

CURRICULUM GUIDE 2024-2025

**OPTIMIST
INTERNATIONAL
SCHOOL**

BRINGING
OUT YOUR
INNER MAGIC!



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INTRODUCTION

This guide is intended to support parents of Optimist International School.

It would be impossible to set out in detail everything your child would learn during their years of primary education, but by providing an outline of typical content with some objectives demonstrating the progression of each of the subject areas from Group 2 to Group 7.

Our DEP students also follow our IPC curriculum, more information about how our DEP works can be found [here](#).

An outline of the Early Years curriculum can be found [here](#).



	ENGLAND AND WALES	US AND CANADA
Group 0	Reception/Foundation	Preschool
Group 1	Reception/Foundation	Preschool
Group 2	Key stage 1 - year 1	Kindergarten
Group 3	Key stage 1 - year 2	Grade 1
Group 4	Key stage 2 - year 3	Grade 2
Group 5	Key stage 2 - year 4	Grade 3
Group 6	Key stage 2 - year 5	Grade 4
Group 7	Key stage 2 - year 6	Grade 5
Group 8	Key stage 3 - year 7	Grade 6

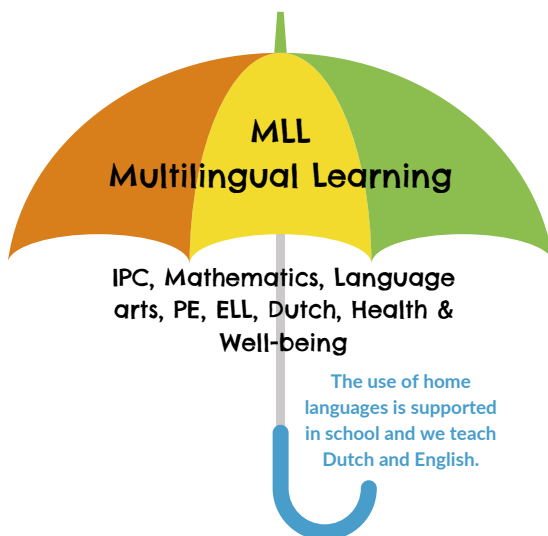
MULTILINGUAL LEARNING (MLL)

Our overarching vision is that all learning at our school falls under the MLL umbrella. All of our students are multilingual learners who arrive in our school with differing levels of English language. We aim to support their learning not only in English but to use the knowledge, skills and understanding they have in their home language(s) to enhance and support their learning in English. As a Language Friendly School we celebrate and actively stimulate and encourage all the languages that our students bring in to school and hence into their learning. Our specialist MLL teachers offer small group support, in class support and also support teachers with strategies, tools and skills to enable children to access the curriculum. Some of these tools are translating devices, a language buddy, pre teaching in their own language, assessments or tasks translated into their own language etc.



PARENT TIP!

Always speak to your child in your home language(s). Read books in your home language(s). Discuss the school day in your own language, continue to share with your child culturally significant events, festivals and celebrations.



MLL
Multilingual Learning

IPC, Mathematics, Language arts, PE, ELL, Dutch, Health & Well-being

The use of home languages is supported in school and we teach Dutch and English.

INTERNATIONAL PRIMARY CURRICULUM (IPC)

Each milepost is made up of two-year groups and thematic units are taught in both classes on a two-year rotation ensuring that all the subject learning goals are covered. Outlined below is an indication of the progression from milepost 1 to milepost 3 in four of the subject areas. Other subjects taught in IPC units are art, music, design, technology and innovation, ICT and computing

MILEPOST 1

History

- Recognise the difference between past and present.
- Understand simple timelines.
- Identify significant people and events from the past.

Geography

- Recognise features of their own immediate environment.
- Identify simple physical and human features.
- Understand basic map skills.

Science

- Explore and observe the natural world.
- Identify and classify common plants and animals.
- Recognise the basic needs of living things.

International

- Understand that children have similarities and differences.
- Begin to appreciate different cultures and traditions.
- Recognise the importance of cooperation.

MILEPOST 2

History

- Understand the sequence of historical events.
- Compare different periods in history.
- Identify causes and consequences of historical events.

Geography

- Investigate and compare different habitats and ecosystems.
- Understand the impact of human activity on the environment.
- Use maps, atlases, and globes.

Science

- Conduct simple experiments and make predictions.
- Compare and contrast different materials and their properties.
- Understand basic scientific concepts.

International

- Develop awareness of global issues.
- Appreciate cultural diversity.
- Understand how different countries are interconnected.

MILEPOST 3

History

- Analyze historical sources and evidence.
- Understand how historical events have shaped the present.
- Study significant historical periods in depth.

Geography

- Analyze geographical data.
- Understand geographical processes and how they shape the environment.
- Study the impact of environmental change on human activity.

