



inspired



Inspired Education Group UK

Hilden Grange School

PSHEE Policy

Policy reviewed by N Brown

Review date: June 2024

Submission: July 2024

Policy actioned from: September 2024 – August 2025

Next review date: June 2025

Reviewer's Signature: N Brown

Head Teacher's Signature: M Gough

Please note: 'School' refers to Hilden Grange School; 'parents' refers to parents, guardians, and carers.

This policy also applies to the Early Years, Foundation Stage

Introduction:

This policy covers Hilden Grange's approach to PSHEE, where we value all children and recognise those with protected characteristics in order that we can put in place reasonable adjustments. It was produced by the Head of PSHEE, through consultation with the Senior Leadership Team and members of staff. It will be reviewed annually.

Parents and carers can access the policy through the School Website or by asking for a copy from the School Office.

Aims and Objectives:

Hilden Grange aims to provide a stimulating, friendly and secure environment in which each child's potential may be realised. The 'Hilden Grange Way' is an important part of the ethos of both the school and PSHEE and underpins all our teaching and pastoral care:

THE HILDEN GRANGE WAY

**Treat other people with respect and
as you would like to be treated yourself**

Be kind and helpful

Be truthful and forgiving

Always do your best

Listen to others

Take pride in your appearance

Treat property and the environment with care

PSHEE is the explicit, taught component of our pastoral care, dealing with issues pupils may face both now, and in later life. It is a crucial part of our responsibility to keep pupils safe, to manage behaviour and to provide personal and emotional support.

Through our PSHEE lessons we aim to help our pupils to develop into healthy, independent and responsible members of society who understand their rights and responsibilities and have the confidence and skills to thrive in an ever changing world.

We raise their awareness of diversity in modern day Britain including race, gender and neurodiversity and allow pupils the time and opportunity, not only to develop their factual

knowledge but also their communication and interpersonal skills, decision making abilities and understanding of their own personal attributes. All of this works towards enhancing pupil self-esteem and confidence, allowing them to recognise and value both themselves and others.

As well as giving our pupils a voice, PSHEE also impacts on whole school outcomes, maximising academic achievement (see *Bonell, British Medical Journal 2014* and *Public Health England "The Link between pupil health and wellbeing and attainment 2014"*) and giving us a tool through which to promote British Values.

Creating a safe and supportive learning environment

Because PSHEE education works within pupils' real life experiences, it is essential to establish a safe learning environment. Teachers are encouraged to set clear ground rules. In the course of PSHEE lessons, pupils may indicate that they are vulnerable or 'at risk.' All teachers are fully aware of the school's Safeguarding policy and will apply this as appropriate.

Cross Curricular Links

PSHEE has many links across the curriculum, notably to Science, History, ICT, Religious Studies and PE. Pupils are encouraged to make these links in their own learning. To ensure that PSHEE lessons build on pupils' prior knowledge, teachers build in opportunities to discuss this at the start of any new topic.

Role of the Head of Department

The Head of PSHEE is responsible for ensuring the Jigsaw scheme of work is updated in alignment with the any new developments. They will oversee planning, teaching and learning through the School's Monitoring programme, providing feedback both to staff and SLT. The Head of PSHEE will also provide and audit resources for teachers to use in lessons and be responsible for the annual budget and for booking any outside speakers linked to the topics covered.

British Values

Hilden Grange is aware of its responsibility to promote fundamental British Values across all of its lessons. By adhering to the ethos of The Jigsaw Programme, staff explicitly teach British Values. The PSHEE department understands its key role in providing opportunities to discuss and understand:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

The British Values form part of the Hilden Grange Pupil Diary (Years 2-8) and are displayed across the school. (See Appendix 1)

School Council

School Council forms an integral part of our whole school PHSEE provision. Our Council consists of a representative from each form from Year 1-8, plus the Head boy/girl and deputy who meet a minimum of once a term. The children put themselves forward for the role to their form, with a short explanation as to why they would be suitable. A vote is then taken. The School Council changes at February half term, where the election process is repeated. Once topics have been discussed at the meeting, the rep takes the information back to their class during a form time and then the rest of the children can add their thoughts/ideas to the minutes ready for a follow up meeting. Typical topics for discussion range from clubs to match teas to considering playtime provision. Many suggestions are successfully implemented.

