

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3+	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Achieving and setting goals Overcoming obstacles Seeking help Jobs	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	I can talk freely about the things and people that make me happy in class and at home.	I am confident when I talk about the things I like and am interested in, as well as what I don't like and why.	I know what to do so that I can persevere with things that are a bit difficult. I can talk about what makes me proud.	I can talk about what I do to stay healthy and safe and I know why these things are important.	I know how to be a kind friend and I know what to do if I need a friend to help me play and/or learn.	I can describe and ask questions about things that feel or look different about me now and about the things that will happen around me soon. I can use strategies I've been taught to stay calm and to behave kindly towards others.
	I usually remember to take turns and share with everyone in my class. I know how to be a good listener.	I know how to be kind to others and can use words to stand up for myself.	I regularly encourage myself and others to keep trying and not give up when things get tricky	I know what we all need to do to stay healthy and safe. I can talk about these things with my friends in class	I know how to co-operate with others in my class and understand the importance for everyone to feel included. I make sure I use my words to help friends to understand me.	I know who to speak to and how to talk about things that might be worrying or sad as well as the things that I want to know more about. I can describe to others how I thought about a problem or feeling and how I dealt with it.

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Ages 5+	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/ safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	I can explain why my class is a happy and safe place to learn	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older.
	I can give different examples where I or others make my class happy and safe.	I can explain what bullying is and how being bullied might make somebody feel.	I can say why my internal treasure chest is an important place to store positive feelings.	I can give examples of when being healthy can help me feel happy.	I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.	I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others.

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Ages 6+	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Celebrating difference and remaining friends	Achieving realistic goals Staying healthy to achieve goals Perseverance and strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Healthy eating and nutrition Safety in the home Safety out and about Medicines	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
	I can explain why my behaviour can impact on other people in my class.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	I can explain how I played my part in a group and the parts other people played to create an end product.	I can explain why foods and medicines can be good for my body. I can compare my ideas with less healthy/ unsafe choices inside and outside.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. I can explain why it is important to tell a trusted adult if something is worrying me, even if it feels difficult.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
	I can compare my own and my friends' choices and can express why some choices are better than others.	I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.	I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work.	I can talk about my own and my friends' choices and can express how it feels to make healthy and safe choices.	I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.

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Ages 7+	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning Processes Contributing to the community Managing feelings Simple budgeting	Exercise Food labelling and healthy swaps Attitudes towards drugs Keeping safe online and off line Respect for myself and others Healthy and safe choices outdoors Water safety Asking for help	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Media influence Being a global citizen How my choices affect others Awareness of other children's different lives Expressing appreciation for family and friends	How babies grow Outside body changes Inside body changes Personal hygiene Family stereotypes Challenging my ideas Preparing for transition
	I can explain how my behaviour can affect how others feel and behave.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy, including who to go to for help in an emergency.	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change the during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
	I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve It Together or asking for help.	I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	I can express how being anxious/ scared and unwell feels and explain some strategies to help myself.	I can explain why my choices might affect my family, friendships and people around the world who I don't know.	I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

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Ages 8+	Being part of a class team Being a school citizen Rights, responsibilities and democracy Rewards + consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change
	I can explain why being listened to and listening to others is important in my school community.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can plan and set new goals even after a disappointment.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can explain why it is important to keep telling a trusted adult if I am worried, even if nothing changes at first.	I can recognise how people are feeling when they miss a special person or animal.	I can explain that during a girl's menstrual cycle, a period takes place each month and that this is a natural part of growing up for girls. I can explain why it is important to have trusted adults who can help me during times of change.
	I can explain why being democratic is important and can help me and others feel valued.	I can explain why it is good to accept myself and others for who we are.	I can explain what it means to be resilient and to have a positive attitude.	I can identify feelings of anxiety and fear associated with peer pressure.	I can give ways that might help me manage my feelings when missing a special person or animal.	I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

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Ages 9+	Planning the year ahead Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Materials wealth and happiness Enjoying and respecting other cultures	Future dreams Spending, saving and value of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking including vaping Alcohol and vaping Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition/ self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and risks Reducing screen time Dangers of online grooming Internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition
	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe online, including recognising harmful content, understanding age restrictions, and knowing when something doesn't feel right.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
	I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	I can explain why some online content is designed to influence how I feel about myself and how I can respond to this I can summarise different ways that I respect and value my body.	I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

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Ages 10+	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body-image Puberty and feelings Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
	I can explain how my choices can have an impact on people in my immediate community and globally.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
	I can empathise with others in my community and globally and explain how this can influence the choices I make.	I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	I can explain what motivates me to make the world a better place.	I can explain how to recognise when emotions are escalating and use strategies to respond proportionately to help to manage stress and pressure.	I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

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Ages 11+ (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education
	I can compare my self-identity with how I believe others see me. I can explain some of the factors that may affect my self-identity.	I can explain why different forms of positive and negative prejudice and discrimination happen. I can challenge my own and others' attitudes and values and accept difference in others.	I can explain how internal and external factors might affect my own dreams and goals as I get older.	I can explain how emotions are linked to physical health in a variety of ways. I can also explain that emotions can play a part in making healthy/ less healthy choices, and also that healthy/less healthy choices can impact on emotions.	I can explain a range of feelings that people may experience within different social groups and social contexts and how this may relate to their behaviour.	I can explain why some personal and family changes happen.
	I can explain why it is important that I am a unique individual and can also explain how my self-identity has been influenced by past events and experiences. I can also express a level of independence while maintaining positive relationships with others.	I can explain how different forms of positive and negative prejudice and discrimination might make people feel I can offer strategies to support those involved.	I can explain why breaking a dream or goal into smaller steps is a helpful strategy. I can also offer a range of strategies that I could use to overcome obstacles and remain positive.	I can explain why it is important to express my feelings and manage them positively to help me make responsible choices. I can offer strategies I could use to do this.	I can explain the feelings I might experience in different social groups and different social contexts and how these might manifest in my behaviour. I can offer strategies to help me manage these feelings.	I can explain ways that I can give emotional support to myself and others during times of personal change.