and sun damage Role of pharmacies, health professions, GPs Basic first aid Defibrillators	***Boundaries and consent*** Consent Romantic and sexual relationships Decision making	***My Changing Body*** Yr 9 – Sex education – masturbation, self-examination

		Seekig help for serious concerns					

Key Stage 4						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Online life Online habits – managing screen time Healthy and unhealthy online content and habits Misinformation	***Equality*** Rights and responsibilities. Respectful relationships (in school, workplaces, public spaces, the community, online).	***Economic wellbeing*** Budgeting skills.	***Keeping well, health services, first aid and drugs education*** Health services. Basic first aid. Drugs education – safe and unsafe substances.	***Healthy positive relationships and boundaries and consent*** Positive self-image and wellbeing Healthy relationships Communication in relationships.	***Reproductive health and fertility*** Y10 - Developing increase independence related to my changing body (e.g. personal care, intimate care, menstruation)
2	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**

	Online risks and harms and personal safety Pictures and videos of bodies are private Real / not real images and videos Safe sharing of information Harmful online content Body privacy, safe touch, consent, trusted adults Personal safety in the community – saying no, trusted adults vs strangers God friend / bad friend Recognise, respond, report	**Harmful online behaviours/content** Use of the internet – connecting with other people Real/not real True /not true My information should stay private Needs vs wants Healthy routines linked to screen time Tricks and trends can be played on you	***Careers education – aspirations, learning and work*** Knowing myself Building independence Contributing to my community Preparation for work Making informed choices Self-advocacy	***Mental health and healthy lifestyles*** Recognising feelings Building resilience Seeking support Healthy lifestyles Personal wellbeing Keeping safe	***Harmful relationship*** Harmful relationship behaviours and boundaries and consent My body, my rights and my choices Safe relationships Consent and communication Recognising unhealthy relationships Seeking help and reporting concerns Respecting differences and diversity	***Sex Education*** Y11 - Body autonomy and rights Consent and communication Healthy relationships Personal safety Health and wellbeing Knowing where to get help

Key Stage 5						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Managing Risks & Personal Safety Safe travel – roads, public transport, cars.	**Inclusion, Bullying & Discrimination** Celebrating differences Respecting others	**Aspirations, Learning & Work** Making choices.	**Healthy Lifestyles** Accessing different types of healthcare services.	**Boundaries & Consent** Giving and seeking consent (in school, in the	**My Developing Adult Body**

	Making 999 call in an emergency, what to say when asking for help. Simple first aid, seeking first-aid support in the community.		Following visual schedules. Preparing for activities with increased independence. Different types of workplaces.	Balanced diet and planning healthy meals. Building skills and tolerance to access healthcare.	workplace, in the community).	Y12 - My young adult body. Growing and changing. Increasing independence, e.g. shaving, changing a pad, applying deodorant, showering... Public and private.
2	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Online Life & Online Harms Safe sharing online Social media	**Inclusion, Bullying & Discrimination** Bullying Peer pressure	**Aspirations, Learning & Work** My skills for the workplace Creating basic CVs Reflecting on own skills and qualities	**Drug Education** Medicines – over the counter and prescription medicines How alcohol affects the body and mind	**Healthy, Positive Relationships** Appropriate behaviour for different types of relationships Personal safety in response to different kinds of relationships	**Parenthood** Y13 – Body changes across life stages (child – adult – older adult); bodies can make babies Things that change how our bodies work (e.g. smoking. health) Different types of families, caring responsibilities
3	**Being Me in My World**	**Celebrating Differences**	**Dreams & Goals**	**Healthy Me**	**Relationships**	**Changing Me**
	Online Life & Online Harms Public versus private images Simple, rule-based safety (what must not be taken or shared online; how to respond if asked to share private pictures)	**Inclusion, Bullying & Discrimination** Recognising bullying or harassment Understanding that same rules apply everywhere (in school, at work, in the home or community)	**Economic Wellbeing** What money is used for Keeping money safe Where money is kept (bank, card, app) Using a bank card Recognising cash, card, contactless	**Mental Health & Wellbeing** Building and maintaining positive mental health – things that help us feel OK, self-regulation strategies Recognising changes in wellbeing and managing transitions	**Harmful Relationship Behaviours** Unsafe influences and unwanted behaviour and key rules to stay safe Recognising abuse (physical harm, emotional harm, sexual harm, neglect) Response strategy – “NO – MOVE – TELL"	**Sexual Health** Y14 - Relationships that can lead to pregnancy Ways to prevent pregnancy Reducing risk of infection Help-seeking and self-awareness

