



**FOUNDATIONS
for the FUTURE**

Realistic, Aspirational Outcomes for Adulthood

Health



Purpose and Vision

Our Health curriculum is designed to equip students with the knowledge, skills, and confidence to take ownership of their physical, emotional, and mental wellbeing. We recognise that our students have unique needs, and this curriculum is structured to meet them at their individual stage of development, fostering independence, resilience, and informed decision-making.

Through this curriculum, we aim to:

- Promote healthy routines and personal care practices that support dignity, confidence, and self-esteem.
- Build understanding of physical and mental health, empowering students to access support and make informed choices.
- Encourage safe, respectful, and inclusive attitudes toward relationships, identity, and sexuality.
- Support students to use health-related technology and online platforms safely and effectively.
- Raise awareness of lifestyle choices and their long-term impact on wellbeing, including diet, exercise, and substance use.
- Increase confidence in navigating health and social care systems independently.
- Develop emotional regulation and resilience to support positive mental health and social wellbeing.

Our Seven Pillars of Health

Our Health curriculum is built around seven core pillars, each addressing a vital aspect of personal wellbeing, relationships, and healthy living:

Personal Care & Caring for Others

- Understanding body changes during adolescence and establishing healthy personal care routines.
- Learning hygiene practices, grooming techniques, and the use of appropriate products.
- Exploring body image, fostering confidence in appearance, and making informed self-care choices.
- Understanding personal health routines, including safe medication use and awareness of health rights.
- Learning about privacy, boundaries, and safe sharing of personal information.
- Developing awareness of caring responsibilities, including basic childcare and supporting others.
- Introduction to first aid principles and emergency response.

Technology for Health

- Building confidence in using everyday technology safely and responsibly.
- Using mobile phones for safety, including accessing emergency services.

- Exploring apps and digital tools for organisation, reminders, and daily routines.
- Understanding safe use of household electrical equipment.
- Awareness of assistive technology supporting health and independence.
- Learning to stay safe online, managing passwords, and protecting personal information.

Sexual Relationships

- Exploring various types of romantic relationships with respect for gender, sexuality, and personal identity.
- Understanding concepts of consent, respect, and personal boundaries in relationships.
- Gaining knowledge about sexual health, contraception, and STIs.
- Recognising signs of healthy and unhealthy relationships, with awareness of abuse and how to seek help.
- Building personal support networks and understanding safeguarding and exploitation risks.

Healthy Lifestyle

- Understanding how food choices, cooking skills, and balanced diets support overall wellbeing.
- Importance of regular exercise and staying physically active.
- Awareness of substance use risks, including alcohol, tobacco, and drugs, and strategies for prevention.
- Recognising addiction risks and knowing where to seek support.
- Strategies for managing peer pressure and making informed decisions.
- Understanding media influences on health choices and self-image.

Lifestyle Choices

- Promoting informed decision-making in relationships, parenting, and sexual health.
- Discussing risks and consequences associated with gambling, substance use, and risky behaviours.
- Awareness of radicalisation risks and strategies to stay safe from harmful influences.
- Understanding legal rights related to marriage, parenthood, and accessing support services.
- Interactive tools to explore life choices and responsibilities.

Access to Health & Social Care

- Understanding personal health diagnoses and navigating health services.
- Accessing routine and emergency healthcare services, including dentists, opticians, and mental health support.
- Awareness of social care services and support roles like social workers and home support.
- Knowing when and how to seek help for personal health needs and routine screenings.

- Using technology to book appointments, access information, and contact support organisations independently.

Social & Emotional Wellbeing

- Developing self-awareness and emotional regulation skills for managing feelings and behaviour.
- Exploring strategies for emotional wellbeing, including self-care practices, sensory regulation and therapeutic approaches.
- Strengthening communication and interpersonal skills to nurture positive relationships.
- Learning problem-solving strategies to build confidence, resilience, to be able to make healthy decisions for personal growth and wellbeing.
- Recognising common mental health challenges and when to seek professional support.
- Reducing stigma around mental health through open conversations and self-referral options.

Pillar	Pathway 1	Pathway 2	Pathway 3	Pathway 4
Personal Care & Caring for Others	To being identifying body parts and exploring how to use our bodies	Naming body parts and basic changes	Puberty and emotional changes	Managing changes and seeking help confidently
	Participating in daily hygiene routines	Handwashing, teeth brushing, using deodorant	Daily hygiene routines and appropriate products	Independent grooming and creating personal routines
	Accepting of support to manage hygiene routine	Awareness of periods and why they happen	Products, routines, and hygiene	Managing cycles independently, seeking support if needed
	To begin to recognise things or activities that are good for themselves	Recognising self and others as unique	Managing pressures and promoting positive self-image	Media influence and self-esteem
	To participate in the routine of taking medicine	Introduction to what medicine is and who gives it	Understanding personal medication and routines	Managing simple routines, recognising rights and safety
	To recognise familiar adults and people who can help us	Learning about personal space and private areas	Who to share information with and personal boundaries	Recognising safe/unsafe situations and making safe choices
	To explore and identify the purpose of items and objects	Caring for dolls/toys and simple nurturing	Helping with younger siblings, understanding needs	Basics of childcare, routines, and responsibilities
	To share activities and space with others	Being kind and helping others S2TH1	Supporting others with small tasks	Understanding roles such as being a young carer or volunteer
Technology for Health		Recognising the phone functions and emergency use	Using mobile phones to contact help/support services	Independently accessing emergency numbers and safeguarding apps
	Experiencing technology for fun	Exploring simple apps for the use of reminders and planning	Using apps to support health routines and organisation	Managing daily schedules, medication reminders, or fitness apps

		Understanding personal information and privacy	Using passwords and recognising safe vs unsafe content	Applying secure practices across platforms and recognising scams
		Awareness of devices (e.g., thermometers)	Learning how to use health-related appliances safely	Independently using and maintaining household health devices
		Recognising assistive tools that support health	Exploring how assistive tech helps with independence	Using appropriate assistive tech in everyday routines
		Awareness of health-related websites	Exploring how to book appointments or access info	Independently using NHS app, booking systems, or portals
Sexual Relationships	To begin to recognise features of self	Recognising self and others as different	Exploring gender, identity, and respectful discussion	Understanding LGBTQ+ inclusion and personal identity expression
	To begin to show a preference in the choices presented to me	Understanding personal space and kind behaviour	Recognising appropriate and inappropriate touch	
		To be able to communicate and accept “No”	Understanding verbal/non-verbal consent in friendships	Understanding verbal/non-verbal consent in relationships
	To being identifying body parts that are public and private	Basic understanding of body parts and reproduction	Introduction to contraception and STI awareness	Managing personal sexual health and accessing contraception
	Identifying family members	Recognising different family types	Exploring roles and responsibilities within family units	Supporting others, including parenting and family dynamics
	To recognise and respond to changes in the immediate environment	Understanding feelings around change or loss	Exploring emotional impact of break-ups and bereavement	Developing coping strategies and accessing emotional support

	<u>To recognise familiar adults and people who can help us</u>	<u>Identifying people who help</u>	<u>Building personal support networks and knowing who to turn to</u>	<u>Accessing professional and informal support in relationships</u>
		<u>Understanding basic rules (sexual relationships)</u>	<u>Understanding of the nature of sexual relationship. (consent, making choices, respect, privacy)</u>	<u>Emotional, social, and legal aspects of sexual relationships</u>
Healthy Lifestyle	<u>Exploring familiar and unfamiliar tastes</u>	<u>Recognising healthy vs unhealthy foods</u>	<u>Learning basic cooking and balanced meal planning</u>	<u>Creating meal plans and cooking independently</u>
	<u>Exploring how we can move our bodies</u>	<u>Understanding the importance of moving daily</u>	<u>Trying new types of physical activity and tracking movement</u>	<u>Building regular exercise routines and understanding fitness benefits</u>
	<u>To begin recognising items that are safe to consume</u>	<u>Knowing some things are harmful to the body (e.g. cigarettes)</u>	<u>Exploring effects of alcohol, tobacco, and drugs on health</u>	<u>Evaluating risks and making informed choices about substances</u>
	<u>To begin to follow redirection</u>	<u>Recognising when habits become hard to stop</u>	<u>Recognising signs of addiction and when to get help</u>	<u>Knowing where to seek support and supporting peers</u>
	<u>To begin exploring the use of yes and no</u>	<u>Learning to say 'no' and who to ask for help</u>	<u>Practicing saying 'no' and resisting negative pressure</u>	<u>Making confident, informed lifestyle choices under pressure</u>
		<u>Identifying how media shows 'ideal' bodies</u>	<u>Understanding body image and influence of advertising</u>	<u>Challenging harmful stereotypes and influences</u>
	<u>To recognise and follow a simple schedule</u>	<u>Understanding basic rules (e.g. no smoking in public places)</u>	<u>Learning about the laws linked to drugs and alcohol</u>	<u>Understanding legal consequences and how to stay safe</u>
Life style e Choices	<u>To begin to show a preference in the choices presented to me</u>	<u>Beginning to understand that choices have consequences</u>	<u>Exploring how daily decisions affect wellbeing and future opportunities</u>	<u>Taking ownership of personal choices and planning ahead</u>

		<u>Recognising where babies come from and that there are ways to prevent pregnancy</u>	<u>Learning about contraception types and safe relationships</u>	<u>Making informed decisions about sexual health and parenting</u>
		<u>Understanding that babies need constant care</u>	<u>Exploring the realities of parenting using tools like virtual babies</u>	<u>Understanding rights and responsibilities as a young parent and available support</u>
	<u>To begin to recognise safe and unsafe actions (e.g. climbing on tables, running into roads)</u>	<u>Recognising risky activities (e.g. playing games for money)</u>	<u>Understanding the risks of gambling and substance misuse</u>	<u>Evaluating consequences of high-risk behaviour and strategies for prevention</u>
		<u>Knowing it's not okay to be forced into marriage or parenthood</u>	<u>Learning about legal age and consent, marriage and parental rights</u>	<u>Accessing support services for relationships, family, and reproductive choices</u>
	<u>To begin to recognise key events and their frequency (e.g. birthdays, weekends, school holidays)</u>	<u>Talking about hopes for the future</u>	<u>Exploring different life pathways (education, family, independence)</u>	<u>Weighing pros and cons of life decisions using realistic scenarios</u>
	<u>To begin to recognise and express sensations of illness, pain and discomfort</u>	<u>Identifying people who help us when we're unwell (e.g. doctors, nurses, dentists)</u>	<u>Understanding when and how to access services like GPs, dentists, and opticians</u>	<u>Booking appointments, understanding screenings (e.g. smear tests), and managing personal health</u>
Access to Health & Social Care	<u>To being to recognise and express feeling unsafe in a situation</u>	<u>Recognising emergencies and who to tell</u>	<u>Knowing when to call 999 and what to do in urgent health situations</u>	<u>Making informed decisions during health emergencies, using minor injury services appropriately</u>
	<u>To make use of resources that help me (e.g. communication aids, mobility support)</u>	<u>Knowing that some people need extra help at home</u>	<u>Understanding what social care and emotional support services are for</u>	<u>Accessing and using services like social workers, home care, and mental health support</u>
	<u>To recognise familiar adults and people who can help us</u>	<u>Using phones to call a trusted adult or emergency number</u>	<u>Learning how to use websites, apps, and email for health-related support</u>	<u>Independently using online systems for booking appointments, accessing</u>

				<u>records, and finding services</u>
	<u>Using appropriate methods of communication to ask for help</u>	<u>Knowing it's okay to ask for help</u>	<u>Practising how to describe symptoms and needs to adults and professionals</u>	<u>Confidently explaining needs and making informed choices within the healthcare system</u>
Social & Emotional Wellbeing	<u>To recognise familiar adults and people who can help us</u>	<u>Knowing who you can talk to when feeling upset</u>	<u>Learning about counselling, CAMHS, and support services</u>	<u>Making independent decisions about accessing professional support and knowing how to self-refer</u>
	<u>Exploring regulating activities (e.g. self-stimulation, bouncing, using a safe space)</u>	<u>Exploring simple calming activities (e.g. breathing, sensory tools)</u>	<u>Using strategies such as journaling, mindfulness, or physical activity to support wellbeing</u>	<u>Choosing and applying personal coping strategies, including alternative therapies</u>
	<u>To begin to identify and use spaces I feel safe in</u>	<u>Talking about feelings and mental health in safe spaces</u>	<u>Understanding that mental health challenges are common and reducing associated stigma</u>	<u>Supporting peers and promoting mental health in the community, including advocacy</u>
	<u>To begin to seek help with regulation</u>	<u>Identifying when someone might need urgent help</u>	<u>Knowing where to go for help in a crisis (e.g. helplines, trusted adults)</u>	<u>Independently seeking urgent support and using crisis services appropriately</u>
	<u>To express basic feelings (happy, sad, hungry)</u>	<u>Recognising basic emotions (happy, sad, angry)</u>	<u>Using simple strategies to manage feelings (e.g. breathing, time out)</u>	<u>Applying emotional regulation strategies in real-life settings, including peer and workplace scenarios</u>
			<u>Identifying common mental health issues (e.g. anxiety, depression, self-harm)</u>	<u>Understanding mental health diagnoses and how they affect individuals</u>
	<u>To explore activities and identify those I enjoy</u>	<u>Identifying personal likes/dislikes and strengths</u>	<u>Exploring values, identity and setting small personal goals</u>	<u>Reflecting on progress, setting longer-term goals, and developing a sense of self-worth</u>

	<u>To explore repeating or persisting with activities that are challenging</u>	<u>Trying again after mistakes</u>	<u>Learning how to cope with setbacks and accept encouragement</u>	<u>Demonstrating resilience in challenging situations and building confidence through reflection</u>
	<u>To share an activity with a peer or familiar adult</u>	<u>Practising turn-taking and active listening</u>	<u>Expressing thoughts and feelings clearly in different settings</u>	<u>Using communication strategies to resolve conflicts and support relationships</u>
	<u>Choosing between simple options</u>	<u>Decision making as part of everyday life</u>	<u>Exploring the consequences of choices and practising problem-solving</u>	<u>Making independent, informed decisions and solving complex challenges</u>

Pathway 1
Personal Care & Caring for Others

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 1	To being identifying body parts and exploring how to use our bodies	To begin identifying body parts and exploring how to use our bodies through sensory and movement-based experiences.	<p>... that they have a body and can explore it through movement and touch.</p> <p>... that different body parts can move in different ways (e.g. arms can stretch, legs can kick).</p> <p>... the names or signs for key body parts such as hands, feet, head, tummy (through words, signs, or gestures).</p> <p>... how to respond to simple action prompts involving body parts (e.g. "Touch your nose", "Clap your hands").</p> <p>... that adults can help them learn about their body in safe and positive ways.</p>
	Participating in daily hygiene routines	To begin engaging with and responding to simple daily hygiene routines with support and encouragement.	<p>... that washing hands is something we do regularly, especially after certain activities (e.g. after using the toilet, before eating).</p> <p>... that water, soap, and towels are part of the handwashing routine.</p> <p>... that hygiene routines can happen at specific times of day (e.g. morning, mealtimes, bedtime).</p> <p>... that they can take part in hygiene routines by doing small actions like holding a flannel, turning on a tap, or reaching out their hands.</p>
	Accepting of support to manage hygiene routine	Accepting of support to manage hygiene routine	<p>...that menstruation is a natural part of growing up and personal hygiene is important.</p> <p>...how to accept help from trusted adults to manage hygiene tasks during menstruation.</p> <p>...how to use simple communication (gestures, words, or aids) to ask for help with hygiene needs.</p> <p>...that keeping clean during menstruation helps them feel comfortable and healthy.</p> <p>...how to recognise menstrual hygiene items (e.g., pads, wipes) with adult support.</p>