Science

- Plan and conduct scientific investigations.
- Record and interpret data.
- Understand advanced scientific concepts and their applications.

International

- Investigate global issues and their impact on different countries.
- Develop strategies for international cooperation.
- Reflect on cultural influences.

PARENT TIP!

Visit museums, cultural events, read together in your home language(s), discuss world and local news in an age-appropriate way, encourage questions eg, what did you learn at school today that was new? What are you learning in IPC?

MATHEMATICS (GRP 2-4)

Mathematics at Optimist International School is taught using the UK National Curriculum learning objectives. The learning areas of mathematics are divided into the following: Number and Place Value, Four Operations, Fractions, Decimals and Percentages, Measurement, Geometry, Ratio and Proportion and Algebra

GROUP 2

Number and Place Value:

- Count to and across 100, forward and backward.
- Read and write numbers to 100.
- Understand place value of tens and units.

Addition and Subtraction:

- Solve simple addition and subtraction problems.
- Understand and use number bonds to 20.

Multiplication and Division:

- Begin to understand multiplication as repeated addition.
- Count in multiples of 2, 5, and 10.

Fractions:

- Recognise and name halves and quarters.

Measurement:

- Compare, describe, and solve practical problems for lengths, heights, mass, volume, and time.

Geometry:

- Recognise and name common 2D and 3D shapes.
- Describe position, direction, and movement.

GROUP 3

Number and Place Value:

- Count in steps of 2, 3, and 5 from 0, and in tens from any number.
- Understand the place value of each digit in a two-digit number.

Addition and Subtraction:

- Solve problems with addition and subtraction using concrete objects and pictorial representations.
- Recall and use addition and subtraction facts to 20 fluently.

Multiplication and Division:

- Recall and use multiplication and division facts for the 2, 5, and 10 times tables.
- Recognize odd and even numbers.

Fractions:

- Recognize, find, name, and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$.

Measurement:

- Measure and compare lengths, mass, volume, and time.
- Use coins and notes to solve simple problems involving money.

Geometry:

- Identify and describe the properties of 2D and 3D shapes.
- Use mathematical vocabulary to describe position, direction, and movement.

GROUP 4

Number and Place Value:

- Count from 0 in multiples of 4, 8, 50, and 100.
- Recognise the place value of each digit in a three-digit number.

Addition and Subtraction:

- Add and subtract numbers mentally and using formal written methods.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication and Division:

- Recall and use multiplication and division facts for the 3, 4, and 8 times tables.
- Write and calculate mathematical statements for multiplication and division.

Fractions:

- Count up and down in tenths.
- Recognise and use fractions as numbers.

Measurement:

- Measure, compare, add, and subtract lengths, mass, volume, and time.
- Add and subtract amounts of money to give change.

Geometry:

- Draw and describe 2D shapes.
- Recognise and describe 3D shapes in different orientations.

PARENT TIP!

Use mathematics in everyday contexts eg. Read the time on an analogue and digital clock together.

Work out bus/train timetables with your child. Ask your child to calculate the price of some grocery items.

Allow them to play with different measuring cups/jugs/bowls and talk about measurement.

Count in different ways-to 10 or 100 or in 2's, 5's or 10's.

Play board games with your children.

MATHEMATICS (GRP 5-7)

Mathematics at Optimist International School is taught using the UK National Curriculum learning objectives. The learning areas of mathematics are divided into the following: Number and Place Value, Four Operations, Fractions, Decimals and Percentages, Measurement, Geometry, Ratio and Proportion and Algebra

GROUP 5

Number and Place Value:

- Count in multiples of 6, 7, 9, 25, and 1000.
- Find 1000 more or less than a given number.

Addition and Subtraction:

- Add and subtract numbers with up to four digits using formal written methods.
- Solve two-step addition and subtraction problems.

Multiplication and Division:

- Recall multiplication and division facts for tables up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally.

Fractions and Decimals:

- Recognise and show families of common equivalent fractions.
- Count up and down in hundredths.

Measurement:

- Convert between different units of measure (e.g., kilometer to meter).
- Measure and calculate the perimeter and area of shapes.

Geometry:

- Compare and classify geometric shapes.
- Identify lines of symmetry and complete symmetrical figures.

GROUP 6

Number and Place Value:

- Read, write, order, and compare numbers to at least 1,000,000.
- Interpret negative numbers in context.

Addition and Subtraction:

- Add and subtract whole numbers with more than four digits.
- Solve multi-step addition and subtraction problems.

Multiplication and Division:

- Identify multiples and factors.
- Multiply and divide whole numbers and decimals by 10, 100, and 1000.

Fractions and Decimals:

- Compare and order fractions.
- Read, write, order, and compare numbers with up to three decimal places.