	How pictures can be changed by technology Responding to harmful content - "STOP - CLOSE – TELL"	How to seek support ("TELL - SHOW – STAY SAFE"); trusted adults Supporting others safely	Money in vs money out – linked to life transitions	Common mental health issues and strategies to manage Seeking help and support - "TELL - SHOW – STAY"	Reporting and getting help - "TELL - STAY – KEEP TELLING" Unsafe people	

17 Appendix 2: PSHE/RSHE Curriculum Map – Establishing Pathways

EYFS / Key Stage 1						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	Being Me in My World (3-5)	Celebrating Differences (3-5)	Dreams & Goals (3-5)	Healthy Me (3-5)	Relationships (3-5)	Changing Me (3-5), (5-6), (6-7)
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	(3-5) Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations (5-6) 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 (6-7) Life cycles in nature Growing from young to old
2	Being Me in My World (5-6)	Celebrating Differences (5-6)	Dreams & Goals (5-6)	Healthy Me (5-6)	Relationships (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	
3	Being Me in My World (6-7)	Celebrating Differences (6-7)	Dreams & Goals (6-7)	Healthy Me (6-7)	Relationships (6-7)	

	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Key Stage 2						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	Being Me in My World (7-8)	Celebrating Differences (7-8)	Dreams & Goals (7-8)	Healthy Me (7-8)	Relationships (7-8)	Changing Me (7-8), (8-9), (9-10), (10-11)
	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and offline Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	(7-8) How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition (8-9) Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing
2	Being Me in My World (8-9)	Celebrating Differences (8-9)	Dreams & Goals (8-9)	Healthy Me (8-9)	Relationships (8-9)	

	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	for transition Environmental change (9-10) 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 (10-11) Self-image Body-image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
3	Being Me in My World (9-10)	Celebrating Differences (9-10)	Dreams & Goals (9-10)	Healthy Me (9-10)	Relationships (9-10)	
	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online, online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	
4	Being Me in My World (10-11)	Celebrating Differences (10-11)	Dreams & Goals (10-11)	Healthy Me (10-11)	Relationships (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	