		...that it is okay to talk to trusted adults about their hygiene needs and ask for support.
To begin to recognise things or activities that are good for themselves	To begin to recognise and respond to familiar activities, objects, or experiences that help them feel good, safe, or comfortable.	<p>... that certain activities like resting, eating, or playing can help them feel better or happier.</p> <p>... that some things help them feel calm or comfortable, such as favourite toys, music, or sensory items.</p> <p>... that they can participate in routines that support their wellbeing, such as drinking water or taking breaks.</p> <p>... that feeling good or comfortable is linked to familiar, safe experiences and care routines.</p>
To participate in the routine of taking medicine	To begin to accept and take part in the familiar routine of taking medicine with adult support.	<p>... that taking medicine is something that happens at certain times to help them feel better or stay healthy.</p> <p>... that familiar adults will support and reassure them during the medicine routine.</p> <p>... that medicine may come in different forms such as a liquid, tablet, or inhaler.</p> <p>... that they can take part in the routine by responding to prompts such as opening their mouth or holding a cup.</p> <p>... that a calm, quiet environment can help them feel safe during the medicine routine.</p> <p>... that they may be praised, comforted, or rewarded for participating in the medicine routine.</p>
To recognise familiar adults and people who can help us	To begin to recognise and respond to familiar adults and understand that they provide help, comfort, and support.	<p>... that some adults are familiar and can help them with daily routines and needs.</p> <p>... that familiar adults offer comfort, safety, and reassurance when they are upset or unsure.</p> <p>... that they can look to familiar adults for help in new or challenging situations.</p> <p>... that certain people are linked to specific routines (e.g. a key person helps with snack time or toileting).</p> <p>... that they can respond to familiar adults through sounds, gestures, or movement.</p>

			... that being with trusted adults helps them feel safe and secure during the day.
	To explore and identify the purpose of items and objects	To begin to explore and recognise familiar objects and understand what they are used for through sensory and hands-on experiences.	<p>... that different objects have different uses, like a spoon is for eating or a cup is for drinking.</p> <p>... that they can explore objects using touch, sight, and sometimes sound to learn about them.</p> <p>... that some objects are linked to specific routines or activities, such as a toothbrush for cleaning teeth.</p> <p>... that they can respond to adults' prompts to select or show familiar objects.</p> <p>... that objects can help them complete tasks or take part in activities, like a ball for playing or a blanket for warmth.</p>
	To share activities and space with others	To begin to participate alongside others by sharing activities and space in familiar, supported settings.	<p>... that other people can be near them during activities and that this is okay.</p> <p>... that they can take turns or wait briefly when playing or working with others.</p> <p>... that sharing toys or materials can be part of playing and learning together</p> <p>... that their actions can help others enjoy activities, like passing a toy or sitting next to a friend.</p> <p>... that being close to others can be fun and safe when supported by familiar adults.</p>
Technology for Health			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....

Pathway 1	Experiencing technology for fun	To begin exploring simple technology devices and enjoy sensory and interactive experiences with adult support.	<p>... that technology devices like tablets, switches, or buttons can make sounds, lights, or movements.</p> <p>... that pressing, touching, or moving parts of a device can create fun responses.</p> <p>... that adults can help them use technology safely and enjoyably.</p> <p>... that technology can be part of play and relaxation activities.</p> <p>... that they can express interest or enjoyment through smiles, sounds, or movements when using technology.</p> <p>... that exploring technology can be a way to try new experiences and learn cause and effect.</p>
	Sexual Relationships		
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
	To begin to recognise features of self	To begin to explore and recognise basic features of their own body and appearance through sensory and interactive experiences.	<p>... that they have a body with different parts like hands, feet, eyes, and hair.</p> <p>... that they can touch and explore their own body parts using their hands or mirrors.</p> <p>... that their body can move and make different actions like waving or clapping.</p> <p>... that they have a name and that adults use it to get their attention.</p> <p>... that they are unique and can begin to recognise themselves as different from others.</p>
	To make simple choices from two items and begin to show a preference in the choices presented to me	To begin to show preferences and understand that they can say “yes” or “no” to choices, helping them understand the basics of consent.	<p>...that they have the right to say “yes” or “no” to things they are asked to do or to choices they are given.</p> <p>...how to show their preferences using gestures, words, or communication aids.</p> <p>...that their feelings and choices are important and should be respected by others.</p>

			<p>...how to recognise when someone is asking for permission or offering a choice.</p> <p>...how to communicate their comfort or discomfort with an activity or interaction.</p> <p>...that it is okay to stop or change their mind about something if they do not want to continue.</p> <p>... that their choices might change over time or with different options.</p> <p>... that expressing preferences helps them take part in decisions about what they do.</p>
	To begin identifying body parts that are public and private	To begin to recognise and understand the difference between body parts that are usually covered (private) and those that are usually seen (public), with adult guidance and support.	<p>... that some parts of their body are private and usually covered by clothes.</p> <p>... that other parts of their body, like hands or face, are public and usually seen by others.</p> <p>... that trusted adults help them learn about private and public body parts in a safe way.</p> <p>... that keeping private body parts covered helps keep them safe and comfortable.</p> <p>... that they can use simple words, signs, or gestures to communicate about their body.</p>
	Identifying family members	To begin to recognise and respond to familiar family members through names, faces, and routines.	<p>... that their family may include people who care for and support them every day.</p> <p>... that they can recognise familiar family members by sight or sound, such as parents, siblings, or carers.</p> <p>... that family members often have special names like "Mum," "Dad," or "Nana."</p> <p>... that they can respond to family members through gestures, sounds, eye contact, or smiling.</p> <p>... that family members help them with routines like eating, playing, or getting dressed.</p> <p>... that spending time with family members can make them feel safe and happy.</p>

	To recognise and respond to changes in the immediate environment, including both people and physical changes	To begin to notice and respond to simple changes in their immediate environment with support and encouragement.	<p>... that things around them can change, such as lights turning on or off, people leaving the room</p> <p>... that people may go out of sight for varying durations of time</p> <p>... that changes in the environment can happen at different times, like when it's time to move to a new activity.</p> <p>... that they can show how they feel about changes through sounds, gestures, or facial expressions.</p> <p>... that responding to changes helps them feel safe and connected to what is happening around them.</p>
	To recognise familiar adults and people who can help us	To begin to recognise familiar adults and understand that some people are there to help us.	<p>...how to recognise familiar adults such as family members, teachers, and caregivers.</p> <p>...that some adults are trusted helpers who keep us safe.</p> <p>...how to respond positively when a familiar adult offers help or comfort.</p> <p>...how to seek help from a familiar adult when they feel unsure or need support.</p> <p>...that trusted adults are there to listen to and assist them.</p>
Healthy Lifestyle			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 1	Exploring familiar and unfamiliar tastes	To explore and begin to recognise different tastes, including familiar and new flavours.	<p>...how to recognise familiar tastes they like or dislike.</p> <p>...how to try and explore new tastes with support and encouragement.</p> <p>...how to show a positive or negative reaction to different tastes using facial expressions, gestures, or sounds.</p> <p>...how to communicate preferences for certain tastes using words, signs, or visuals.</p> <p>...that it is okay to like some tastes and not others.</p> <p>...how to safely explore new foods or drinks with adult supervision.</p>

	Exploring how we can move our bodies	To explore different ways to move our bodies and develop awareness of body parts and movement.	<p>...how to move different parts of their body in simple ways (e.g., waving, stomping, clapping).</p> <p>...how to try different types of movements such as crawling, walking, jumping, or rolling.</p> <p>...how to respond to simple instructions or cues to move their bodies.</p> <p>...to explore proprioception and self-movement</p> <p>...that moving their body can be fun and helps them feel good.</p>
	To begin recognising items that are safe to consume	To start recognising which items are safe to eat or drink and which are not.	<p>...how to identify common safe foods and drinks they eat or drink regularly.</p> <p>...how to show recognition of safe items through gestures, words, or pictures.</p> <p>...that some items are not safe to eat or drink and should be avoided.</p> <p>...how to respond to simple instructions about what is safe to consume.</p> <p>...how to ask a trusted adult before eating or drinking something unfamiliar.</p> <p>...that eating or drinking unsafe items can make them feel unwell or hurt them.</p>
	To begin to follow redirection	To begin to understand and respond to redirection from adults in different situations.	<p>...how to recognise when an adult is trying to redirect their attention or behaviour.</p> <p>...how to respond to simple verbal or visual cues to stop an activity.</p> <p>...how to shift their focus from one activity to another when guided by a trusted adult.</p> <p>...how to use gestures or signs to show understanding of redirection.</p> <p>...that following redirection helps keep them safe and supported.</p> <p>...how to accept redirection with encouragement and support from adults.</p>

	To begin exploring the use of yes and no	To start understanding and using the concepts of “yes” and “no” to communicate simple choices or responses.	<p>...how to recognise the meaning of “yes” and “no” through tone of voice, gestures, or visuals.</p> <p>...how to respond to simple yes/no questions using gestures, sounds, or words.</p> <p>...how to indicate “yes” to show agreement or wanting something.</p> <p>...how to indicate “no” to show disagreement or refusal.</p> <p>...that “yes” and “no” are ways to express their choices and feelings.</p> <p>...how to use yes/no responses to participate in simple decision-making or routines.</p>
	To recognise and follow a simple schedule	To begin to recognise and follow a simple daily schedule with support.	<p>...how to recognise pictures or symbols representing different activities in a simple schedule.</p> <p>...how to follow a sequence of activities shown in a schedule with adult guidance.</p> <p>...how to respond to prompts or cues to transition between activities.</p> <p>...how to show understanding of what activity comes next using gestures or communication aids.</p> <p>...that following a schedule helps them know what to expect during the day.</p> <p>...how to participate in routine activities by using a visual schedule or routine chart.</p>
Lifestyle Choices			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 1	To begin to show a preference in the choices presented to me	To begin to express simple preferences related to daily routines and activities that support their wellbeing and developing independence.	<p>... that they can choose between two familiar options related to daily routines, such as food, clothing, or activities.</p> <p>... that their choices are important and help others understand what they enjoy or need.</p> <p>... that they can show preference using actions, gestures, eye gaze, or vocalisations.</p>

		<p>... that making choices helps them take part in planning their day, like choosing between indoor or outdoor play.</p> <p>... that trusted adults will support them in exploring options and recognising their preferences.</p> <p>... that their preferences may guide what makes them feel comfortable, calm, or happy.</p>	
	To begin to recognise safe and unsafe actions (e.g. climbing on tables, running into roads)	To begin to recognise simple safe and unsafe actions in their environment.	<p>...how to identify actions that are safe to do (e.g., walking, sitting properly).</p> <p>...how to recognise actions that are unsafe or dangerous (e.g., climbing on tables, running into roads).</p> <p>...how to respond to simple verbal or visual prompts about safe and unsafe actions.</p> <p>...how to use gestures, sounds, or words to express understanding of safe or unsafe behaviours.</p> <p>...that unsafe actions can lead to harm and it is important to stop or avoid them.</p> <p>...how to ask for help or guidance from a trusted adult when unsure about an action.</p>
	To begin to recognise key events and their frequency (e.g. birthdays, weekends, school holidays)	To begin to recognise important events and understand how often they happen.	<p>...how to recognise familiar key events such as birthdays, weekends, and school holidays.</p> <p>...that some events happen regularly, like every week or every year.</p> <p>...how to show excitement or interest when a key event is coming.</p> <p>...how to respond to simple questions about when events happen using words, gestures, or visuals.</p> <p>...how to use pictures, calendars, or routines to help understand event timing.</p> <p>...that key events can be special and different from everyday activities.</p>
Access to Health & Social Care			

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 1	To begin to recognise and express sensations of illness, pain and discomfort	To start recognising basic sensations related to illness, pain, or discomfort and to express these feelings to trusted adults.	<p>...how to notice and show when they feel unwell, uncomfortable, or in pain using facial expressions, sounds, or body language.</p> <p>...how to use simple words, gestures, or visuals to communicate that something feels wrong or hurts.</p> <p>...that telling a trusted adult about pain or discomfort can help them feel better.</p> <p>...how to respond when an adult asks if they are feeling okay or if something hurts.</p> <p>...how to indicate the part of their body that is uncomfortable or painful using pointing, touch, or visuals.</p>
	To being to recognise and express feeling unsafe in a situation	To start recognising feelings of being unsafe or uncomfortable in different situations and to express these feelings to trusted adults.	<p>...how to notice physical or emotional signs that show they feel unsafe or uncomfortable.</p> <p>...how to use simple words, gestures, sounds, or visuals to express that they feel unsafe or uncomfortable</p> <p>...that it is important to tell a trusted adult when they feel unsafe or uncomfortable</p> <p>...how to respond when a trusted adult asks if they feel safe or okay.</p> <p>...how to move away from or avoid situations that make them feel uncomfortable or unsafe, with support.</p> <p>...that trusted adults can help listen to their concerns, keep them safe and to feel better</p>
	To make use of resources that help me (e.g. communication aids, mobility support)	To begin to recognise and use resources that support their communication, movement, and daily needs.	<p>...how to identify familiar resources or tools that help them (e.g., communication aids, walkers, sensory toys).</p> <p>...how to use a communication aid or device to make a simple request or express a need.</p> <p>...how to accept support or use mobility aids with encouragement and guidance.</p> <p>...how to show when they want to use a particular resource to help them.</p>

			...that using these resources can help them do things more easily or feel more comfortable.
	To recognise familiar adults and people who can help us	To begin to recognise familiar adults and understand that some people are there to help and support us.	<p>...how to recognise familiar adults such as family members, teachers, or caregivers.</p> <p>...how to show recognition of familiar adults through smiling, eye contact, or reaching out.</p> <p>...that some adults are there to help and keep them safe.</p> <p>...how to respond positively when a familiar adult offers help or comfort.</p> <p>...how to seek support from a familiar adult when they need help.</p> <p>...that trusted adults can assist them with their needs and keep them safe.</p>
	Using appropriate methods of communication to ask for help	To begin to use appropriate communication methods to ask for help when needed.	<p>...how to recognise when they need help or support.</p> <p>...how to use simple gestures, sounds, words, or communication aids to ask for help.</p> <p>...that it is okay and important to ask for help when they need it.</p> <p>...how to gain the attention of a trusted adult to request assistance.</p> <p>...how to show or point to what they need help with using communication methods they are comfortable with.</p> <p>...how trusted adults respond positively when they ask for help.</p>
Social & Emotional Wellbeing			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathwa Y 1	To recognise familiar adults and people who can help us	To begin recognising familiar adults and understanding that some people are there to help us feel safe and supported.	<p>...who the familiar adults are in their environment (e.g. teacher, parent, carer).</p> <p>...how to recognise familiar adults by their face, voice, uniform, or role.</p>