Charities

Hilden Grange has a main charity which it supports each year. These alternate on an annual basis between an international charity (e.g. PAF – building a school in Zimbabwe) and a local charity (Ellenor – a children’s hospice.) The staff Charity Coordinator is helped by the School Council and Year 8 pupils. They have meetings to discuss events, make posters, and help with practical matters. The children learn about the chosen charity through assemblies and, where possible, a visiting speaker comes along to let them know more. Money is raised through a number of different activities including a charity fair day where activities are organised and staffed by all classes across the school and a charity day which includes a sponsored event. During the course of these days, time is given in class to think about and discuss the issues the children are raising money for.

In addition, a number of other topical charities are supported through the year because of their importance or relevance to the children. E.g. The Royal British Legion Poppy Appeal and the Local Food Bank.

Scheme of Work

Nursery – Year 8 broadly follow ‘Jigsaw’, a spiral PSHE programme, which means that all children meet the same recurring topics at the same time of year. Different aspects may be focused upon, and at each encounter, the level of demand increases and learning is progressively deepened. The Jigsaw Programme meets all the outcomes in the PSHE Association Programmes of Study, 2019.

The topics are:

Being Me in My World; includes understanding my place in the class, school and global community as well as devising Learning Charters.

Celebrating Difference; includes anti-bullying (cyber and homophobic bullying included) and diversity work.

Dreams and Goals; includes goal-setting, aspirations and resilience building.

Healthy Me; includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line.)

Relationships; includes understanding friendship, family and other relationships, conflict resolution and communication skills.

Changing Me; including Relationship and Sex Education in the context of looking at and managing change.

Each topic has six Pieces (lessons) which has two Learning Intentions: one is based on specific PSHEE learning (covering the non-statutory national framework for PSHEE Education but enhanced to address children’s needs today); and one is based on emotional literacy and social skills (covering the SEAL learning intentions but also enhanced). The enhancements mean that Jigsaw is relevant to children living in today’s world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

Each topic is introduced through an age appropriate assembly for all pupils, taken by SLT.

Curriculum Overview

Year	Autumn <i>Being Me in My World</i> <i>Celebrating Differences</i>	Spring <i>Healthy Me</i> <i>Relationships</i>	Summer <i>Changing Me</i> <i>Dreams and Goals</i>
Nursery	Who...Me? How am I feeling today? Being at Nursery Gentle Hands Our Rights and Responsibilities What I Am Good At I’m Special, I’m Me! Families Houses and Homes Making Friends Standing up for yourself	Everybody’s Body We like to Move it, Move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger My family and me! Make friends, make friends, never ever break friends Falling Out and Bullying Being the best friends we can be	My Body Respecting my Body Growing Up Growth and Change Fun and Fears Celebration Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Footprint Awards
Reception	Who...Me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities	My family and me! Make friends, make friends, never ever break friends Falling Out and Bullying	My Body Respecting my Body Growing Up Fun and Fears Celebration Challenge Never Giving Up