Key Stage 3						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**

1	Being Me in My World 11+	Celebrating Differences 11+	Dreams & Goals 11+	Healthy Me 11+	Relationships 11+	Changing Me 11+, 12+, 13+
	Unique me, differences and conflict, my influences, gateway emotions, belonging to a group, peer pressure, child-on-child abuse, online safety, sexting, consequences, online legislation, online identity, online gaming-safety and financial risks	Prejudice and discrimination, equality Act 2010, bystanders, assertiveness, positive and negative Influences, challenging attitude and negative behaviours, stereotypes, Human Rights, Inclusion, bullying, exclusion and respect	Defining success, setting dreams and goals, skills for the future, what is failure, coping strategies for when things go wrong, building skills for the future and teamwork, health and wellbeing, gang culture and knife crime, county lines	Mindfulness, nutrition and exercise, sleep, stress, health protection and healthcare systems, substances (nicotine and caffeine)	Changing relationships, consent, healthy relationships, falling out and friendships, social media vs reality, authenticity online, personal space and setting boundaries, healthy and unhealthy relationships	11+ Puberty changes, reproduction facts, menstrual cycle, responsibilities of parenthood, IVF, types of committed relationships and families, UN Rights of a child, media and self-esteem, self-image, FGM, factors affecting hormones and moods 12+ Types of close intimate relationships, behaviours in healthy and unhealthy romantic relationships, what makes a healthier relationship? harassment, attraction, love or lust? sexuality, pornography and the law, dealing with unwanted messages. Alcohol, risky behaviour and the law 13+ Change and managing emotions, importance of sleep in relation to mental health, self- expression, influences, body image, masculinity (positive), online influence, misogyny, incel culture and healthy vs unhealthy online
2	Being Me in My World 12+	Celebrating Differences 12+	Dreams & Goals 12+	Healthy Me 12+	Relationships 12+	
	Self-identity, influences, online influence, family and identity, managing expectations, active listening skills, personal beliefs and judgements, first impressions, positive self-talk, marriage, civil partnerships and the law, beliefs and religions, protected characteristics, online and oAline identity	Prejudice and persecution, LGBT bullying, the equality act, social justice and hate crimes, multiculturalism and religious tolerance, standing up for what you believe in, celebrating differences	Goal setting, grit and resilience, can money buy happiness? Keeping safe online, income and poverty, budgeting, expenditure, debt and budgeting, poverty, online scams, sextortion, taking risks, staying safe online	Types of health, cardiovascular health and diabetes. Risks, illegal and legal substances, dental health, skin protection, steps to protecting physical health, vaccinations, peer pressure, vaping	AI and media influence, maintaining positive relationships, assertiveness, sexting and sextortion, power dynamics, knife crime, social media platforms, neurodiversity: autism and ADHD, inclusion and equality	
3	Being Me in My World 13+	Celebrating Differences 13+	Dreams & Goals 13+	Healthy Me 13+	Relationships 13+	
	Being in a group, peer approval, perceptions about intimate relationships, consent and personal safety, sexual exploitation, grooming, radicalisation, county lines, positive and negative self -esteem and self-identity, influences,	Power of positive language, prejudice, LGBT+ phobia, banter and bullying, reducing fear and promoting equality, cyber bullying and harassment, bias, discrimination, harassment and victimisation,	SMART planning, changing appearances, cosmetic surgery and weight loss products, mental illness and stigma, social media, mental health and self-esteem, deepfakes and AI, harmful and illegal online content, misogyny	The teenage brain, risks and personal safety, drugs and alcohol- physical and psychological effects, belonging, loneliness and inclusion, emergency situations, CPR, cardiac arrest, mental health first aid and support, drugs- the law, safety, classification,	Equity and equality, healthy and unhealthy relationships, power dynamics, pornography, contraception, pregnancy, STIs, consent, factors to consider in intimate relationships, Gillick Competence Test	

	managing risk online and offline, social media, abuse and coercive control	nonconsensual behaviours, changemakers		supply and possession legislation, health choices (nutrition, stress, sleep)		communities, mental health and addiction, the importance of sleep and good routines

Key Stage 4						
Cycle	**Aut 1**	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
1	Being Me in My World 14+	Celebrating Differences 14+	Dreams & Goals 14+	Healthy Me 14+	Relationships 14+	Changing Me
	Human rights, societal freedom, understanding safety in UK and beyond, stages of grief, loss and bereavement, the law and social media risks, algorithms and use of online data, GDPR the dark web and managing online content/screentime, dealing with disturbing online content (suicide, self-harm, violence), sharing/enhancing of images, risks associated with sharing personal data, AI chatbots and online scams	Human Rights, responsibilities, The European Convention on Human Rights, The European Court of Human Rights, The Human Rights Act 1998, multicultural societies, successful societies, Equality Act 2010, hidden disabilities, discrimination in the workplace, inequality and campaigning for equality	Resilience, nurturing important relationships, achieving your goals and the impact of physical and mental health, taking care of your mind and body, real v online behaviours, social media usage, the impact of social media on future employment, the body and vital organs, blood, organ and stem cell donation, opting out, balanced lifestyles, resilience toolkit	Improving health and good habits, cancer (skin, testicular and breast cancer), common mental health disorders and treatment, substance use and mental health, mental health stigma, sexual health, STIs (transmission, treatment, symptoms) HIV/Aids, safer sex, contraception (barrier/hormonal), threats to health (cancer, diabetes, cardiovascular disease)	Long-term relationships and legal status, the science of attraction, how to have a good relationship with yourself, why do relationships end, unsafe, toxic and unhealthy relationships staying safe and getting help, the law on marriage, cohabitation and the impact on children, the difference between real life and relationships that we see in the media and pornography stalking and harassment, coercion and abuse, free choice and pressure, the law on sex trafficking and modern slavery	Y10 - Gaining independence, personal safety, cycling, railway, water safety, transport, alcohol, drink spiking, gender stereotypes in romantic relationships