		<p>...that some adults help them with things like getting dressed, feeling better, or keeping safe.</p> <p>...how to go to or point to a familiar adult when they need help.</p> <p>...that different people help in different ways (e.g. nurse helps when we are hurt, teacher helps with learning).</p> <p>...how to respond when a familiar adult offers support or comfort.</p>
Exploring regulating activities (e.g. self-stimulation, bouncing, using a safe space)	To explore self-regulating activities that help the body and mind feel calm, safe, or comfortable.	<p>...how to engage in preferred regulating activities such as self-stimulation, bouncing, or rocking to help themselves feel calm.</p> <p>...that they can use certain spaces or objects (e.g., a safe space, weighted blanket, sensory toy) when they need to feel better.</p> <p>...how to show when they need a break or time to self-regulate using gestures, visuals, or sounds.</p> <p>...that it is okay to use movement or sensory input (e.g., flapping, spinning, squeezing) as a way to feel safe or focused.</p> <p>...how to begin recognising when they feel overwhelmed or unsettled and choose a regulating activity.</p> <p>...that familiar adults can support them in using safe ways to self-regulate when needed.</p>
To begin to identify and use spaces I feel safe in	To explore and begin to recognise spaces where they feel calm, safe, and comfortable, and to use those spaces when needed.	<p>...how to go to or indicate a space where they feel calm or safe, with or without support.</p> <p>...that some spaces can help them feel better when they are upset, overwhelmed, or tired.</p> <p>...how to recognise a familiar safe space (e.g., quiet corner, sensory tent, beanbag area) through repeated experiences.</p> <p>...how to use visuals, objects, or gestures to request access to a safe space.</p> <p>...that it is okay to take time in a space that helps them feel safe or calm.</p>

	To begin to seek help with regulation	To begin recognising when they need support to manage feelings or sensory needs and to seek help from a trusted adult.	<p>...how to recognise signs in their body or feelings that show they need help to feel calm.</p> <p>...how to use simple communication (gestures, sounds, words, or visuals) to ask for help when upset or overwhelmed.</p> <p>...that trusted adults are available to support them when they are finding it hard to regulate.</p> <p>...how to show or guide a trusted adult to what they need (e.g., a safe space, a sensory toy).</p> <p>...that asking for help is okay and can make them feel better.</p> <p>...how to respond positively when help is offered to support their regulation.</p>
	To express basic feelings (happy, sad, hungry)	To explore and express basic feelings such as happy, sad, and hungry using words, gestures, facial expressions, or visuals	<p>how to recognise and name at least one feeling (happy, sad, or hungry).</p> <p>...how to respond to a question about how they feel using a word, gesture, or picture.</p> <p>...how to match simple feeling words or symbols (e.g. smiley/sad face) to their own emotional state.</p> <p>...how to show a basic feeling through facial expression or body language.</p> <p>...how to choose a visual or object that represents how they are feeling.</p> <p>...that different feelings can happen at different times and that it is okay to feel them.</p>
	To explore activities and identify those I enjoy	To explore a variety of activities and begin to show preferences for those they enjoy	<p>...how to show interest or enjoyment during preferred activities through facial expressions, vocalisations, or body language.</p> <p>...how to make a choice between two or more activities using gestures, visuals, or objects.</p> <p>...how to participate in a range of familiar and new activities across different settings.</p> <p>...how to indicate which activities they like or do not like using simple communication methods.</p> <p>...that they can ask for or return to an activity they enjoy.</p>

<p>To explore repeating or persisting with activities that are challenging</p>	<p>To explore ways of repeating or continuing with activities that are a little bit challenging, with encouragement and support.</p>	<p>...how to stay with an activity for a short period, even if it becomes slightly difficult or unfamiliar. ...how to respond positively to encouragement or praise when attempting a challenging task. ...that it is okay to try again if something doesn't work the first time. ...how to seek help or support when they are finding something hard. ...how to use simple tools or prompts (e.g. visuals, gestures) to keep going with an activity. ...that they can feel proud or happy after finishing something that was tricky.</p>
<p>To share an activity with a peer or familiar adult</p>	<p>To engage in and share an activity with a peer or familiar adult, using simple interaction and communication.</p>	<p>...how to sit or play alongside a peer or adult for a short, shared activity. ...how to take turns with support during a simple game or task. ...how to use basic communication (e.g. gestures, sounds, words, or visuals) to interact during a shared activity. ...that they can enjoy activities with other people, not just on their own. ...how to respond to or show interest in what a peer or adult is doing during an activity. ...how to show preference for sharing certain activities with particular people.</p>
<p>Choosing between simple options</p>	<p>To develop the ability to choose between simple options using preferred communication methods</p>	<p>...how to make a choice between two familiar items, activities, or people using words, gestures, visuals, or objects. ...that making a choice means selecting something they want or prefer. ...how to indicate "no" or reject an option they do not want. ...how to show excitement or interest when presented with preferred choices.</p>

			<p>...that their choices can be listened to and respected by others.</p> <p>...how to use visual supports (e.g. choice boards, photos, symbols) to help make decisions.</p>

Pathway 2

Personal Care & Caring for Others

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 2	Naming body parts and basic changes	Learners will be able to recognise, name and describe basic body parts and begin to understand simple physical changes that happen as they grow.	<p>...the names of the main external body parts (e.g. head, arms, legs, hands, feet).</p> <p>...where each main body part is located on their body.</p> <p>...that boys and girls have some body parts that are the same and some that are different.</p> <p>...that bodies grow and change over time (e.g. getting taller, losing baby teeth).</p> <p>...that it is normal for everyone's body to grow and change in their own way.</p> <p>...the importance of using correct words for body parts when asking for help or talking about their body</p>
	Handwashing, teeth brushing, using deodorant	Learners will understand the importance of basic personal hygiene routines and begin to develop the skills needed to keep themselves clean and healthy.	<p>...why it is important to wash their hands regularly (e.g. before eating, after using the toilet).</p> <p>...how to wash their hands properly using soap and water.</p> <p>...why brushing their teeth helps to keep their mouth clean and healthy.</p> <p>...how often they should brush their teeth and for how long.</p> <p>...that our bodies can smell if we don't keep clean, especially as we get older.</p> <p>...that deodorant can help keep them smelling fresh and feeling clean.</p>
	Awareness of periods and why they happen	Learners will begin to develop a simple understanding that periods are a normal part of growing up for some people and learn how to respond appropriately when learning about or experiencing them.	<p>...that periods are a natural part of growing up for some people.</p> <p>...that periods usually happen to girls and some people with female bodies as they get older.</p> <p>...that periods are when a small amount of blood comes from the body each month.</p>

			<p>...that people use pads or other items to help manage periods and stay clean.</p> <p>...that it is okay to talk to a trusted adult if they have questions or feel unsure about periods.</p> <p>...that having a period is nothing to be embarrassed or ashamed about.</p>
	Recognising self and others as unique	Learners will begin to understand that everyone is different and special in their own way, and that these differences should be respected and celebrated.	<p>...that they have their own likes, dislikes, strengths, and interests.</p> <p>...that other people may have different likes, dislikes, strengths, and interests.</p> <p>...that everyone is special and unique in their own way.</p> <p>...that people can look, speak, or act differently and that is okay.</p> <p>...that being kind and respectful helps everyone feel safe and happy.</p> <p>...that it is important to treat others the way they would like to be treated.</p>
	Introduction to what medicine is and who gives it	Learners will develop a basic understanding of what medicine is, why people may need it, and who is responsible for giving it safely.	<p>...that medicine is something people take to help them feel better or stay healthy.</p> <p>...that only trusted adults (like parents, carers, doctors, or nurses) should give medicine.</p> <p>...that they should never take medicine by themselves or give it to others.</p> <p>...that medicine can come in different forms, like tablets, liquids, or creams.</p> <p>...that they can talk to a trusted adult if they feel unwell or unsure about medicine.</p> <p>...that taking the right medicine at the right time is important for staying safe.</p>
	Learning about personal space and private areas	Learners will begin to understand the concept of personal space and learn which parts of the body are private, helping them to recognise and respect boundaries.	<p>...that everyone has personal space and it is important to respect it.</p>

			<p>...that they can say “no” if someone comes too close or touches them in a way that makes them feel uncomfortable.</p> <p>...which parts of the body are private and should be kept covered by underwear.</p> <p>...that private parts of the body are not for others to look at or touch, except for health or hygiene reasons by a trusted adult.</p> <p>...that it is okay to tell a trusted adult if someone makes them feel uncomfortable or unsafe.</p> <p>...that respecting other people’s personal space helps everyone feel safe and comfortable.</p>
	Caring for dolls/toys and simple nurturing	Learners will begin to explore the ideas of care, empathy, and responsibility through nurturing play with dolls and toys.	<p>...that dolls and toys can be cared for in pretend play, like feeding, dressing, and comforting them.</p> <p>...how to show kindness and gentleness when looking after dolls or toys.</p> <p>...that people, like babies or pets, also need care and attention just like dolls in play.</p> <p>...that caring for others means helping them feel safe, clean, and happy.</p> <p>...that being responsible means looking after things and not being rough or careless.</p> <p>...that everyone can be a kind and caring person by showing gentle hands and kind words.</p>
	Being kind and helping others	Learners will begin to understand what kindness means and explore simple ways to show kindness and help others in everyday situations.	<p>...what it means to be kind to others (e.g. using kind words, sharing, helping).</p> <p>...that being kind can make others feel happy and safe.</p> <p>...simple ways they can help friends, family, or adults (e.g. tidying up, offering help).</p> <p>...that saying “please,” “thank you,” and “sorry” are part of being kind.</p> <p>...that everyone deserves kindness, even if they are different or make mistakes.</p>

			...that helping others can make them feel good about themselves too.
Technology for Health			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 2	Recognising phone functions and emergency use	Learners will begin to recognise the basic functions of a phone and understand when and how to use a phone to get help in an emergency.	<p>...that a phone can be used to talk to others, send messages, and ask for help.</p> <p>...that phones can be used to contact trusted adults like parents or carers.</p> <p>...that 999 is the number to call in an emergency to get help from the police, fire service, or ambulance.</p> <p>...that an emergency means someone is hurt, in danger, or needs help quickly.</p> <p>...that they should only call 999 if it is a real emergency and not for fun.</p> <p>...that they can ask a trusted adult to help them use a phone if they are unsure what to do.</p>
	Exploring simple apps for the use of reminders and planning	To support learners in exploring and using simple digital tools, such as reminder or planning apps, to help with organisation and daily routines.	<p>...how to open and navigate a basic reminder or planning app with adult support.</p> <p>...how to identify a task or event that can be added to a digital reminder or planner.</p> <p>...how to input simple information (e.g., time, name of task) into a planning or reminder app.</p> <p>...that reminders can help them remember important routines or activities.</p> <p>...how to recognise an alert or notification as a reminder to do something.</p>

			...that planning ahead using digital tools can help them feel more prepared and confident.
	Understanding personal information and privacy	Learners will begin to understand what personal information is and why it is important to keep some information private to stay safe.	<p>...that personal information is information about themselves, like their name, address, or birthday.</p> <p>...that some personal information should only be shared with trusted adults, like parents or teachers.</p> <p>...that they should not share personal information with strangers or online without permission.</p> <p>...that keeping some information private helps keep them safe.</p> <p>...that they can say “no” or ask for help if someone asks for their personal information and they feel unsure.</p> <p>...that trusted adults are there to help if they feel worried about sharing personal information.</p>
	Awareness of devices (e.g., thermometers)	Learners will begin to recognise common health-related devices and understand their simple uses in daily life to check and support well-being.	<p>...that a thermometer is a device used to check if someone has a fever.</p> <p>...that some devices can help doctors or carers understand how someone is feeling.</p> <p>...that devices like thermometers, blood pressure monitors, or pulse oximeters help keep people healthy.</p> <p>...that these devices are usually used by trusted adults like doctors, nurses, or carers.</p> <p>...that devices should be used carefully and with permission from a trusted adult.</p> <p>...that these devices help people know when to rest or get extra help if they feel unwell.</p>
	Recognising assistive tools that support health	Learners will become familiar with simple assistive tools that help people stay healthy and understand how these tools support everyday life.	<p>...that assistive tools are things that help people do daily activities or stay healthy.</p> <p>...that tools like wheelchairs, walking sticks, or hearing aids help some people move or hear better.</p>

			<p>...that some tools, like glasses or masks, help protect or improve health.</p> <p>...that these tools are used by people who need extra help to stay safe and comfortable.</p> <p>...that it is important to respect these tools and the people who use them.</p> <p>...that trusted adults can help explain how to use or care for assistive tools safely.</p>
	Awareness of health-related websites	Learners will begin to recognise that there are websites that provide helpful and trusted information about health and well-being.	<p>...that health-related websites are places on the internet where people can find information about being healthy.</p> <p>...that these websites can help answer simple questions about feelings, medicine, or staying safe.</p> <p>...that it is important to use websites that are trusted and safe, like those recommended by adults.</p> <p>...that they should ask a trusted adult before using or exploring health websites.</p> <p>...that websites can have pictures, videos, or games to help people learn about health.</p> <p>...that they can tell a trusted adult if they see something on a website that makes them feel worried or confused.</p>
Sexual Relationships			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 2	Recognising self and others as different	Learners will begin to understand that everyone is unique and that people can be different in many ways, which is something to respect and appreciate.	<p>...that everyone has different feelings, likes, and dislikes.</p> <p>...that people can look different from one another, such as having different hair, skin colour, or height.</p> <p>...that some people use different ways to communicate or move their bodies.</p> <p>...that differences are okay and make people special and unique.</p> <p>...that being kind and respectful to people who are different is important.</p>

			...that they can learn from others by noticing and appreciating these differences.
	Understanding personal space and kind behaviour	Learners will understand the concept of personal space and how to show kindness through respectful and caring behaviour towards others.	<p>...that everyone has a personal space that should be respected.</p> <p>...how to recognise when someone needs more space or wants to be closer.</p> <p>...that kind behaviour includes using gentle words and actions.</p> <p>...that respecting personal space helps people feel safe and comfortable.</p> <p>...that showing kindness means listening, sharing, and helping others.</p> <p>...that they can ask or tell others if their personal space feels too close or if they feel uncomfortable.</p>
	To be able to communicate and accept 'no'.	To understand that everyone has the right to say "no," and to practise saying and accepting "no" in a kind and respectful way.	<p>...that they are allowed to say "no" if something makes them feel uncomfortable or upset.</p> <p>...how to say "no" clearly using words or body language.</p> <p>...that other people are allowed to say "no" too, and this should be respected.</p> <p>...how it might feel when someone says "no" and how to respond kindly.</p> <p>...that saying and accepting "no" helps everyone feel safe.</p> <p>...who they can talk to if they feel worried, confused, or need help.</p>
	Basic understanding of body parts and reproduction	Learners will develop a simple and respectful understanding of basic body parts and the idea that babies grow inside the mother's body.	<p>...the names of basic body parts, including private parts.</p> <p>...that babies grow inside a special place in a mother's body called the uterus.</p> <p>...that having a baby is a natural part of life for adults.</p> <p>...that private body parts are special and should be kept private.</p> <p>...that it is okay to ask trusted adults questions about their bodies.</p>

			...that everyone's body is unique and deserves respect and care.
	Recognising different family types	Learners will understand that families come in many different forms and that all families are special and important.	<p>...that families can be made up of different people, such as parents, carers, brothers, sisters, grandparents, or friends.</p> <p>...that some families have one parent, and some have two parents.</p> <p>...that some children live with relatives or foster carers.</p> <p>...that families may look different but all provide love and care.</p> <p>...that it is okay for families to be different from their own family.</p> <p>...that families are important for support, love, and help.</p>
	Understanding feelings around change or loss	Learners will begin to recognise and express feelings they may have when something changes or when they experience loss.	<p>...that change and loss can make people feel sad, confused, or upset.</p> <p>...that it is okay to have different feelings when things change.</p> <p>...that talking to trusted adults or friends can help when they feel sad.</p> <p>...that everyone experiences change and loss at some time in their life.</p> <p>...that they can use simple ways like drawing or talking to express their feelings.</p> <p>...that feelings about change or loss can get better with time and support.</p>
	Identifying people who help	Learners will recognise different people who help us in everyday life and understand how to ask for help when needed.	<p>...that there are many people who help us, like family members, teachers, doctors, and police officers.</p> <p>...that some helpers wear uniforms or special clothes to show their role.</p> <p>...that helpers are there to keep us safe, healthy, and happy.</p> <p>...how to identify trusted adults they can ask for help.</p> <p>...that it is okay to ask for help if they feel worried, scared, or unsure.</p> <p>...that helpers listen and try their best to support us.</p>

	Sexual Relationships	To help learners begin to understand personal boundaries, the difference between public and private behaviour, and simple rules about appropriate touch and relationships, in order to stay safe and respect others.	<p>...that their body belongs to them, and they have the right to say “no” to touch that makes them uncomfortable.</p> <p>...that there are parts of the body that are private and should not be touched by others, except in specific safe situations (e.g., medical or hygiene with trusted adults).</p> <p>...the difference between appropriate and inappropriate touch in simple, clear terms.</p> <p>...the difference between public and private spaces and behaviours.</p> <p>...who they can talk to if they feel confused, unsafe, or upset about how someone behaves towards them.</p> <p>...that some types of relationships (like family and friendship) are different from adult romantic relationships, which are for when people are older.</p>
Healthy Lifestyle			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 2	Recognising healthy vs unhealthy foods	Learners will begin to understand the difference between healthy and unhealthy foods and how food choices can affect their bodies.	<p>...that healthy foods help their body grow and stay strong.</p> <p>...examples of healthy foods such as fruits, vegetables, and water.</p> <p>...that unhealthy foods are treats and should be eaten only sometimes.</p> <p>...examples of unhealthy foods like sweets, chips, and sugary drinks.</p> <p>...that eating too much unhealthy food can make them feel tired or unwell.</p> <p>...that choosing healthy foods helps them have energy to play and learn.</p>
	Understanding the importance of moving daily	Learners will understand why moving their bodies every day is important for keeping healthy and feeling good.	...that moving their body every day helps keep their heart and muscles strong.