	<p>What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing up for yourself</p>	<p>Being the Best Friends we Can Be Everybody's Body We like to Move it, Move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>	<p>Setting a Goal Obstacles and Support Flight to the Future Footprint Awards</p>
Year 1	<p>Special and Safe My Class Rights and Responsibilities Rewards and Feeling Proud Consequences Owning our Learning Charter The same as Different from What is 'bullying'? What do I do about bullying Making new friends Celebrating difference: celebrating me</p>	<p>Families Making Friends Greetings People Who Help Us Being My Own Best Friend Celebrating My Special Relationships Being Healthy Healthy Choices Clean and Healthy Medicine Safety Road Safety Happy, Healthy Me</p>	<p>Life Cycles Changing Me My Changing Body Boys' and Girls' Bodies Learning and Growing Coping with Changes My Treasure Chest of Success Steps to Goals Achieving Together Stretchy Learning Overcoming Obstacles Celebrating My Success</p>
Year 2	<p>Hopes and Fears for the Year Rights and Responsibilities Rewards and Consequences Our Learning Charter Owning our Learning Charter Boys and Girls Why does bullying happen? Standing up for myself and others Gender diversity Celebrating difference and still being friends</p>	<p>Families Keeping Safe – exploring physical contact Friends and Conflict Secrets Trust and Appreciation Celebrating My Special Relationships Being Healthy Being Relaxed Medicine Safety Healthy Eating Happy, Healthy me!</p>	<p>Life Cycles in Nature Growing from Young to Old The Changing Me Boys' and Girls' Bodies Assertiveness Looking Ahead Goals to Success My Learning Strengths Learning with others A Group Challenge Celebrating Our Achievement</p>
Year 3	<p>Getting to know each other Our Nightmare School Our Dream School Rewards and Consequences Our Learning Charter Owning Our Learning Charter Families Family Conflict Witness and feelings Witness and solutions</p>	<p>Family Roles and Responsibilities Friendship Keeping Myself Safe Online Being a Global Citizen Celebrating My Web of Relationships Being Fit and Healthy What do I Know About Drugs? Being Safe Safe or Unsafe</p>	<p>How Babies Grow Babies Outside Body Changes Inside Body Changes Family Stereotypes Dreams and Goals My Dreams and Ambitions A New Challenge Our New Challenge Our New Challenge: Overcoming Obstacles Looking Ahead</p>

	Words that harm Celebrating Difference: Compliments	My Amazing Body	Celebrating My Learning
Year 4	Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning Our Learning Charter Judging by Appearances Understanding Influences Understanding Bullying Problem Solving Special Me Celebrating Difference: How we Look	Jealousy Love and Loss Memories Getting on and Falling out Girlfriends and Boyfriends Celebrating My Relationship with People and Animals Smoking Alcohol Healthy Friendships Celebrating My Inner Strength and Assertiveness	Unique Me Having a Baby Girls and Puberty Circles of Change Accepting Change Looking Ahead Hopes and Dreams Broken Dreams Overcoming Disappointment Creating New Dreams Achieving Goals We Did It! My Friends and Me Group Dynamics
Year 5	My Year Ahead Being a citizen of my country Y5 Responsibilities Rewards and Consequences Our Learning Charter Owning Our Learning Charter Different Cultures Racism Rumours and Name Calling Types of Bullying Does Money Matter? Celebrating Difference Across the World	Recognising Me Safety with Online Communities Being in an online community Online Gaming My Relationship with Technology: Screenshot Smoking Alcohol Emergency Aid Body Image My Relationship with Food Healthy Me	Relationships and Technology Self and Body Image Puberty for Girls Puberty for Boys Conception Looking Ahead When I Grow Up (My Dream Lifestyle) Investigate Jobs and Careers My Dream Job. Dreams and Goals of Young People in Other Cultures How Can We Support Each Other? Rallying Support
Year 6	My Year Ahead Being a Global Citizen The Learning Charter Our Learning Charter Owning Our Learning Charter Am I Normal? Understanding Difference Power Struggles Why Bully? Celebrating Difference	My Mental Health Love and Loss Power and Control Being Online: Real or Fake? Safe or Unsafe? Using Technology responsibly Taking responsibility for my health and well- being Drugs Exploitation Gangs Emotional and Mental Health Managing Stress and Pressure	My Self and Body Image Puberty Babies: Conception to Birth Boyfriends and Girlfriends Real self and ideal self The Year Ahead Personal Learning Goals Steps to Success My Dream for the World Helping to Make A Difference Recognising Our Achievements