2	Being Me in My World 15+	Celebrating Differences 15+	Dreams & Goals 15+	Healthy Me 15+	Relationships 15+	Changing Me
	Becoming an adult, age limits and the law, relationships and the law, consent, coercive control, domestic abuse, honour based, violence, arranged and forced marriages, county lines, possession of drugs. The risks associated with gambling, AI and algorithms, emergency situations, first aid, the law on internet use, legal age limits and pornography, social media concerns, sexting	Equality in relationships, empowered and disempowered, changing and ending relationships, UK healthcare and accessing a GP	Sleep, anxiety, solutions focused thinking, money and employment, budgeting, tax, debt, credit cards, gambling, future jobs and employment opportunities, long-term family goals, marriage, civil partnership, parenting, developing resilience, types of technology and how it can help us to reach our future goals	Self-worth, identity. Relationships, consent and power imbalance, being ready for sex, coercion, contraceptives, sexual health, STIs and emergency contraception, male and female reproductive/ health/fertility (PCOS, endometriosis, PMS, heavy periods), pregnancy choices including adoption, abortion, bringing up a baby, pregnancy- sources of support, including loss and miscarriage	Stages of a relationship, relationships in the media, our perceptions about sex and relationships, LGBT terminology, gender identity and expression, sexuality, The equality act 2010, perceptions of the LGBT+ community, LGBT+ rights, coming out as LGBT+, unbalanced relationships, domestic abuse and gaming help, my body, my choice, FGM, challenging social norms and cultural practices, breast ironing/flattening, power in relationships	Y11 - Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, virginity testing and hymenoplasty, physical and emotional changes, family change, sources of support

18 Appendix 3: Connect Wellbeing Curriculum

EYFS, KEY STAGE 1			
	AUTUMN	**SPRING**	**SUMMER**

Cycle 1	**Connecting with others** To begin to understand what connecting with others means with a focus on how I can connect with people that help me To know who helps me at home and how they can help me To know who can help me in an emergency To know how I can contact people when I need their help .	**Giving to others** To begin to understand what giving to others means with a focus on the different helping professions and what they do to help me To begin to be able to understand different ways I can help others To be able to ask for help	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful seeing. To be able to know what the 5 senses are	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on trying something new To try eating a new fruit that I haven't eaten before To try playing a musical instrument that I haven't played before To be brave and put my hand inside a sensory feely box	**Self-care** To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing my whole body by having a bath or taking a shower	**Exercise** To begin to develop an understanding of what different parts of the body are called, including those used for exercise To be able to copy pointing or gesturing towards different parts of the body
Cycle 2	**Self-care** To begin to understand what self-care means with a focus on looking after myself physically To begin to learn about different kinds of self-care I can do in different weathers and in different seasons	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful touching. To be able to know what the 5 senses are	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can learn something new To know that I can practice (persevere) to get better at something or achieve my goals	**Exercise** To begin to develop an understanding that there are different types of exercise/ sporting activities To begin to know about the different types of clothing that I need to wear for sport / exercise	**Connecting with others** To begin to understand what connecting with others means with a focus on how I can have fun spending time with my family To be able to indicate the activities that I like to do at home and with my family To be able to indicate how it feels to do fun activities at home with my family	**Giving to others** To begin to understand what giving to others means with a focus on ways to help at home and with my family To identify different household chores and jobs around the home that I can help with To understand how it makes my parents feel when I help out at home
Cycle 3	**Giving to others** To begin to understand what giving to others means with a focus on giving to animals and plants To identify giving actions for animals and plants To understand how animals react when I give them treats and look after them and how it makes them feel	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To begin to be able to name animals/ plants/ nature items that I may see on a nature walk To be able to use some describing words (attributes) for animals/ plants/ nature items To be able to notice items on a nature walk	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a library To begin to know about what I can do at a library and who works there To be able to record my memories from the trip to the library and make my personalized record of the visit	**Connecting with others** To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to choose to play with friends who like to do the same things as me To be able to ask my friends to play with me and to know how to respond when they ask me	**Self-care** To begin to understand what self-care means with a focus on healthy eating To identify different fruits and vegetables To try eating a variety of different healthy snacks (apples)	**Exercise** To begin to be able to move my body in different ways, with a focus on dance To be able to indicate how I feel after exercise (if I need food and drink/ am hungry or thirsty)