			<p>...that simple activities like walking, playing, and dancing count as exercise.</p> <p>...that moving helps them feel happy and have more energy.</p> <p>...that sitting still for too long is not healthy for their body.</p> <p>...that they can choose fun ways to move every day, like playing outside or stretching.</p> <p>...that moving regularly helps them sleep better at night.</p>
	Knowing some things are harmful to the body (e.g. cigarettes)	Learners will begin to understand that some things, like cigarettes, are harmful to their bodies and can make them unwell.	<p>...that cigarettes and smoke can hurt their lungs and make it hard to breathe.</p> <p>...that some things can make their body feel sick or weak.</p> <p>...that it is important to stay away from harmful things like cigarettes.</p> <p>...that healthy bodies need clean air and good care.</p> <p>...that they can say no if someone offers them something harmful.</p> <p>...that asking for help from a trusted adult is okay if they feel unsure or worried.</p>
	Recognising when habits become hard to stop	Learners will begin to understand that some habits can be difficult to stop and why it's important to get help when this happens.	<p>...that a habit is something we do often without thinking.</p> <p>...that some habits are good, and some can be hard to stop.</p> <p>...that when a habit is hard to stop, it can sometimes make us feel worried or upset.</p> <p>...that it is okay to ask for help if they find a habit hard to stop.</p> <p>...that trusted adults can support them to change habits.</p> <p>...that changing habits can take time and patience.</p>
	Learning to say 'no' and who to ask for help	Learners will understand how to say 'no' when they feel uncomfortable and know who they can ask for help and support.	<p>...that it is okay to say 'no' if something makes them feel upset or uncomfortable.</p> <p>...how to use simple words or actions to say 'no' clearly.</p> <p>...that they can ask a trusted adult for help if they feel unsafe or worried.</p> <p>...who trusted adults are, such as parents, teachers, or carers.</p> <p>...that their feelings are important and deserve respect.</p>

			...that asking for help is a brave and good thing to do.
	Identifying how media shows 'ideal' bodies	Learners will begin to understand that pictures and videos in media often show people's bodies in certain ways that may not be real or the only way to look.	<p>...that media such as TV, magazines, and adverts show pictures of people's bodies.</p> <p>...that these pictures often show only one kind of body as 'ideal' or 'perfect.'</p> <p>...that everyone's body is different and special in its own way.</p> <p>...that pictures in media can sometimes be changed or made to look different from real life.</p> <p>...that it is okay to like their own body just as it is.</p> <p>...that they can talk to a trusted adult if they feel unhappy about their body or what they see in media</p>
	Understanding basic rules (e.g. no smoking in public places)	Learners will understand simple everyday rules that help keep people safe and healthy.	<p>...that rules help keep people safe and healthy.</p> <p>...that some places have rules, like no smoking in public areas.</p> <p>...that following rules is important to protect themselves and others.</p> <p>...that rules are made by adults to help everyone stay safe.</p> <p>...who to ask if they don't understand a rule.</p> <p>...that it is okay to remind others kindly about rules if they forget.</p>
Lifestyle Choices			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 2	Beginning to understand that choices have consequences	Learners will begin to understand that the choices they make can have different outcomes, both good and not-so-good, and will learn to think about the results of their actions.	<p>...that every choice they make can lead to different results, like feeling happy or sad.</p> <p>...that making healthy choices, like eating good food or getting enough sleep, can help them feel strong and happy.</p> <p>...that some choices can help them, while others might make things harder or cause problems.</p> <p>...that it is important to think about what might happen before making a choice.</p>

			<p>...that asking for advice from trusted adults can help them make good choices.</p> <p>...that they can learn from the results of their choices to make better decisions in the future.</p>
	Recognising where babies come from and that there are ways to prevent pregnancy	Learners will begin to understand the basic idea of where babies come from in simple terms and will learn that there are ways to plan and prevent pregnancy, while emphasising respect and understanding.	<p>...that babies grow in a special place inside a person's body called the womb.</p> <p>...that babies are made when a man and a woman come together in a special way, but this is a big topic for older learners.</p> <p>...that babies are usually born after many months, and people take care of the baby when it is born.</p> <p>...that some people choose to have children, and some choose not to have children for different reasons.</p> <p>...that there are ways adults can plan if they want to have children, and they can also make choices to prevent pregnancy.</p> <p>...that it's important to talk to trusted adults if they have questions about babies or growing up, so they can get the right information.</p>
	Understanding that babies need constant care	Learners will understand that babies need constant care and attention to stay healthy, safe, and happy. They will learn about the responsibilities that come with caring for a baby.	<p>...that babies need to be fed, changed, and kept clean every day.</p> <p>...that babies need a lot of sleep to grow and stay healthy.</p> <p>...that babies need to be held and comforted to feel safe and loved.</p> <p>...that babies cannot do things for themselves and rely on adults to care for them.</p> <p>...that babies need protection from harm and help with things like bathing and dressing.</p> <p>...that it takes time and effort to care for a baby, and it is important to show them kindness and patience.</p>
	Recognising risky activities (e.g. playing games for money)	Learners will understand what risky activities are and how to recognise and avoid them to keep themselves safe.	<p>...what risky activities are and why some can be harmful.</p> <p>...that playing games for money can be risky and may lead to problems.</p>

			<p>...how to recognise when an activity might be unsafe or risky.</p> <p>...that it is okay to say “no” to activities that feel unsafe or make them uncomfortable.</p> <p>...who they can talk to if they are worried about risky activities.</p> <p>...ways to find safer, fun alternatives to risky activities.</p>
	Knowing it’s not okay to be forced into marriage or parenthood	Learners will understand their rights about marriage and parenthood and recognise that being forced into these is not acceptable.	<p>...that marriage and parenthood should always be a choice, never something forced.</p> <p>...what it means to give consent and why it is important in marriage and becoming a parent.</p> <p>...that it is their right to say “no” if they feel pressured or forced.</p> <p>...who they can talk to if they feel someone is trying to force them into marriage or parenthood.</p> <p>...that there are laws that protect people from forced marriage and forced parenthood.</p> <p>...how to ask for help from trusted adults or professionals if they are worried about this.</p>
	Talking about hopes for the future	Learners will explore and express their hopes and aspirations for the future in a supportive environment.	<p>...what it means to have hopes and dreams for the future.</p> <p>...how to talk about their own hopes and goals clearly.</p> <p>...that it is okay for hopes and plans to change over time.</p> <p>...how to listen respectfully to other people’s hopes for the future.</p> <p>...simple ways to start planning small steps to reach their goals.</p> <p>...who can help them when they want to achieve their hopes and dreams.</p>
Access to Health & Social Care			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....

Pathway 2	Identifying people who help us when we're unwell (e.g. doctors, nurses, dentists)	Learners will understand who the key people are in health and social care who help us when we feel unwell and how to ask for their support when needed.	<p>...who doctors are and how they help us when we are feeling unwell.</p> <p>...who nurses are and how they help us in hospitals or doctor's offices.</p> <p>...who dentists are and how they take care of our teeth to help us stay healthy.</p> <p>...that we can go to these people when we feel sick or hurt.</p> <p>...that it is important to tell an adult if we need to see a doctor, nurse, or dentist.</p> <p>...that doctors, nurses, and dentists are kind and want to help us feel better.</p>
	Recognising emergencies and who to tell	Learners will recognise and understand the roles of key healthcare professionals who help us when we are unwell and learn how to access their support when needed.	<p>...who doctors are and that they help us when we are sick or hurt.</p> <p>...who nurses are and how they help care for us, especially in hospitals.</p> <p>...who dentists are and how they help take care of our teeth and gums.</p> <p>...that it is important to talk to an adult if we need to visit a doctor, nurse, or dentist.</p> <p>...how to ask for help when we are unwell and need to see a healthcare professional.</p> <p>...that doctors, nurses, and dentists work to make us feel better and help us stay healthy.</p>
	Knowing that some people need extra help at home	Learners will understand that some people may need extra help at home to stay healthy and safe and will learn about the different kinds of support available to them.	<p>...that some people may need help with everyday tasks at home, like getting dressed or cooking.</p> <p>...who might help people who need extra support at home, like carers, family members, or social workers.</p> <p>...that it is okay to ask for help if someone needs it at home or in the community.</p> <p>...that carers and helpers work to keep people safe and healthy when they are not able to do things by themselves.</p> <p>...that everyone can ask for support, and it is important to talk to someone when we need help.</p>

			...that people who need extra help at home can still live happy and safe lives with the right support.
	Using phones to call a trusted adult or emergency number	Learners will understand how to use a phone to call a trusted adult or an emergency number when they need help and learn why it is important to know how to make these calls safely.	<p>...how to use a phone to make a call to a trusted adult when they need help or feel unsafe.</p> <p>...the importance of calling a trusted adult or emergency number when there is an urgent problem.</p> <p>...who their trusted adults are and how to contact them using a phone.</p> <p>...that the emergency number (999 or 112) can be used to call for help in serious situations.</p> <p>...the steps to take when calling an emergency number, including speaking clearly and saying their name, where they are, and what help they need.</p> <p>...that it is important to stay calm when making a phone call for help, even if they feel scared.</p>
	Knowing it's okay to ask for help	Learners will understand that it is okay to ask for help when they need it, and that there are people who care and can support them in different situations.	<p>...that asking for help is a good way to get support when they need it.</p> <p>...who they can ask for help, including teachers, family members, and other trusted adults.</p> <p>...that everyone sometimes needs help and it's okay to ask for it, no matter the problem.</p> <p>...how to ask for help clearly by saying what they need, such as "Can you help me?"</p> <p>...that asking for help can make them feel better and solve problems.</p> <p>...that there are different kinds of help available for different needs, like help at home, school, or with health concerns.</p>
Social & Emotional Wellbeing			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pat hwa Y 2	Knowing who you can talk to when feeling upset	To help learners understand that it is important to talk to someone they trust	...that feeling upset is normal and happens to everyone sometimes.

		<p>when they are feeling upset and to know who those trusted people are.</p>	<p>...that talking to someone they trust can help them feel better when they are upset. ...who the trusted adults in their life are (e.g. teacher, parent, carer, school staff). ...how to ask a trusted person for help using words, pictures, signs, or gestures. ...that there are safe places they can go when they feel upset (e.g. quiet area, sensory space, or a familiar adult's room). ...that they are not alone and there are people who care about how they feel.</p>
	<p>Exploring simple calming activities (e.g. breathing, sensory tools)</p>	<p>Learners will explore and begin to use simple calming activities to help them feel safe, calm, and more in control of their emotions.</p>	<p>...that there are things they can do to help themselves feel calm. ...how to take slow, deep breaths to help their body feel more relaxed. ...that using a sensory object (e.g. a fidget toy or weighted blanket) can help them feel better when they are worried or upset. ...how to recognise simple signs in their body when they feel upset or anxious (e.g. fast heart, tense hands). ...that it is okay to feel different emotions and that calming activities can help when feelings are big. ...how to choose and use a calming activity when they are feeling worried, frustrated, or overwhelmed.</p>
	<p>Talking about feelings and mental health in safe spaces</p>	<p>Learners will begin to understand that it is okay to talk about their feelings and that there are safe people and places where they can share how they feel.</p>	<p>...that everyone has feelings and it is okay to talk about them. ...some words they can use to name simple feelings like happy, sad, angry, or scared. ...who they can talk to when they feel upset, worried, or confused (e.g. a trusted adult or friend). ...that some places, like the classroom calm corner or a quiet space, can help them feel safe when talking about feelings.</p>

			<p>...that sharing feelings can help them feel better and more understood.</p> <p>...that it is kind and helpful to listen to others when they want to talk about their feelings.</p>
Identifying when someone might need urgent help	Learners will understand that it is safe and helpful to talk about their feelings and will begin to recognise people and places that support their mental health.		<p>...that everyone has feelings and that it is good to talk about them.</p> <p>...some simple words to describe how they are feeling (e.g. happy, sad, angry, scared, excited).</p> <p>...that it is okay to ask for help when feelings feel too big or confusing.</p> <p>...who they can go to when they need someone to talk to (e.g. teacher, teaching assistant, trusted adult).</p> <p>...that there are safe spaces where they can go to feel calm and talk about their feelings.</p> <p>...that sharing how they feel can help them feel better and help others understand them.</p>
Recognising basic emotions (happy, sad, angry)	To help learners recognise and name the basic emotions of happy, sad, and angry in themselves and others, using simple visual, verbal, and contextual cues.		<p>...how to recognise and name the emotions happy, sad, and angry using facial expressions and tone of voice.</p> <p>...how to match pictures of faces showing different emotions to the correct emotion word (happy, sad, angry).</p> <p>...what situations or events might make themselves or others feel happy, sad, or angry.</p> <p>...how to use words or gestures to express when they are feeling happy, sad, or angry.</p> <p>...that it is okay to feel different emotions and that everyone experiences them.</p> <p>...who they can talk to when they feel sad or angry and need help.</p>
Identifying personal likes/dislikes and strengths	To support learners in identifying and communicating their personal likes, dislikes, and things they are good at, using familiar language and activities.		<p>...how to say or show things they like (e.g. foods, activities, toys, people).</p> <p>...how to say or show things they do not like or dislike.</p> <p>...how to recognise things they are good at doing (e.g. drawing, running, helping others).</p>