<p>Year 7</p>	<p>Who am I? My influences Peer pressure and belonging Global identity My online identity What are the consequences of what I say and do online? Prejudice and discrimination True or false? Challenging stereotypes Discrimination in school Bullying</p>	<p>Positive qualities of healthy relationships My changing supportive relationships Getting on and falling out Discerning external factors in relationships Assertiveness in relationships How to recognise and deal with anxiety and stress Healthy choices on managing stress Healthy choices on substances Healthy lifestyle choices: Good nutrition, sleep and exercise Healthy lifestyle choices on medicines and immunisations</p>	<p>My changing body Having a baby Types of relationship and their impact Image and self-esteem My changing feelings What are my dreams and goals? Achieving my dreams and goals Coping strategies How responsible and irresponsible choices affect my dreams and goals How making an irresponsible choice can affect a person's dreams and goals Introduction to careers</p>
<p>Year 8</p>	<p>Who am I? My 'family' 'Family' factors The power of first impressions Faith and beliefs Prejudice and discrimination Inequality When things go right Bullying How I can make a difference</p>	<p>Being in control of myself Being in control of my relationships Being in control of personal space Managing coercion and control in relationships Being in control of social media Different types of relationship What's in a relationship? Me and My Health Healthy choices on ... managing stress Healthy choices on ... substances Substance misuse and exploitation Alcohol and risk Your goals – long term Healthy choices on ...medicines and immunisations</p>	<p>Looks and smiles Does watching pornography help people to understand relationships? What money can't buy Online safety Money and Earnings The price of life Careers: the future</p>

Careers

Please refer to the Careers Policy for further information- Year 7 and 8.

Relationships Sex and Health Education (RSHE)

'SRE is lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum, 1999).

Effective RSHE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

RSHE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

"The right to education includes the right to sexual education, which is both a human right in itself and an indispensable means of realising other human rights, such as the right to health, the right to information and sexual and reproductive rights."

Report to the UN General Assembly - July 2010 | Item 69, paragraph 18

Hilden Grange delivers RSHE to pupils in PSHEE lessons, during the 'Healthy Me', 'Relationships' and 'Changing Me' topics included in the Jigsaw Scheme of Work.

In addition, Yoan Reed from Teaching Lifeskills (www.teachinglifeskills.co.uk) delivers targeted workshops to our Year 5, 6, 7 and 8 pupils. The girls in these year groups are also invited to a separate menstruation workshop.

Parents and carers are informed annually of the RSHE programme by letter. In addition, all parents at Hilden Grange are invited to an evening's consultation with Yoan Reed, the Head of PSHEE and teaching staff.

Parents/carers have the right to withdraw their children from Sex Education provided at Hilden Grange, except for those parts included in Science and statutory Relationships and Health Education. Those parents/carers wishing to exercise this right are invited in to see the Head of PSHEE who will explore any concerns and discuss any impact that withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the specific sex education lessons until the request for withdrawal has been removed. The content of the lesson will not be sent home.

Please see the school's separate RSHE policy for further detail.

Assessment

Assessment is central to effective teaching and learning in PSHEE as it is in any other subject. It allows the Headteacher, SLT and staff to see the impact it is having for the pupils and for the whole school.

Assessment:

- Refers to the gauging of what has been learned and what still needs to be learned.

- Allows pupils to have the opportunity to reflect their learning and increases their motivation.
- Allows teachers to feel confident that learning has taken place, demonstrate progress and enables identification of future learning needs.

The model that is most effective for PHSEE is ipsative: comparing where a pupil is at the end of a series of lessons against where they were at the beginning.

Therefore, baseline assessment includes questioning, quiz, questionnaires and drawings. Ideas for endpoint activities to demonstrate learning include presentations, photos, repeated starting point activities and pupils rating their knowledge. Pupils are expected to complete the Jigsaw Puzzle (unit of work) self-assessment using the resource that accompanies each unit.

Teaching and Learning

There is an emphasis on active and interactive learning, therefore not every lesson will produce recorded work. Pupils are encouraged to discuss, listen and debate. Opportunities are also provided for quiet independent reflection. All sessions, including those on risky behaviour, remain positive in tone by including opportunities to discuss choice and the support that is available to pupils.