Measurement:

- Convert between different units of metric measure.
- Calculate the perimeter and area of rectangles and related composite shapes.

Geometry:

- Identify 3D shapes from 2D representations.
- Understand angles and properties of shapes.

GROUP 7

Number and Place Value:

- Read, write, order, and compare numbers up to 10,000,000.
- Use negative numbers in context and calculate intervals across zero.

Addition, Subtraction, Multiplication and Division:

- Perform mental calculations with mixed operations and large numbers.
- Solve problems involving addition, subtraction, multiplication, and division.

Fractions, Decimals and Percentages:

- Simplify fractions and use common denominators to add and subtract fractions.
- Multiply and divide fractions by whole numbers and by fractions.
- Solve problems involving the calculation of percentages.

Ratio and Proportion:

- Solve problems involving the relative sizes of two quantities.
- Use percentages and fractions to describe ratios.

Algebra:

- Use simple formulae.
- Generate and describe linear number sequences

Measurement:

- Solve problems involving the calculation and conversion of units of measure.
- Recognise when it is possible to use formulae for area and volume.

Geometry:

- Draw and translate simple shapes on the coordinate plane.
- Recognise, describe, and build simple 3D shapes.



ENGLISH LANGUAGE ARTS (GRP 2-5)

English Language Arts is taught using the UK National Curriculum learning objectives. Students are taught through different genres. Here you will find the progression from Group 2 to Group 7 in the main areas of Reading, Writing and Speaking and listening

GROUP 2

Reading:

- Recognise and read common words and simple sentences.
- Develop phonics knowledge to decode words.
- Understand basic punctuation.

Writing:

- Form letters correctly.
- Write simple sentences using capital letters and full stops.
- Spell common words correctly.

Speaking and Listening:

- Listen and respond to familiar stories and rhymes.
- Speak clearly and express simple ideas.

GROUP 3

Reading:

- Improve phonics to read aloud accurately.
- Read more challenging texts fluently.
- Understand and discuss the main points of a text.

Writing:

- Write sentences with correct punctuation (capital letters, full stops, question marks).
- Begin to use adjectives and conjunctions.
- Spell common words and simple compound words correctly.

Speaking and Listening:

- Participate in discussions, asking and answering questions.
- Retell stories and events in sequence.

GROUP 4

Reading:

- Read a variety of texts with increasing fluency and understanding.
- Identify main ideas, events, and characters.
- Use dictionaries to check the meaning of words.

Writing:

- Write narratives with a clear structure (beginning, middle, end).
- Use punctuation marks correctly, including commas in lists and apostrophes for contractions.
- Use paragraphs to organise writing.

Speaking and Listening:

- Listen and respond to a range of literature and information texts.
- Present information and ideas clearly, using appropriate vocabulary.

GROUP 5

Reading:

- Read a wide range of texts with greater fluency and comprehension.
- Infer meaning from texts and justify inferences with evidence.
- Identify themes and conventions in a variety of genres.

Writing:

- Plan, draft, and write longer texts (stories, reports, explanations).
- Use a variety of sentence structures and more advanced punctuation (speech marks).
- Spell words correctly, including commonly misspelled words.

Speaking and Listening:

- Engage in discussions, making relevant points and building on others' ideas.
- Use formal language appropriately in presentations and discussions.

ENGLISH LANGUAGE ARTS (GRP 6-7)

English Language Arts is taught using the UK National Curriculum learning objectives. The progression of students through the school is taught through different genres. Here you will find the progression from Group 2 to Group 7 in the main areas of Reading, Writing and Speaking and listening

GROUP 6

Reading:

- Read a range of texts, including modern fiction, classic literature, poetry, and non-fiction.
- Summarise main ideas and details from texts.
- Compare characters, settings, and themes in different texts.

Writing:

- Write for a variety of purposes and audiences, selecting appropriate form and content.
- Use a wide range of punctuation and grammatical structures accurately.
- Edit and improve writing for clarity, coherence, and accuracy.

Speaking and Listening:

- Participate in debates, presenting points of view clearly and logically.
- Use spoken language to explore ideas and feelings.

PARENT TIP!

Read a wide range of book genres with and to your child, in English and especially in your home language(s). Discuss and play with words, expressions, idiomatic language in your home language(s). Sing songs together, read signs, brochures, posters, newspapers together (reading is reading!)

GROUP 7

Reading:

- Read and comprehend complex texts across different genres.
- Analyse and evaluate how authors use language, structure, and presentation for effect.
- Discuss and compare themes, structures, and character development in texts.

Writing:

- Write sustained and cohesive narratives, arguments, and explanations.
- Use advanced grammatical structures and a sophisticated vocabulary.
- Proofread and edit writing to enhance meaning, coherence, and presentation.