			<p>...that everyone has different likes, dislikes, and strengths. ...how to use words, pictures, or symbols to talk about what they enjoy and what they find difficult. ...that it is okay to be different and to have their own preferences and abilities.</p>
	Trying again after mistakes	To help learners understand that making mistakes is a normal part of learning and to encourage them to try again when things don't go right the first time.	<p>...that everyone makes mistakes, and it is okay to get things wrong sometimes. ...that mistakes are part of learning and help us get better at things. ...how to recognise a mistake and name how it makes them feel (e.g. sad, cross, frustrated). ...simple ways to calm down and try again after making a mistake (e.g. take a deep breath, ask for help). ...how to use encouraging words to help themselves or others when something goes wrong (e.g. "I can try again"). ...that trying again can lead to success or feeling proud of themselves.</p>

	Practising turn-taking and active listening	To support learners in understanding and practising turn-taking and active listening during social interactions, play, and group activities.	<p>...what taking turns means and why it is important when playing or talking with others.</p> <p>...how to wait for their turn during games or conversations using simple strategies (e.g. holding a turn-taking object, counting, using a visual cue).</p> <p>...how to listen when someone else is speaking by looking at them, staying quiet, and not interrupting.</p> <p>...how to show they are listening by using body language, nodding, or repeating back simple information.</p> <p>...how taking turns and listening helps everyone feel respected and included.</p> <p>...that practising turn-taking and listening helps make playing and learning more fun for everyone.</p>
	Decision making a part of everyday life	To begin making simple decisions and understand that choices can have consequences for themselves and others.	<p>...how to make a choice between two or more options.</p> <p>...that decisions can affect how they or others feel.</p> <p>...how to think about what might happen after making a choice.</p> <p>...how to ask for help when making a decision feels difficult.</p> <p>...how to make decisions that help keep themselves and others safe.</p> <p>...how to reflect on whether a decision was a good one or could be done differently next time.</p>

Pathway 3

Personal Care & Caring for Others

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Puberty and emotional changes	To begin to understand the physical and emotional changes that happen during puberty and how to care for themselves and others during this time.	<p>...that puberty is a time when the body and emotions change.</p> <p>...some of the common physical changes that happen to boys and girls during puberty.</p> <p>...that mood and feelings can change during puberty and this is normal.</p> <p>...who they can talk to if they feel worried, confused, or upset.</p> <p>...how to look after their personal hygiene during puberty.</p> <p>...how to be kind and understanding towards others who are also going through changes.</p>
	Daily hygiene routines and appropriate products	To understand the importance of daily hygiene and recognise appropriate products and routines to stay clean and healthy.	<p>...why daily hygiene is important for keeping healthy and feeling good.</p> <p>...what a daily hygiene routine might include (e.g., brushing teeth, washing, using deodorant).</p> <p>...which products are used for different hygiene tasks (e.g., shampoo, toothpaste, sanitary products).</p> <p>...how to use hygiene products safely and appropriately.</p> <p>...how often certain hygiene routines should be done (e.g., washing hair, changing underwear).</p> <p>...how to be respectful and supportive of others' hygiene needs and choices.</p>
	Products, routines, and hygiene	To explore how personal hygiene routines and products help keep the body clean,	...that personal hygiene includes caring for the whole body, every day.

		<p>healthy, and socially comfortable, and to recognise how to support others respectfully.</p>	<p>...which hygiene products are used for different parts of the body and when to use them. ...how to follow a simple daily hygiene routine to stay fresh and clean. ...how using hygiene products (like deodorant, toothpaste, and sanitary products) helps prevent smells and illness. ...that everyone's body is different and personal care needs can vary. ...how to talk about hygiene needs kindly and respect other people's privacy.</p>
	<p>Managing pressures and promoting positive self-image</p>	<p>To develop an understanding of personal identity, recognise pressures they may face, and explore strategies to maintain a positive self-image and emotional wellbeing.</p>	<p>...how to identify different types of pressure they may experience (e.g. peer, social, academic). ...how pressure can affect their thoughts, feelings, and behaviour. ...how to recognise and talk about the qualities that make them unique and valued. ...how to challenge unhelpful self-talk and replace it with positive self-messages. ...how to use practical strategies to manage stress and support their wellbeing (e.g., mindfulness, problem-solving, talking to someone they trust). ...that it is normal to feel unsure about themselves sometimes, and how to seek support when needed.</p>

<p>Understanding personal medication and routines</p>	<p>To understand what personal medication is, why it is important, and how to follow safe routines for taking it or asking for help.</p>	<p>...that some people need medication to stay healthy or feel better. ...that medication should only be taken when given by a trusted adult or health professional. ...how to follow a simple routine for taking medication safely (e.g., time, dose, method). ...that it's important to tell someone if they feel unwell or forget to take their medication. ...who to talk to about their medication, like parents, carers, or school staff. ...that other people may have different medication routines, and these should be respected.</p>
<p>Who to share information with and personal boundaries</p>	<p>To understand what personal information is, when it is safe to share it, and how to recognise and respect personal boundaries for themselves and others.</p>	<p>...what personal information is (e.g., address, phone number, body privacy). ...that some information should only be shared with trusted adults. ...how to say "no" if someone asks for information or touches them in a way that feels wrong. ...that everyone has the right to personal space and privacy. ...how to tell the difference between safe and unsafe secrets. ...who they can talk to if they feel uncomfortable or unsure about something.</p>
<p>Helping with younger siblings, understanding needs</p>	<p>To explore safe and helpful ways to support younger siblings and understand the basic needs of younger children.</p>	<p>...that younger children need help with things like eating, dressing, and playing safely. ...how to help with simple tasks, like tidying up toys or keeping a baby calm. ...that young children have different needs and may not be able to explain how they feel.</p>

			<p>...how to be patient, gentle, and kind when helping younger siblings.</p> <p>...that they should always ask a trusted adult before giving help with things like food or nappies.</p> <p>...who to talk to if they feel worried, tired, or unsure about helping at home.</p>
	Supporting others with small tasks	To understand how to notice when someone needs help and explore ways to safely support others with small everyday tasks.	<p>...what small tasks might include, like holding a door open, helping carry something, or tidying up.</p> <p>...how to recognise when someone might need help, such as an elderly person or a friend with a disability.</p> <p>...how to offer help politely and respectfully.</p> <p>...that helping others can make people feel happy and included.</p> <p>...how to ask an adult if they are unsure whether or how to help.</p> <p>...how to work together as a team to get things done safely and kindly.</p>
Technology for Health			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Using mobile phones to contact help/support services	To learn how to safely and appropriately use a mobile phone to contact help or support services when needed.	<p>...how to unlock and use the basic functions of a mobile phone.</p> <p>...how to call 999 in an emergency and what to say.</p> <p>...how to save and use important contact numbers (e.g., family, school, support worker).</p> <p>...how to send a simple text message asking for help.</p> <p>...when it is appropriate to contact support services (e.g., feeling unsafe, lost, or unwell).</p> <p>...that it's important to stay calm and speak clearly when asking for help.</p>

Using apps to support health routines and organisation	To explore how simple apps can help with health routines, reminders, and personal organisation in daily life.	<p>...that apps can be used to help remember things like taking medicine, drinking water, or brushing teeth.</p> <p>...how to use a reminder or calendar app to plan health routines.</p> <p>...that some apps can help with sleep, exercise, or managing feelings.</p> <p>...how to recognise which apps are helpful and safe to use.</p> <p>...how to ask an adult for help to set up or use a health-related app.</p> <p>...that using technology can be a good way to become more independent and organised.</p>
Using passwords and recognising safe vs unsafe content	To understand how to use passwords to stay safe online and to recognise the difference between safe and unsafe content when using technology.	<p>...that passwords help keep their personal information and devices safe.</p> <p>...how to create and remember a strong password (e.g., not sharing it, using a mix of letters and numbers).</p> <p>...never to share passwords with anyone except a trusted adult.</p> <p>...how to tell the difference between safe content (e.g., health apps, school websites) and unsafe content (e.g., pop-ups, unknown messages).</p> <p>...what to do if they see something online that makes them feel uncomfortable or unsure.</p> <p>...who to talk to if they think their device or account is not safe.</p>
Learning how to use health-related appliances safely	To understand what health-related appliances are and how to use them safely with support when needed	<p>...what health-related appliances are (e.g., thermometers, electric toothbrushes, mobility aids, inhalers).</p> <p>...how to use common appliances safely by following simple instructions.</p>

		<p>...why it's important to keep appliances clean and store them properly.</p> <p>...that they should ask for help if they are unsure how to use a device.</p> <p>...how to tell if an appliance is not working properly and what to do.</p> <p>...that appliances should only be used for their intended purpose and by the person they belong to.</p>
Exploring how assistive tech helps with independence	To explore different types of assistive technology and understand how they can support independence in everyday life.	<p>...that assistive technology includes tools like talking devices, reminder apps, magnifiers, and adapted keyboards.</p> <p>...how assistive tech can help people do things more easily, like remembering tasks or reading instructions.</p> <p>...that different people use different types of tech depending on their needs.</p> <p>...how assistive tech can help with independence at home, in school, and in the community.</p> <p>...who to ask for help in choosing or using assistive technology.</p> <p>...that using assistive tech is a positive way to support personal strengths and abilities.</p>
Exploring how to book appointments or access info	To understand how to use technology to book health-related appointments and find trusted information online or through apps.	<p>...that they can use phones, websites, or apps to book health appointments.</p> <p>...how to ask for help when booking a doctor, dentist, or eye test appointment.</p> <p>...that some websites and apps can give trusted health information (e.g., NHS website).</p> <p>...how to find and use simple information about health and wellbeing online.</p> <p>...why it's important to check that health information</p>

			comes from a trusted source. ...who to talk to if they feel confused, worried, or unsure about what they've read or booked.
Sexual Relationships			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Exploring gender, identity, and respectful discussion	To begin to understand what gender and identity mean, and how to talk about them respectfully with others.	<p>...that gender is how someone feels inside, and it may be different from their body.</p> <p>...that identity is about who we are, including our likes, beliefs, and how we see ourselves.</p> <p>...that everyone has the right to feel safe and respected in who they are.</p> <p>...how to listen kindly and use respectful words when talking about gender and identity.</p> <p>...that some people may use different names or pronouns, and it's respectful to use them.</p> <p>...who they can talk to if they have questions or feel confused about gender or identity.</p>
	Recognising appropriate and inappropriate touch	To understand the difference between appropriate and inappropriate touch and know how to respond if they ever feel unsafe or uncomfortable	<p>...that their body belongs to them and they have the right to say "no" to any touch they don't like.</p> <p>...what appropriate touch might look like (e.g., a high five, a hug from a family member when they want it).</p> <p>...what inappropriate touch is and that it is never their fault if someone crosses a boundary.</p> <p>...how their body might feel (e.g., nervous, scared, confused) if something feels wrong.</p> <p>...how to clearly say "no," move away, and tell a trusted adult.</p> <p>...who they can go to for help and support if they feel unsafe or unsure.</p>

<p>Understanding verbal/non-verbal consent in friendships.</p>	<p>To understand that consent means giving permission, and to recognise both verbal and non-verbal ways people show if they are comfortable or uncomfortable in friendships.</p>	<p>...that consent means asking first and getting a clear “yes” before touching or sharing personal space. ...that people can show how they feel through body language, facial expressions, and tone of voice. ...that “no,” “stop,” silence, or pulling away means someone is not giving consent. ...that it’s important to stop straight away if someone doesn’t look or feel happy. ...how to ask for consent in a friendly and respectful way (e.g., “Is it okay if I sit here?”). ...that good friendships are built on respect, kindness, and making sure everyone feels safe.</p>
<p>Introduction to contraception and STI awareness</p>	<p>To gain a basic understanding of what contraception is, why it is used, and to be aware that some infections can be passed on during sexual activity.</p>	<p>...that contraception is used to help prevent pregnancy and protect against infections. ...that condoms are the only type of contraception that also help protect against STIs. ...that STIs (sexually transmitted infections) can be passed between people during sex. ...that using contraception is a shared responsibility between partners. ...that people can visit clinics or doctors for free advice and support about contraception and sexual health. ...who they can talk to if they have questions or worries about relationships or staying safe.</p>
<p>Exploring roles and responsibilities within family units</p>	<p>To understand that families can look different, and to explore the different roles and responsibilities people may have in a family unit.</p>	<p>...that families can include parents, carers, grandparents, siblings, and other trusted adults. ...that not all families look the same, and all loving families are important. ...some typical responsibilities people have in families, like helping with chores, looking after each other, or</p>

			<p>earning money.</p> <p>...that children also have responsibilities, like being kind, helping when they can, and following rules at home.</p> <p>...how to show appreciation for others in their family or household.</p> <p>...who they can talk to if family life feels difficult or upsetting.</p>
	Exploring emotional impact of break-ups and bereavement	To explore how break-ups and bereavement can affect our emotions and to understand healthy ways to cope and seek support.	<p>...that it is normal to feel sad, angry, confused, or worried after a break-up or loss.</p> <p>...that everyone deals with these feelings in their own way and in their own time.</p> <p>...that talking to a trusted adult can help when emotions feel big or difficult.</p> <p>...some safe and healthy ways to express feelings, like drawing, writing, or talking.</p> <p>...that it's okay to ask questions about death, separation, or changes in relationships.</p> <p>...who they can turn to for comfort, support, or more information if they feel upset or unsure.</p>
	Building personal support networks and knowing who to turn to	To understand the importance of having a personal support network and to recognise who they can go to for help, advice, or comfort.	<p>...what a support network is and why it is helpful.</p> <p>...that trusted people can include family, carers, teachers, support workers, and friends.</p> <p>...how to recognise safe and supportive adults they can talk to.</p> <p>...that it's okay to ask for help when something feels difficult or confusing.</p> <p>...how to keep a list or picture of who they can talk to at home, at school, and in the community.</p>
	Sexual Relationships	To develop learners' understanding of the nature of sexual relationships, including	...that sexual relationships are a private part of adult life and should involve mutual consent and respect.