Pre Prep PHSEE journal will include:

- A Topic (puzzle piece) front page
- Evidence of learning E.g. worksheets, drawings, photos
- Self-assessment piece (KS1)
- Arc pathway assessment EYFS

Prep PHSEE journal will include:

- A Topic (puzzle piece) front page
- Evidence of baseline / endpoint learning. E.g. drawings, knowledge rating, quiz
- Self-assessment piece

Differentiation

Lessons are differentiated according to both the class need and the needs of the individuals within them, where we take into account all 9 protected characteristics. Teachers adapt tasks and topics so that they are accessible to all. Group work is encouraged and all contributions are valued. Teachers are aware of those with Special Needs who require personal adaptations to how they approach the lesson / style of teaching. Staff also recognise those with Social, Emotional and Mental Health needs and how important these lessons can be for such pupils.

Educational Visits / Outside Speakers

The Head of PSHEE, alongside Form Tutors arranges the use of visiting speakers and Educational Visits to supplement learning according to the topics covered.

Health and Safety

Health and Safety regulations and procedures are adhered to according to the school's Health and Safety Policy. It is the responsibility of the member of staff to ensure that these are followed.

Equal Opportunities

The PSHEE department follows the school's equal opportunities policy. We promote the needs and interests of all pupils irrespective of gender, culture, ability or aptitude. Teaching will take into account the ability, age, readiness and cultural backgrounds of our pupils to ensure that all can access PSHEE provision. We will use PSHEE education as a vehicle to address diversity issues and to ensure equality for all.

Appendix 1: British Values in Jigsaw By Puzzle Piece and Year Group

Being Me in My World

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

Celebrating Difference

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

Relationships

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

Changing Me

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

Dreams and Goals

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

Healthy Me

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

Being Me In My World - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓		✓	
2	✓	✓		✓	✓
3	✓	✓		✓	✓
4	✓	✓	✓		
5	✓	✓	✓		
6	✓	✓			

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

Celebrating Difference - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓	✓	
2	✓	✓	✓	✓	✓
3	✓	✓		✓	✓
4	✓	✓	✓	✓	
5	✓	✓	✓	✓	✓
6	✓	✓	✓		

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

Relationships - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓	✓	✓
2	✓	✓			✓
3	✓	✓	✓		✓
4	✓	✓	✓	✓	✓
5	✓	✓		✓	✓
6	✓		✓		✓

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

Changing Me - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓			✓
2	✓	✓			✓
3	✓	✓			✓
4	✓	✓			✓
5	✓	✓		✓	✓
6	✓			✓	✓

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

Healthy Me - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓	✓	✓
2	✓		✓	✓	✓
3	✓	✓	✓	✓	
4	✓	✓		✓	
5	✓	✓	✓		
6	✓		✓	✓	✓

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

Dreams & Goals - Ages 11-12

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓			✓	✓
2	✓	✓		✓	
3	✓		✓	✓	✓
4	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓

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

Being Me In My World - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓		✓	
2	✓	✓	✓	✓	
3	✓		✓	✓	✓
4	✓	✓		✓	✓
5	✓	✓	✓		
6	✓	✓	✓	✓	✓

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

Celebrating Difference - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓	✓	✓
2	✓	✓	✓		
3	✓	✓	✓		
4	✓	✓	✓		✓
5	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	

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

Relationships - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓	✓		✓
2	✓	✓	✓		✓
3	✓	✓			✓
4	✓	✓	✓		✓
5	✓	✓			✓
6	✓		✓		✓

Changing Me - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓			✓
2	✓	✓	✓		✓
3	✓	✓			✓
4	✓				✓
5	✓	✓			✓
6	✓		✓		✓

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

Dreams & Goals - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓	✓		✓	
2	✓	✓		✓	
3	✓	✓	✓	✓	✓
4	✓	✓		✓	
5	✓	✓	✓	✓	
6	✓	✓	✓	✓	

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

Healthy Me - Ages 12-13

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

Lesson	Self-Awareness	Social Skills	Empathy	Motivation	Managing Feeling
1	✓			✓	
2	✓	✓		✓	✓
3	✓	✓		✓	✓
4		✓			✓
5	✓			✓	✓
6	✓		✓	✓	✓

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