KEY STAGE 2						
	AUTUMN		SPRING		SUMMER	
Cycle 1	**Connecting to others** To begin to understand what connecting with others means with a focus on how I can connect to others using non-verbal gestures To be able to imitate non-verbal gestures To be able to identify / label what different non-verbal gestures mean To be able to know which nonverbal gesture to use in different situations	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on noticing and savouring the times that I am happy To know how I can use different activities to boost my happiness	**Giving to others** To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to understand ways that I can travel in a sustainable way and why it is important To begin to understand the importance of active travel (e.g., walking, cycling) To begin to understand the importance of using public transport (e.g., taking the bus, train)	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can learn something new To use a variety of strategies to find out new information To put together a "happiness" book on my special interest based on what I have learnt	**Self-care** To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on washing hands	**Exercise** To begin to be able to move my body in different ways, with a focus on yoga To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty/ If I need a snack or a drink)
Cycle 2	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can learn something new by going to a museum To begin to know about what I can find at a museum and who works there To be able to record my memories from the museum trip and make my personalized record of the visit	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful hearing. To be able to know what the 5 senses are	**Self-care** To begin to understand what self-care means with a focus on healthy eating To be able to indicate what my favourite fruit and vegetables are To try eating a new fruit that I haven't eaten before To design a creative healthy snack to eat	**Exercise** To begin to be able to move my body in different ways, with a focus on completing a simple exercise routine- To be able to indicate how I feel after exercise (if I am hungry or thirsty)	**Connecting to others** To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To begin to understand that there are similarities and differences between what I like to do and what my friends like to do To be able to write my name (or select my photograph) to put on my friend's survey sheets and be able to identify from the survey which games my friends like to do best To be able to choose to play with friends who like to do the same things as me	**Giving to others** To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to be able to discriminate between those materials that can be recycled (e.g., glass, paper, some plastics, cardboard) versus those that cannot To be able to sort rubbish into different recyclable categories

					To be able to ask my friends to play with me and to know how to respond when they ask me	
Cycle 3	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To begin to be able to name animals/ plants/ nature items that I may see on a nature walk To be able to use some describing words (attributes) for animals/ plants/ nature items To be able to notice items on a nature walk	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on trying something new in a social situation To be able to try playing a new game To be able to practice in a role play situation, social interactions that are difficult for me or which make me nervous To be able to join in with "show and tell" To try out new roles and responsibilities in the school	**Self-care** To begin to understand what self-care means with a focus on looking after myself emotionally To begin to understand that I can try relaxation strategies when I need to rest To try to take part in a relaxing activity - including a simple guided meditation	**Exercise** To be familiar with different places in the community where I can go to exercise To be familiar with different types of equipment I need for different types of exercise/ different sports	**Giving to others** To begin to understand what giving to others means with a focus on ways to be giving at school To identify ways to be able give to others with a focus on giving to my friends To be able to share and take turns with my friends To identify ways to be able to give to others with a focus on helping out at school To be able to take part in helpful activities at school	**Connecting with others** To begin to understand what connecting with others means with a focus on how I can have fun spending time with my friends in school To be able to participate in learning how to play a new game with my friends (e.g., playing hide and seek) To be able to indicate how playing with my friends makes me feel To be able to ask my friends to play with me and to know how to respond when they ask me
Cycle 4	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness through mindful smelling. To be able to know what the 5 senses are	**Exercise** To begin to develop an understanding that there are different sporting activities for different times of the year To begin to be able to select clothing needed for winter outdoor exercise activities To be familiar with knowing that there are different sporting activities for different times of the year	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on being brave and trying something new To be able to learn a new dance / song or drama routine To be able to perform the dance / song or drama routine to parents or to the rest of the school	**Giving to others** To begin to understand what giving to others means with a focus on giving to (caring for) animals To be able to identify how animals can be kind to each other To be able to notice when animals like / do not like what I am doing to them To be able to understand that how I care for animals depends on how their needs change over time	**Self-care** To begin to understand what self-care means with a focus on keeping myself safe To begin to be able to identify harmful (unsafe) items, substances and situations in the home, in the community and around the school building To begin to be able to remember some rules to help keep me safe	**Connecting with others** To begin to learn what I can do to connect to others with kindness To be able to decide what is kind and unkind To be able to follow the class friendship code to be a good friend To be able to demonstrate several friendly behaviours, including initiating and responding to greetings