		consent, respect, privacy, and the importance of making safe, informed choices.	<p>...that consent means saying “yes” freely, and that everyone has the right to say “no” to any touch or behaviour they are not comfortable with.</p> <p>...that healthy sexual relationships are based on trust, communication, and mutual care.</p> <p>...that sexual activity is something that should only happen when both people are ready, and it is legal.</p> <p>...that there are laws to protect people from being hurt or taken advantage of in sexual relationships.</p> <p>...who they can talk to if they feel unsure, unsafe, or pressured in a relationship.</p>
Healthy Lifestyle			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Learning basic cooking and balanced meal planning	To begin developing basic cooking skills and to understand how to plan simple, balanced meals that support a healthy lifestyle.	<p>...what a balanced meal includes (e.g. a mix of fruits, vegetables, protein, and carbohydrates).</p> <p>...how to follow simple steps to make a basic meal or snack safely.</p> <p>...how to use kitchen tools and appliances with support and care.</p> <p>...how to choose foods that help keep their body healthy and give them energy.</p> <p>...how to plan a simple meal for one day using healthy ingredients.</p> <p>...that cooking for themselves is a useful skill that helps them become more independent.</p>
	Trying new types of physical activity and tracking movement	To explore different types of physical activity, understand the benefits of moving	<p>...that physical activity can include walking, dancing, swimming, sports, and playing.</p> <p>...that moving their body every day helps with energy,</p>

	more, and begin to track their own activity levels in simple ways.	<p>sleep, mood, and health.</p> <p>...that it's good to try different activities to find ones they enjoy.</p> <p>...how to track their movement using simple tools like a chart, step counter, or app.</p> <p>...how to set a small goal to move more during the week (e.g. "I will go for a walk three times").</p> <p>...that all kinds of movement count — even short bursts — and doing their best is what matters.</p>
Exploring effects of alcohol, tobacco, and drugs on health	To understand that alcohol, tobacco, and drugs can harm the body and mind, and to know how to make safe and healthy choices.	<p>...that alcohol, tobacco, and drugs can affect how people feel, think, and behave.</p> <p>...that these substances can damage the body, especially the lungs, liver, heart, and brain.</p> <p>...that saying "no" or walking away is a safe and strong choice.</p> <p>...that using these substances can be dangerous, especially for young people.</p> <p>...how to recognise peer pressure and talk to a trusted adult if they feel unsure.</p> <p>...who to go to for help or advice about substances, including family, school staff, or support services.</p>
Recognising signs of addiction and when to get help	To begin to understand what addiction is, how it can affect health and daily life, and to recognise when and how to ask for help.	<p>...that addiction means someone feels like they must keep using something, even if it's harming them.</p> <p>...that people can become addicted to things like alcohol, drugs, smoking, or even gaming.</p> <p>...some signs that someone might have an addiction (e.g. mood changes, secrecy, not joining in with others).</p> <p>...that addiction can affect health, relationships, and everyday routines.</p> <p>...that people with addiction need support, not blame.</p>

		...who they can talk to if they are worried about themselves or someone else (e.g. family, teacher, support worker).
Practicing saying 'no' and resisting negative pressure	To build confidence in recognising unsafe or negative pressure from others and to practise clear and respectful ways to say "no."	<p>...that peer pressure is when someone feels pushed to do something they don't want to do.</p> <p>...that it's okay to say "no" and that their choices should be respected.</p> <p>...how to recognise when a situation or request feels wrong, unsafe, or uncomfortable.</p> <p>...simple and confident ways to say "no" firmly and walk away.</p> <p>...that saying "no" can help them stay safe and make healthy choices.</p> <p>...who they can talk to if they feel unsure or upset after being pressured.</p>
Understanding body image and influence of advertising	To understand how advertising and media can affect how people feel about their bodies and to explore ways to build a positive body image.	<p>...that adverts and social media often show edited or unrealistic images.</p> <p>...that everyone's body is different, and all bodies are okay.</p> <p>...how advertising can make people feel like they need to change how they look.</p> <p>...that how they feel about themselves is more important than how they look.</p> <p>...ways to feel good about their body, like focusing on what it can do, not just how it looks.</p> <p>...who they can talk to if they feel worried or upset about their body image.</p>
Learning about the laws linked to drugs and alcohol	To understand that there are laws about alcohol, drugs, and tobacco, and to learn	<p>...that it is illegal for young people under 18 to buy alcohol, tobacco, or vapes.</p> <p>...that some drugs are illegal and can be harmful to</p>

		how these laws are there to help keep people safe.	health and safety. ...that carrying, using, or giving illegal drugs to others is against the law. ...that breaking these laws can have serious consequences, like fines or getting into trouble with the police. ...that laws are there to protect people from harm and help them make safer choices. ...who they can talk to if they feel pressured or unsure about drugs, alcohol, or tobacco.
Lifestyle Choices			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Exploring how daily decisions affect wellbeing and future opportunities	To understand how everyday choices — like food, sleep, friendships, and habits — can impact their health, happiness, and future goals.	...that small daily choices, like eating well and getting enough sleep, help their body and brain. ...that healthy friendships and kind behaviour support emotional wellbeing. ...that unhealthy habits, like skipping meals or staying up too late, can affect mood and energy. ...that looking after their health can help them do better at school, college, or work in the future. ...how to think about their goals and make positive choices to support them. ...who they can talk to for advice or help when making important decisions.
	Learning about contraception types and safe relationships	To begin to understand the different types of contraception and the importance of safety, respect, and consent in relationships.	...that contraception helps to prevent pregnancy and some protect against sexually transmitted infections (STIs). ...that condoms are the only form of contraception that protect against both pregnancy and STIs.

		<p>...that using contraception is a shared responsibility in a relationship.</p> <p>...that a safe relationship includes trust, respect, and agreeing to things together (consent).</p> <p>...that people can get free advice and contraception from a doctor or clinic.</p> <p>...who they can talk to if they have questions or worries about relationships or staying safe.</p>
Exploring the realities of parenting using tools like virtual babies	To explore what caring for a baby involves and begin to understand the responsibilities, challenges, and impact of parenting on daily life.	<p>...that looking after a baby involves feeding, changing, soothing, and keeping them safe — day and night.</p> <p>...that babies need constant care and attention, which can affect sleep, school, work, and free time.</p> <p>...that parenting requires patience, responsibility, and support from others.</p> <p>...how it might feel to care for a virtual baby and how this shows some of the real-life challenges.</p> <p>...that having a baby is a big decision that affects your lifestyle, money, and future choices.</p> <p>...who they can talk to if they have questions or need advice about relationships, pregnancy, or parenting.</p>
Understanding the risks of gambling and substance misuse	Learners will understand the potential dangers of gambling and substance misuse and learn ways to stay safe and make healthy choices.	<p>...what gambling is and how it can lead to problems if not controlled.</p> <p>...that substances like alcohol, drugs, and cigarettes can harm the body and mind.</p> <p>...why some people might feel tempted to gamble or use substances, and the risks involved.</p> <p>...how gambling and substance misuse can affect relationships, money, and health.</p> <p>...ways to say no and get help if they or someone they know is having problems.</p>

			...who to talk to for support and advice about gambling or substance misuse.
	Learning about legal age and consent, marriage and parental rights	Learners will understand basic legal concepts about age, consent, marriage, and parental rights to help them make safe and informed choices.	<p>...what is meant by legal age and why some activities have age limits.</p> <p>...that consent means agreeing to something willingly and that it is important.</p> <p>...basic facts about marriage and who can get married.</p> <p>...that parents have legal rights and responsibilities for their children.</p> <p>...who to talk to if they have questions or concerns about these topics.</p> <p>...that laws help protect people and keep them safe.</p>
	Exploring different life pathways (education, family, independence)	Learners will explore different life pathways to understand options related to education, family life, and independence as they grow.	<p>...that there are different choices about education and learning after school.</p> <p>...that people can have different kinds of families and relationships.</p> <p>...what independence means and ways to become more independent.</p> <p>...some of the skills needed for living independently (e.g., managing money, daily tasks).</p> <p>...that life pathways can be different for everyone and that's okay.</p> <p>...who can help them explore and plan their own life pathway choices.</p>
Access to Health & Social Care			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 3	Understanding when and how to access services like GPs, dentists, and opticians	Learners will develop an understanding of common mental health issues and	<p>...what mental health means and why it is important.</p> <p>...some common feelings linked to anxiety, such as worry or fear.</p>

	recognise basic signs and feelings associated with them.	<p>...basic signs of depression, like feeling sad or tired often.</p> <p>...that self-harm is a sign someone might need help and support.</p> <p>...that it is okay to talk about their feelings and ask for help.</p> <p>...who they can trust to speak to if they or someone they know is struggling with their mental health</p>
Knowing when to call 999 and what to do in urgent health situations	Learners will understand when it is necessary to call emergency services and know how to respond appropriately in urgent health situations.	<p>...what the 999-emergency number is used for.</p> <p>...the kinds of situations that require calling 999 (e.g., fire, serious injury, choking).</p> <p>...how to stay calm and speak clearly when calling emergency services.</p> <p>...what important information to give when calling 999 (name, location, what happened).</p> <p>...basic steps to help keep themselves or others safe while waiting for help.</p> <p>...who else they can ask for help if they are unable to call 999 themselves.</p>
Understanding what social care and emotional support services are for	Learners will understand the role of social care and emotional support services and know how these services can help individuals and families.	<p>...what social care services are and the kinds of help they provide (e.g., support at home, help with daily tasks).</p> <p>...what emotional support services are and how they help people with feelings and mental health.</p> <p>...who can access social care and emotional support services.</p> <p>...how to find out about or ask for social care and emotional support services.</p> <p>...that it is okay to ask for help when feeling upset or needing support.</p>

			...examples of people who work in these services, such as social workers or counsellors.
	Learning how to use websites, apps, and email for health-related support	Learners will develop basic skills to use websites, apps, and email to find and access health-related support safely and confidently.	<p>...how to identify trusted websites and apps that provide health information and support.</p> <p>...how to use simple functions on websites and apps, such as searching for information or booking appointments.</p> <p>...how to send and receive emails safely to communicate with health professionals or support services.</p> <p>...how to keep personal information private when using websites, apps, and email.</p> <p>...what to do if they see something online that makes them feel uncomfortable or unsafe.</p> <p>...who to ask for help if they are unsure about using technology for health support.</p>
	Practising how to describe symptoms and needs to adults and professionals	Learners will develop confidence and skills to clearly describe their symptoms and needs to adults and health or support professionals.	<p>...how to use simple words to explain how they feel or what is wrong.</p> <p>...how to describe where they feel pain or discomfort in their body.</p> <p>...how to explain what they need help with to adults or professionals</p> <p>...who the adults and professionals are that they can talk to about their symptoms or needs.</p> <p>...how to answer basic questions from adults or professionals about their health.</p> <p>...why it is important to tell the truth and be clear when describing symptoms and needs.</p>
Social & Emotional Wellbeing			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....

Pathway 3	Learning about counselling, CAMHS, and support services	Learners will understand what counselling, CAMHS (Child and Adolescent Mental Health Services), and other support services are, and how they can help.	<p>...what counselling is and how it helps people talk about their feelings.</p> <p>...what CAMHS stands for and the type of support it offers to children and young people.</p> <p>...that support services are there to help with mental health and emotional problems.</p> <p>...how to ask for help or where to find support if they feel upset or worried.</p> <p>...that it is okay to use these services and that asking for help is a positive step.</p> <p>...who adults or professionals they can talk to about getting support from these services.</p>
	Using strategies such as journaling, mindfulness, or physical activity to support wellbeing	Learners will explore simple strategies such as journaling, mindfulness, and physical activity to help support their wellbeing and manage their feelings.	<p>...what journaling is and how writing down thoughts can help manage feelings.</p> <p>...what mindfulness means and simple ways to practice being calm and focused.</p> <p>...how physical activity can help improve mood and reduce stress.</p> <p>...that using these strategies regularly can support their overall wellbeing.</p> <p>...how to choose which strategy might help them feel better in different situations.</p> <p>...who to ask for help or guidance if they want to learn more about these wellbeing strategies.</p>
	Understanding that mental health challenges are common and reducing associated stigma	Learners will understand that many people experience mental health challenges and learn ways to reduce negative feelings or stigma around mental health.	<p>...that mental health challenges are common and can happen to anyone.</p> <p>...some examples of mental health challenges, such as anxiety or sadness.</p> <p>...that having a mental health challenge is nothing to be ashamed of.</p>

		<p>...how stigma can hurt people who have mental health difficulties.</p> <p>...ways to be kind and supportive to people who may be experiencing mental health challenges.</p> <p>...who to talk to if they or someone they know needs help with mental health.</p>
Knowing where to go for help in a crisis (e.g. helplines, trusted adults)	Learners will understand where and how to seek help during a crisis, including knowing trusted adults and support services available to them.	<p>...what a crisis is and when to ask for help.</p> <p>...who trusted adults are and how they can help in a crisis.</p> <p>...examples of helplines and support services they can contact in a crisis.</p> <p>...how to access helplines or online support safely.</p> <p>...the importance of sharing their feelings and asking for help when needed.</p> <p>...that asking for help is a positive and important step for their safety and wellbeing.</p>
Using simple strategies to manage feelings (e.g. breathing, time out)	Learners will understand and use simple strategies to help manage their feelings in different situations.	<p>...what different feelings are and how they can affect their body and mind.</p> <p>...simple strategies to help calm down, like deep breathing or taking a time out.</p> <p>...how to recognise when they need to use these calming strategies.</p> <p>...how taking a break can help them feel better and think more clearly.</p> <p>...who they can ask for help if they find their feelings too difficult to manage alone.</p> <p>...that practising these strategies regularly can help them feel more in control of their emotions.</p>

<p>Identifying common mental health issues (e.g. anxiety, depression, self-harm)</p>	<p>Learners will begin to recognise and name common mental health issues, understand how they may affect people, and know when and how to seek help.</p>	<p>...the names of some common mental health issues such as anxiety, depression, and self-harm. ...some basic signs that someone may be experiencing poor mental health (e.g. withdrawal, sadness, panic, low energy). ...that mental health is just as important as physical health. ...that people may experience mental health challenges in different ways. ...how to tell a trusted adult if they or someone they know is struggling. ...that support is available, and it is okay to ask for help with mental health.</p>
<p>Exploring values, identity and setting small personal goals</p>	<p>Learners will explore their own values and identity and learn how to set small, achievable personal goals to support their growth and well-being.</p>	<p>...what values are and why they are important to how we live and make choices. ...how to recognise things about themselves that make them unique (their identity). ...how to think about what matters most to them in their life. ...what a personal goal is and how setting small goals can help them feel proud and confident. ...how to choose a simple goal that is realistic and important to them. ...who can support them in working towards their personal goals.</p>
<p>Learning how to cope with setbacks and accept encouragement</p>	<p>Learners will understand what setbacks are, learn ways to cope with them positively, and recognise how to accept and use encouragement from others.</p>	<p>...what a setback is and that everyone experiences setbacks sometimes. ...simple ways to cope when things don't go as planned, such as taking deep breaths or asking for help.</p>

		<p>...why it's okay to feel upset or frustrated when facing a setback.</p> <p>...how encouragement from others can help them feel better and keep trying.</p> <p>...who they can turn to for support and encouragement when they find things hard.</p> <p>...how to say thank you and accept kindness or encouragement from others.</p>
Expressing thoughts and feelings clearly in different settings	Learners will develop skills to express their thoughts and feelings clearly and appropriately in a variety of social settings.	<p>...how to identify their own thoughts and feelings.</p> <p>...that different settings (e.g., home, school, community) may require different ways of expressing themselves.</p> <p>...simple words and phrases to share their feelings clearly.</p> <p>...how to use polite and respectful language when expressing themselves.</p> <p>...when and how to ask for help if they are finding it hard to express themselves.</p> <p>...the importance of listening to others when they share their thoughts and feelings.</p>
Exploring the consequences of choices and practising problem-solving	Learners will understand that their choices have consequences and will practise simple strategies to solve everyday problems.	<p>...that every choice they make can lead to different results or consequences.</p> <p>...how to think about what might happen before making a choice.</p> <p>...ways to identify simple problems they may face in daily life.</p> <p>...how to use basic steps to solve a problem (e.g., stop, think, choose, act).</p> <p>...who they can ask for help when they find a problem hard to solve alone.</p>

			...the importance of learning from their choices to make better decisions in the future.

Pathway 4

Personal Care & Caring for Others

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Managing changes and seeking help confidently	To help learners recognise and respond appropriately to changes in their lives, and to build confidence in seeking help and support when needed.	<p>... how to recognise when a change is happening or is about to happen in their daily routine, environment, or relationships.</p> <p>... that change is a normal part of life and that it can be both positive and challenging.</p> <p>... who they can go to for help (e.g., trusted adults, support staff, family) when they feel worried, confused, or unsafe.</p> <p>... how to express their feelings or concerns about change using appropriate communication methods.</p> <p>... basic strategies for managing their emotions during times of change (e.g., breathing, talking, using a visual support).</p> <p>... that asking for help is a positive and responsible action, not a sign of failure or weakness.</p>
	Independent grooming and creating personal routines	To support learners in developing the skills, confidence, and independence to manage their personal grooming and establish consistent personal care routines.	<p>... the importance of regular grooming and personal hygiene for health, wellbeing, and social confidence.</p> <p>... how to identify and use the appropriate grooming tools and products (e.g., toothbrush, deodorant, hairbrush).</p> <p>... how to follow a step-by-step personal care routine tailored to their individual needs (e.g., morning or bedtime routine).</p> <p>... how to recognise when grooming tasks need to be</p>

		completed (e.g., noticing dirty fingernails or greasy hair). ... how to create and follow a personal grooming schedule using visual supports or checklists. ... who to ask for help or advice if they are unsure how to complete a grooming task or need support with personal care.
Managing cycles independently, seeking support if needed	To help learners understand their body's natural cycles, manage their personal care needs independently, and feel confident in asking for support when required.	... what a menstrual cycle is and the common signs and symptoms that may occur before or during a period. ... how to choose, use, and dispose of menstrual products safely and hygienically. ... how to prepare for their cycle by keeping personal care items in a private and accessible place. ... how to track their cycle using a calendar, app, or visual aid to build routine and predictability. ... that it is normal to experience a range of emotions or physical changes during a cycle, and how to manage them. ... who to speak to for support if they are feeling unwell, unsure, or need help managing their period at home, school, or in public.
Media influence and self-esteem	To understand how media can influence thoughts, feelings, and self-image, and to develop strategies for maintaining positive self-esteem in response to media messages.	...how media, including social media, can shape beliefs about appearance, success, and identity. ...how edited, filtered, or unrealistic portrayals in media can affect how people feel about themselves. ...how to critically question and evaluate messages they see in media. ...how to recognise when media content is having a negative impact on their self-esteem. ...how to seek out and engage with media that promotes positive, inclusive, and realistic representations.

			...how to use personal strategies to protect their self-esteem and mental wellbeing when engaging with media.
	Managing simple routines, recognising rights and safety	To enable learners to manage everyday routines with increasing independence, while understanding their rights and how to keep themselves safe in different situations.	<p>... how to follow simple daily routines such as getting ready for the day, preparing a snack, or organising their belongings.</p> <p>... that having a routine helps them feel calm, prepared, and in control of their day.</p> <p>... that they have the right to feel safe, respected, and treated fairly by others.</p> <p>... how to recognise unsafe situations and when something doesn't feel right.</p> <p>... how to make safe choices at home, in school, and in the community.</p> <p>... who to go to for help or advice if they feel unsafe, confused, or need support with a routine.</p>
	Recognising safe/unsafe situations and making safe choices	To support learners in identifying safe and unsafe situations and developing the confidence to make safe, informed choices in everyday life.	<p>... how to recognise common signs of danger or unsafe situations at home, in school, and in the community.</p> <p>... the difference between safe and unsafe behaviours in relationships, online, and in public places.</p> <p>... how to say “no” and remove themselves from a situation that feels unsafe or uncomfortable.</p> <p>... how to make safe choices when travelling, using social media, or spending time with others.</p> <p>... how to use trusted adults, emergency contacts, or services (like 999) when they need help.</p> <p>... that they have the right to feel safe and that it is always okay to ask for help or report something that worries them.</p>

	Basics of childcare, routines, and responsibilities	To introduce learners to the basic needs of young children and help them understand simple routines and responsibilities involved in safe and caring childcare.	<p>... that babies and young children rely on adults to meet their basic needs, such as feeding, hygiene, and comfort.</p> <p>... how to recognise and respond to simple signs that a child might be hungry, tired, or upset.</p> <p>... examples of daily routines that help young children feel safe and cared for, such as feeding times, naps, and play.</p> <p>... the importance of being gentle, calm, and kind when interacting with babies and young children.</p> <p>... that caring for a child is a big responsibility and requires patience, attention, and planning.</p> <p>... who to go to for help or advice if they are unsure about how to care for a child safely and responsibly.</p>
	Understanding roles such as being a young carer or volunteer	To help learners understand what it means to be a young carer or volunteer, recognise the responsibilities involved, and explore the value of helping others in safe and supportive ways.	<p>... what a young carer is and what types of tasks they might do to help someone at home.</p> <p>... what a volunteer does and how volunteering can help other people and the community.</p> <p>... that caring for others can be rewarding but may also feel tiring or stressful at times.</p> <p>... that it is important for carers and volunteers to also look after their own wellbeing.</p> <p>... who they can speak to if they are a young carer and need help, support, or time to rest.</p> <p>... examples of safe and age-appropriate ways they can volunteer or help others in their school or local community.</p>
Technology for Health			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....

Pathway 4	Independently accessing emergency numbers and safeguarding apps	To develop the knowledge, confidence, and practical skills required to independently access emergency numbers and use safeguarding apps in situations where safety is at risk.	<p>... how to identify and dial the correct emergency services number in the UK (e.g. 999 or 112) and when it is appropriate to do so</p> <p>... how to safely and appropriately ask for help during an emergency, including what key information to provide (e.g. location, nature of emergency)</p> <p>... how to recognise common safeguarding concerns and understand when to seek help from a trusted adult or authority</p> <p>... how to identify, download, and use at least one recognised safeguarding or personal safety app (e.g. Hollie Guard, Life360)</p> <p>... how to use basic functions on a mobile phone to access help (e.g. emergency call button, sharing location)</p> <p>... how to create and maintain a list of trusted contacts they can reach out to in unsafe or worrying situations</p>
	Managing daily schedules, medication reminders, or fitness apps	To develop the skills needed to independently manage daily routines using digital tools such as scheduling apps, medication reminders, and fitness trackers to support health and wellbeing.	<p>... how to use a digital calendar or scheduling app to organise daily routines such as meals, lessons, and personal tasks</p> <p>... how to set up and respond to medication reminders using a phone, watch, or app</p> <p>... how to track basic health goals using a fitness or wellbeing app, such as steps walked, hours slept, or hydration</p> <p>... how to personalise app settings (e.g. alerts, colour coding, vibration) to make digital tools easier to use</p> <p>... how to explain the importance of consistency in routines for physical and mental wellbeing</p> <p>... how to identify when to seek support if they</p>

		experience difficulty keeping to a schedule or using an app independently
Applying secure practices across platforms and recognising scams	To develop the ability to apply secure practices when using digital platforms and to recognise and respond safely to potential online scams and threats.	<p>... how to create and manage strong, memorable passwords and understand why password security is important</p> <p>... how to recognise common features of online scams, such as suspicious links, fake profiles, or requests for personal information</p> <p>... how to safely respond to or report suspicious messages, emails, or pop-ups</p> <p>... how to apply privacy settings across social media and communication platforms to control who sees their information</p> <p>... how to identify trusted websites and secure connections by checking for signs like “https” or padlock icons</p> <p>... how to explain the importance of not sharing personal or financial information online without trusted guidance</p>
Independently using and maintaining household health devices	To build the knowledge and confidence needed to independently use and maintain common household health devices to support personal health and wellbeing.	<p>... how to correctly use common household health devices such as a thermometer, digital weighing scales, or a blood pressure monitor</p> <p>... how to read and interpret basic results from these devices and understand what is considered a healthy range</p> <p>... how to clean, store, and maintain household health devices to keep them safe and working properly</p> <p>... how to recognise when a device is not working correctly and what steps to take (e.g. replacing batteries, asking for help)</p> <p>... how to use a device to support a health routine, such</p>

		<p>as tracking weight or temperature regularly</p> <p>... how to explain the importance of using health devices to monitor changes in their health and when to report unusual readings</p>
Using appropriate assistive tech in everyday routines	To develop the ability to choose and use appropriate assistive technology to support independence in everyday routines at home, in education, and in the community.	<p>... how to identify different types of assistive technology that can support daily tasks, such as speech-to-text apps, timers, or visual schedules</p> <p>... how to use assistive technology to complete personal routines such as getting ready in the morning, following a recipe, or managing time</p> <p>... how to set up and customise assistive tools to suit their individual needs and preferences</p> <p>... how to solve simple problems with assistive tech, such as adjusting settings or charging a device</p> <p>... how to explain how assistive technology helps increase their independence and confidence</p> <p>... how to decide when and where to use assistive technology appropriately in different environments such as school, home, or public places</p>
Independently using NHS app, booking systems, or portals	To develop the skills needed to independently use the NHS app, online booking systems, or healthcare portals to manage personal health needs and appointments.	<p>... how to log in to and navigate the NHS app or relevant healthcare portals using secure details</p> <p>... how to book, check, or cancel appointments with a GP or other health services using an online system</p> <p>... how to order repeat prescriptions through the NHS app or linked pharmacy services</p> <p>... how to access personal health information, such as vaccination status or medical records, through a secure platform</p> <p>... how to identify when and why it is appropriate to use an NHS app or online portal rather than phoning or</p>

			<p>visiting in person</p> <p>... how to protect personal information and understand the importance of privacy when using digital health services</p>
Sexual Relationships			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Understanding LGBTQ+ inclusion and personal identity expression	<p>o help learners understand and respect different identities, including LGBTQ+ identities, and to support their ability to express their own identity in a safe and inclusive environment.</p>	<p>... that LGBTQ+ stands for Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and that the "+" includes other identities.</p> <p>... that everyone has the right to express who they are, including how they feel inside and who they care about.</p> <p>... that being kind and respectful to others, no matter who they are, helps everyone feel safe and included.</p> <p>... that people can express their identity in different ways, including through clothes, names, or pronouns.</p> <p>... how to respond positively and appropriately if someone shares something about their identity.</p> <p>... who they can talk to if they have questions about identity or if they feel confused, worried, or need support.</p>
	Understanding verbal/non-verbal consent in relationships	<p>To help learners understand what consent means in relationships, how it can be given or withdrawn using verbal and non-verbal communication, and why it is important to always respect other people's boundaries.</p>	<p>... that consent means giving permission for something to happen, and that it must be clear, mutual, and respectful.</p> <p>... that people can say "yes" or "no" using words (verbal) or actions (non-verbal), such as nodding, shaking their head, or moving away.</p> <p>... that if someone does not give consent or changes their mind, their wishes must be respected straight away.</p> <p>... that asking for and giving consent should happen in all</p>

		<p>types of relationships, including friendships and romantic relationships.</p> <p>... how to recognise body language or facial expressions that might show someone is uncomfortable or unsure.</p> <p>... who they can talk to if they feel pressured, confused, or upset about a situation involving consent.</p>
Managing personal sexual health and accessing contraception	To help learners understand the basics of sexual health, the importance of contraception, and how to access support and services to make safe and informed choices.	<p>... that looking after their sexual health is important for their physical, emotional, and mental wellbeing.</p> <p>... what contraception is and how it can help prevent pregnancy and reduce the risk of sexually transmitted infections (STIs).</p> <p>... that using contraception should always be a shared and respectful decision between partners.</p> <p>... how to access contraception and sexual health advice from trusted places, such as a doctor, clinic, or pharmacy.</p> <p>... that it is okay to ask questions about sexual health and that support is available without judgement.</p> <p>... who they can talk to if they are worried, need advice, or want more information about their sexual health.</p>
Supporting others, including parenting and family dynamics	To help learners understand the different roles people play in families, how to support others in caring roles such as parenting, and how positive family dynamics contribute to wellbeing.	<p>... that families come in many forms and that people in a family support each other in different ways.</p> <p>... what parenting involves, including caring for a child's physical and emotional needs.</p> <p>... how helping with small tasks at home (like tidying, playing with a younger sibling, or helping prepare a meal) can support family members.</p> <p>... that good communication, respect, and kindness help families work well together.</p> <p>... that sometimes family life can feel difficult, and it's</p>

			<p>okay to ask for help or talk to someone they trust. ... who they can go to for support or advice about family relationships, responsibilities, or worries at home.</p>
	Developing coping strategies and accessing emotional support	To help learners recognise their emotions, develop healthy coping strategies, and understand how and where to access emotional support when they need it.	<p>... how to recognise and name a range of emotions, such as feeling happy, sad, anxious, or angry. ... that it is normal to feel strong emotions and that everyone needs help sometimes. ... simple coping strategies they can use when feeling overwhelmed, such as deep breathing, taking a break, or talking to someone they trust. ... that different strategies work for different people, and it's okay to try different ways to feel better. ... how to identify trusted adults or services they can go to for emotional support, both in and out of school. ... that asking for help is a positive step and shows strength, not weakness.</p>
	Accessing professional and informal support in relationships	To help learners recognise when support is needed in relationships and understand how to access both professional and informal help safely and confidently.	<p>... that everyone can need support in relationships, including with friends, family, or partners. ... the difference between informal support (like talking to a friend or trusted adult) and professional support (such as a counsellor or social worker). ... how to recognise signs that a relationship may be unhealthy, upsetting, or unsafe. ... how to ask for help if they feel worried, confused, or unhappy in a relationship. ... where to find professional help in school or the community, such as counselling services or helplines. ... that they have the right to feel safe, respected, and supported in all their relationships.</p>

	Emotional, social, and legal aspects of sexual relationships	To support learners in understanding the emotional, social, and legal aspects of sexual relationships, helping them to make informed, respectful, and safe choices.	<p>...that sexual relationships involve emotional connection, trust, and mutual respect.</p> <p>...that consent must be clear, ongoing, and freely given by both people in a sexual relationship.</p> <p>...that they have the right to set personal boundaries and to expect those boundaries to be respected.</p> <p>...that contraception helps prevent unplanned pregnancy and reduce the risk of sexually transmitted infections (STIs).</p> <p>...that there are laws around the age of consent and sexual relationships, and these laws are there to protect people.</p> <p>...where and how to access support, advice, or help about sexual health or relationship concerns in a safe and confidential way.</p>
Healthy Lifestyle			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Creating meal plans and cooking independently	Learners will develop the knowledge, skills, and confidence to plan balanced meals and cook simple recipes independently, with an emphasis on health, safety, budgeting, and personal preferences.	<p>...how to create a basic weekly meal plan that reflects personal preferences and nutritional needs</p> <p>...and how to identify and list ingredients needed for planned meals</p> <p>...and how to follow simple recipes using common kitchen equipment safely</p> <p>...and how to apply basic food hygiene and kitchen safety practices independently</p> <p>...and how to compare prices and shop for ingredients within a set budget</p> <p>...and how to evaluate the success of their meal plans and cooking experiences, making changes where needed</p>