KEY STAGE 3			
	AUTUMN	**SPRING**	**SUMMER**

Cycle 1	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness of nature and the great outdoors To be able to notice what a nature item looks like, its texture, its smell and how it feels To be able to use some describing words (attributes) for nature items To be able to notice items on a nature walk	**Exercise** To begin to be able to move my body in different ways, with a focus on knowing that gardening can be a type of exercise. To be able to indicate how I feel after exercise (if I am happy or sad/ hungry or thirsty / if I need a snack or a drink).	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can be brave To begin to be able to choose if the safe choice is to be brave, or not brave To be able to make brave and safe choices To be able to work towards being brave and conquering my fears when I am in school	**Connecting to others** To begin to learn what I can do to connect to others with kindness To be able to decide what is kind and unkind To be able to demonstrate several kind behaviours, including initiating and responding to greetings and asking someone to play with me To be able to identify how I feel when someone is kind / unkind to me	**Self-care** To begin to understand what self-care means with a focus on looking after myself physically To begin to learn ways to look after my body by keeping it clean (personal hygiene), with a focus on brushing teeth	**Giving to others** To begin to understand what giving to others means with a focus on sharing To be able to share with my friends To be able to understand how others feel when I share with them To be able to understand how sharing makes me feel
Cycle 2	**Giving to others** To begin to understand what giving to others means with a focus on helping the planet (looking after our world) To begin to understand 6 different areas where I can help the planet (traveling in environmentally friendly ways, recycling, saving household energy, saving water, putting rubbish in the bin, looking after wildlife) To be able to spot any rubbish around the school, playground and in the community and to know what to do with it	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on being grateful and thankful for the things in my life To be able to indicate what I am grateful for To be able to say "thank you" using a preferred mode of communication	**Exercise** To begin to be able to move my body in different ways, with a focus on yoga. To be able to indicate how I feel after exercise (if I am happy or sad / hungry or thirsty / If I need a snack or a drink). To begin to be able to understand which activities are exercise and which are not and to know that yoga is a type of exercise To begin to understand that exercise is important because it keeps me healthy	**Connecting to others** To begin to learn what I can do to connect with others by being a good friend To be able to recognise different types of teasing and bullying To be able to learn what I can do if I am being bullied or if I see someone else being bullied	**Self-care** To begin to understand what self-care means with a focus on looking after myself emotionally To begin to understand that there are times in my life when I need to look after myself more and that certain relaxing activities can help me cope with difficult times To take part in a relaxing activity - using hand cream To be able to communicate how engaging in a relaxation activity makes me feel	**Challenging yourself** To begin to understand what it means to act with courage To be able to participate in activities that require me to step outside of "my comfort zone" To know that I can practice (persevere) to get better at something or achieve my goals
Cycle 3	**Challenging yourself** To begin to understand what it means to challenge myself with a focus on how I can learn a new hobby To have a willingness to try a new hobby that I may not be familiar with	**Giving to others** To begin to understand what giving to others means with a focus on being kind to others To be able to demonstrate simple acts of kindness, including making a picture or a craft item for a special person To know to say "thank you" when someone is kind to me	**Self-care** To begin to understand what self-care means with a focus on healthy eating To be able to identify healthy snacks and unhealthy snacks To be able to indicate what my favourite healthy / unhealthy snacks are To be able to choose fruits to make a smoothie to drink	**Exercise** To begin to be able to understand the importance of being physically active To understand that being physically active is important across the lifespan To know how exercise makes me feel To be able to choose some low energy forms of exercise that I like to do	**Connecting with others** To begin to learn what I can do to connect with others by asking questions and giving information To be able to give information ("telling") in different situations in school and in the community To be able to get information ("asking") in different situations in school and in the community	**Embracing the moment** To begin to learn how I can embrace the moment with a focus on increasing my sensory awareness around tasting food To begin to be able to savour every mouthful of my food To be able to notice what the food looks like, its texture, its smell and how the food tastes

			To try drinking a new smoothie creation that I haven't tried before			To be able to use some describing words (attributes) around food