<p>Building regular exercise routines and understanding fitness benefits</p>	<p>Learners will understand the importance of regular physical activity and develop the ability to create and maintain a simple personal exercise routine that supports their physical and mental well-being.</p>	<p>...how to identify different types of physical activity and their effects on the body ...and how to recognise the physical and mental health benefits of regular exercise ...and how to plan a personal exercise routine that fits their interests and lifestyle ...and how to use basic equipment and spaces safely during exercise ...and how to track and reflect on their participation in physical activity ...and how to set achievable exercise goals and celebrate progress</p>
<p>Evaluating risks and making informed choices about substances</p>	<p>Learners will develop the ability to evaluate the risks associated with substances, understand their impact on health, and make informed, responsible choices in relation to substance use.</p>	<p>...how to identify different types of substances and their potential effects on the body ...and how to evaluate the risks and benefits of using substances in various contexts ...and how to recognise the signs of substance misuse and the impact it can have on physical and mental health ...and how to access reliable information and support for making informed decisions about substances ...and how to make personal choices about substances that reflect their values and goals ...and how to understand the legal and social consequences of substance use in their community</p>
<p>Knowing where to seek support and supporting peers</p>	<p>Learners will understand the different sources of support available to them and develop the skills to seek help when needed and offer support to peers in times of difficulty.</p>	<p>...how to identify different sources of support for mental health, wellbeing, and practical needs ...and how to approach a trusted adult or professional to seek help or advice ...and how to communicate effectively when seeking</p>

			support for themselves or others ...and how to recognise when a peer
Making confident, informed lifestyle choices under pressure	Learners will develop the skills to make confident, informed decisions about their lifestyle, even in challenging situations or under peer pressure, ensuring their choices reflect their personal values and goals.	...how to recognise and manage pressure from peers or external influences when making decisions ...and how to evaluate the potential risks and benefits of different lifestyle choices ...and how to identify their personal values and use them to guide their decisions ...and how to seek support or advice when feeling uncertain or under pressure to make a decision ...and how to use coping strategies to manage stress or anxiety when making difficult choices ...and how to reflect on past decisions to improve future choices and outcomes	
Challenging harmful stereotypes and influences	Learners will develop the ability to recognise harmful stereotypes and influences in society and challenge them through informed, respectful, and confident actions that support inclusivity and equality.	...how to identify common harmful stereotypes and their impact on individuals and society ...and how to critically evaluate the sources of harmful stereotypes and influences in media and culture ...and how to recognise their own biases and challenge them in a constructive way ...and how to promote inclusivity and respect by standing up against harmful stereotypes and discrimination ...and how to use respectful communication to challenge harmful influences in a positive and confident manner ...and how to support peers in recognising and challenging stereotypes and influences in their own lives	
Understanding legal consequences and how to stay safe	Learners will develop an understanding of the legal consequences of their actions and learn practical ways to stay safe in	...how to identify laws and rules that protect individuals and promote safety in their community ...and how to recognise the legal consequences of actions such as substance misuse, theft, or unsafe	

		different situations, promoting responsible decision-making and personal safety.	driving ...and how to understand personal rights and responsibilities within society ...and how to stay safe in potentially dangerous situations by using appropriate safety strategies ...and how to seek help or advice if they or someone else is in a situation that may have legal consequences ...and how to make informed choices to avoid situations that could lead to harm or legal trouble
Lifestyle Choices			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Taking ownership of personal choices and planning ahead	To support learners in making informed personal choices, understanding the impact of their decisions, and developing simple plans for their future goals and needs.	... that their choices can affect their daily life, relationships, and future opportunities. ... how to think about different options before making a decision. ... how to take responsibility for their own actions and learn from their experiences. ... how to set simple personal goals and make a plan to work towards them. ... that it is okay to ask for help when making decisions or planning ahead. ... how making positive choices can help them feel more confident, independent, and prepared for adult life.
	Making informed decisions about sexual health and parenting	To help learners understand the responsibilities of sexual health and parenting, so they can make informed, safe, and respectful decisions about their bodies, relationships, and future choices.	... that sexual health includes protecting themselves from unplanned pregnancy and sexually transmitted infections (STIs). ... what contraception is and why it is important in making safe and informed choices about sex. ... that parenting is a serious responsibility and includes

		<p>caring for a child’s physical, emotional, and financial needs.</p> <p>... how becoming a parent can change a person’s life and the support that may be needed.</p> <p>... how to ask questions and seek trusted advice before making decisions about sexual activity or parenting.</p> <p>... where to go for confidential help and information about sexual health, relationships, and parenting.</p>
Understanding rights and responsibilities as a young parent and available support	To help learners understand the rights and responsibilities of being a young parent, and to know where and how to access support to help care for themselves and their child.	<p>... that young parents have the right to be safe, supported, and treated with respect.</p> <p>... that being a parent means taking responsibility for a child’s health, safety, and wellbeing.</p> <p>... that young parents can still continue with education, training, or work with the right support.</p> <p>... what kinds of practical and emotional support are available to help young parents, such as healthcare, childcare, and family support services.</p> <p>... how to ask for help from trusted adults or services when they feel unsure, overwhelmed, or need advice.</p> <p>... that they are not alone and that support is available to help them and their child have a healthy and happy life.</p>
Evaluating consequences of high-risk behaviour and strategies for prevention	To help learners recognise what high-risk behaviours are, understand the possible consequences, and explore safe, practical strategies to help prevent harm and make positive choices.	<p>... what high-risk behaviours are, such as drug or alcohol use, unsafe sex, or dangerous online activity.</p> <p>... that high-risk behaviours can have serious consequences for health, safety, and future opportunities.</p> <p>... how peer pressure or strong emotions can sometimes lead to unsafe choices.</p> <p>... how to think ahead and make safer decisions in risky or pressured situations.</p>

		<p>... simple, practical strategies to say no, stay safe, or ask for help when needed.</p> <p>... who to talk to if they feel unsure, unsafe, or need advice about a difficult situation.</p>
Accessing support services for relationships, family, and reproductive choices	To help learners understand how to find and use support services related to relationships, family life, and reproductive health to make safe and informed decisions.	<p>... what types of support services are available for relationships, family issues, and reproductive health.</p> <p>... how to identify trusted places and people they can go to for help, such as clinics, counsellors, or helplines.</p> <p>... how to ask for help or information in a way that feels safe and comfortable.</p> <p>... that support services respect their privacy and offer confidential advice.</p> <p>... why it is important to get support early if they have questions or concerns about relationships or reproductive choices.</p> <p>... that accessing support is a positive step towards making good decisions and looking after their wellbeing.</p>
Weighing pros and cons of life decisions using realistic scenarios	To support learners in thinking carefully about important life decisions by exploring realistic scenarios and understanding the benefits and challenges of different choices.	<p>... how to identify the positive (pros) and negative (cons) aspects of different decisions.</p> <p>... how to use simple examples and realistic scenarios to think about possible outcomes.</p> <p>... that thinking about pros and cons helps make better and safer choices.</p> <p>... how to ask for advice or more information when unsure about a decision.</p> <p>... that some decisions may have more than one right answer and it's okay to take time to decide.</p> <p>... how to reflect on past choices to learn what worked well and what could be done differently next time.</p>
Access to Health & Social Care		

	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Booking appointments, understanding screenings (e.g. smear tests), and managing personal health	To help learners develop the skills and knowledge to manage their personal health by booking appointments, understanding health screenings, and knowing what to expect.	<p>... how to book a health appointment by phone, online, or in person.</p> <p>... what a health screening is, including examples like smear tests, and why they are important.</p> <p>... what happens during a screening and how it helps keep them healthy.</p> <p>... how to prepare for an appointment and what information they might need to share.</p> <p>... how to ask questions if they feel unsure or worried about a health check or screening.</p> <p>... why managing personal health includes regular check-ups and following medical advice.</p>
	Making informed decisions during health emergencies, using minor injury services appropriately	To help learners understand how to respond safely in health emergencies and know when and how to use minor injury services appropriately.	<p>... what counts as a health emergency and when to call for urgent help (e.g., 999 or emergency services).</p> <p>... what minor injuries are and when it is appropriate to use minor injury services or clinics.</p> <p>... how to describe symptoms clearly to healthcare staff or when booking an appointment.</p> <p>... where to find local minor injury units and what services they offer.</p> <p>... simple first aid steps they can take while waiting for help or before reaching a service.</p> <p>... why it is important to make safe and appropriate decisions to get the right care quickly.</p>
	Accessing and using services like social workers, home care, and mental health support	To help learners understand the different types of support services available and how to access and use these services confidently to meet their needs.	<p>... what social workers, home care, and mental health support services are and how they can help.</p> <p>... how to recognise when they or someone they know might need extra support.</p>

		<p>... how to find out about local services and who to contact for help.</p> <p>... how to ask for support in a clear and respectful way.</p> <p>... what to expect when using these services, including visits and appointments.</p> <p>... that using support services can help improve their wellbeing and independence.</p>
Independently using online systems for booking appointments, accessing records, and finding services	To support learners in developing the skills and confidence to use online systems independently for managing health and wellbeing appointments and accessing relevant information.	<p>... how to safely log in and navigate online booking systems for health or support appointments.</p> <p>... how to find and access their personal health or service records online.</p> <p>... where to look online for trusted services and support relevant to their needs.</p> <p>... the importance of keeping login details and personal information private and secure.</p> <p>... how to ask for help if they experience difficulties or have questions when using online systems.</p> <p>... that using online systems can help them take control of their health and support independently.</p>
Confidently explaining needs and making informed choices within the healthcare system	To support learners in expressing their health needs clearly and making informed decisions when interacting with healthcare professionals and services.	<p>... how to describe their symptoms, feelings, and needs clearly to healthcare staff.</p> <p>... the importance of asking questions to understand their treatment options and what to expect.</p> <p>... how to make informed choices about their healthcare based on information provided.</p> <p>... how to express any concerns or preferences they have about their care.</p> <p>... that they have the right to be involved in decisions about their health and wellbeing.</p>

			... where to find support if they need help to communicate or understand healthcare information.
Social & Emotional Wellbeing			
	Content Focus	Learning Intentions	By the end of the intended learning students will know....
Pathway 4	Making independent decisions about accessing professional support and knowing how to self-refer	To empower learners to recognise when they need professional support, make decisions independently, and understand how to self-refer to appropriate services.	<p>... how to recognise signs that professional support might be needed for their health or wellbeing.</p> <p>... how to find out which services they can access without needing a referral from someone else.</p> <p>... the steps involved in self-referring to different support services (e.g., mental health, social care).</p> <p>... how to complete simple forms or make phone calls to ask for help or support.</p> <p>... the importance of asking questions and checking they understand the support available before making decisions.</p> <p>... that taking the step to self-refer is a positive way to take control of their own health and wellbeing.</p>
	Choosing and applying personal coping strategies, including alternative therapies	To help learners explore different ways to cope with stress or difficult emotions, including personal strategies and alternative therapies, and understand how to use them effectively.	<p>... what coping strategies are and why they are important for managing emotions and stress.</p> <p>... different types of coping strategies, including relaxation techniques, physical activity, and creative outlets.</p> <p>... what alternative therapies are, such as mindfulness, yoga, or aromatherapy, and how they can support wellbeing.</p> <p>... how to choose coping strategies that work best for them personally.</p> <p>... how to apply these strategies in everyday life to manage challenges and promote calmness.</p>

		... when and how to ask for help if coping strategies alone are not enough.
Supporting peers and promoting mental health in the community, including advocacy	To empower learners to support their peers, promote positive mental health in their community, and understand the basics of advocacy.	<p>... how to recognise signs that a peer might be struggling with their mental health.</p> <p>... ways to offer support and encourage peers to seek help when needed.</p> <p>... why promoting mental health awareness is important for the community's wellbeing.</p> <p>... what advocacy means and how they can speak up for themselves and others.</p> <p>... how to connect peers with trusted adults or professional support when appropriate.</p> <p>... that supporting others and promoting mental health helps create a caring and inclusive community.</p>
Independently seeking urgent support and using crisis services appropriately	To support learners in recognising urgent situations and confidently seeking help by using crisis services when necessary.	<p>... how to identify situations that require urgent or emergency support.</p> <p>... when and how to contact crisis services such as emergency helplines or urgent care.</p> <p>... what information to give clearly and calmly when seeking urgent help.</p> <p>... the types of support crisis services can provide.</p> <p>... how to stay safe while waiting for help to arrive.</p> <p>... that seeking urgent support is an important step in keeping themselves and others safe.</p>
Applying emotional regulation strategies in real-life settings, including peer and workplace scenarios	Learners will develop the skills to recognise and regulate their emotions effectively, using appropriate strategies in real-life settings, such as peer interactions and workplace scenarios, to promote positive relationships and well-being.	<p>...how to recognise different emotions and understand their impact on behaviour and decision-making</p> <p>...and how to use emotional regulation techniques, such as deep breathing or positive self-talk, to manage emotions in challenging situations</p> <p>...and how to apply emotional regulation strategies when</p>

		<p>interacting with peers to resolve conflicts or maintain positive relationships</p> <p>...and how to adapt emotional regulation strategies to different environments, such as the workplace, to manage stress or frustration</p> <p>...and how to recognise when they need support with emotional regulation and where to seek help</p> <p>...and how to reflect on their emotional responses in different situations to improve future decision-making and interactions</p>
Understanding mental health diagnoses and how they affect individuals	To develop an understanding of common mental health diagnoses and how they can impact individuals' thoughts, feelings, and daily life, with a focus on empathy, support, and reducing stigma.	<p>...that mental health conditions are common and can affect anyone.</p> <p>...the names and basic features of some common mental health diagnoses (e.g., anxiety, depression, OCD).</p> <p>...how mental health challenges can affect how a person feels, thinks, and behaves.</p> <p>...that having a mental health diagnosis does not define a person's worth or abilities.</p> <p>...how to show empathy and respect to others who experience mental health challenges.</p> <p>...how and where individuals can seek support for their own or others' mental health needs.</p>
Reflecting on progress, setting longer-term goals, and developing a sense of self-worth	Learners will develop the ability to reflect on their personal progress, set realistic longer-term goals, and build a sense of self-worth by recognising their strengths and achievements.	<p>...how to reflect on their past achievements and identify areas of personal growth</p> <p>...and how to set realistic, long-term goals that align with their interests and aspirations</p> <p>...and how to break down larger goals into smaller, manageable steps to track progress</p> <p>...and how to use self-reflection to understand their strengths and areas for improvement</p>

		...and how to recognise and celebrate their achievements, building a positive sense of self-worth ...and how to stay motivated and resilient when working towards long-term goals, even when faced with challenges
Demonstrating resilience in challenging situations and building confidence through reflection	Learners will develop resilience in challenging situations by reflecting on their experiences, learning from them, and building confidence in their ability to overcome obstacles.	...how to recognise their emotional responses in challenging situations and use coping strategies to manage them ...and how to identify strengths and past experiences that can help them navigate future challenges ...and how to reflect on setbacks or challenges to understand what can be learned from them ...and how to build confidence by acknowledging small successes and progress ...and how to stay motivated and focused during difficult situations by setting realistic, achievable goals ...and how to develop a positive mindset by viewing challenges as opportunities for growth
Using communication strategies to resolve conflicts and support relationships	Learners will develop the ability to use effective communication strategies to resolve conflicts and strengthen their relationships with others.	...how to recognise the signs of conflict and understand the impact it has on relationships ...and how to use active listening skills to understand different perspectives in a conflict ...and how to express their own thoughts and feelings calmly and respectfully in difficult situations ...and how to identify and use problem-solving strategies to resolve conflicts peacefully ...and how to use positive body language and tone of voice to improve communication and reduce tension ...and how to reflect on past conflicts and relationships

			to improve future communication and strengthen connections
	Making independent, informed decisions and solving complex challenges	Learners will develop the ability to make independent, informed decisions and apply problem-solving strategies to tackle complex challenges in various aspects of life.	<p>...how to gather relevant information to make informed decisions in a variety of situations</p> <p>...and how to identify potential options and weigh their pros and cons before making a decision</p> <p>...and how to apply critical thinking to evaluate the outcomes of their choices</p> <p>...and how to break down complex problems into smaller, manageable steps</p> <p>...and how to use creative problem-solving techniques to find solutions to challenges</p> <p>...and how to reflect on past decisions and challenges to improve future decision-making</p>