Speaking and Listening:

- Present information and arguments confidently and coherently in a range of contexts.
- Use discussion to explore ideas and develop understanding.

DUTCH AS AN ADDITIONAL LANGUAGE (DAL)

This table gives an indication of the progression of DAL objectives from Group 2 to Group 7. It is important to note that all students acquire language at different rates and these objectives are given as a guideline but not all students reach these objectives by the end of the school year or by the end of primary school.

MILEPOST 1

Listening skills

- I can listen to Dutch sounds.
- I can recognise different sounds.
- I can follow simple stories with pictures.
- I can understand and respond to simple instructions and questions.

Speaking skills

- I can repeat words and phrases.
- I can join in songs, rhymes, and group activities.
- I can use simple words and short phrases.
- I can ask and answer simple questions.
- I can communicate my basic needs.

Reading skills

- I can match words to pictures.
- I can read simple and common words with picture cues.
- I can read simple stories with help.

Writing skills

- I can copy words and sentences accurately.
- I can spell simple, common words on my own.
- I can try to spell new words confidently.
- I can write sentences with help.

MILEPOST 2

Listening skills

- I can understand stories, songs, and explanations.
- I can listen to teachers and classmates.
- I can follow conversations.

Speaking skills

- I can ask and answer questions.
- I can participate in verbal activities.
- I can retell stories.
- I can confidently communicate, focusing on expression.
- I can plan and deliver short talks.
- I can have conversations.

Reading skills

- I can read simple stories independently.
- I can read more complex texts with understanding.
- I can read different types of texts independently and understand them.
- I can find information and ideas in texts.
- I can draw conclusions from what I read.

Writing skills

- I can spell many common words correctly.
- I understand how to spell words better.
- I can write one or more sentences by myself.
- I can write short pieces with support.
- I can write for different reasons with some help.

MILEPOST 3

Listening skills

- I can follow instructions and explanations.
- I can understand stories, songs, and discussions.
- I can engage in conversations on various topics.

Speaking skills

- I can contribute to group discussions.
- I can adjust my language for different audiences.
- I can present talks on specific topics.
- I can express ideas clearly.
- I can engage in detailed conversations.

Reading skills

- I can read complex texts and understand them well.
- I can summarise main points from texts.
- I can read aloud fluently and with expression.

Writing skills

- I can spell tricky words correctly.
- I can plan, write, and revise my work independently.
- I use good spelling and grammar in my writing.
- I can correct mistakes in my writing.
- I can write about complex ideas clearly.

PARENT TIP!

Learn some basic phrases of Dutch together, use these in the supermarket, on the bus, at the library. Encourage your child to play in the local playground and learn social Dutch with local children, join an after-school sport or activity, engage in Dutch with your neighbours.

PHYSICAL EDUCATION (GRP 2-3)

PE is taught by specialist PE teachers and all students have a PE lesson in a nearby sports hall twice a week. The PE curriculum uses the Dutch curriculum learning objectives and autonomy, fair play, teamwork and the IPC personal goals are integrated into the learning. The broad PE learning goals are: balancing, climbing, swinging, rolling, jumping, running and play behaviour. These skills progress through the curriculum and students practise them through games and sports.

GROUP 2

Balancing

- Basic static balances (standing on one foot)
- Introduction to balance beams

Climbing

- Introduction to safe climbing techniques
- Climbing low structures (e.g., steps, low climbing frames)

Swinging

- Introduction to swinging on ropes and swings
- Safe swinging techniques

Rolling

- Basic rolling (log rolls, forward rolls)
- Safe rolling techniques

Jumping

- Basic jumping (two feet to two feet)
- Introduction to safe landing techniques

Running

- Basic running techniques
- Running in different directions

Aiming

- Basic throwing and aiming at targets
- Rolling balls to hit targets

Juggling

- Basic hand-eye coordination activities
- Tossing and catching one object

Keeping games

- Introduction to basic keep-away games
- Understanding simple rules

Tag games

- Basic tag games (e.g., freeze tag)
- Developing chasing and evading skills

Wrestling games

- Introduction to safe wrestling play
- Basic body awareness activities

Moving to music

- Basic movement to music (simple dances, following rhythm)

GROUP 3

Balancing

- Balancing on different body parts
- Moving balances (walking on balance beams)

Climbing

- Climbing with varied grips and positions
- Climbing slightly higher structures

Swinging

- Swinging with varied grips
- Swinging from different heights

Rolling

- Variations of forward rolls (down slopes, with equipment)

Jumping

- Jumping from different heights and distances
- Introduction to one-foot jumps (hopping)

Running

- Developing speed and agility
- Running in patterns (e.g., zig-zag, circles)

Aiming

- Throwing with varied techniques (underhand, overhand)

Juggling

- Introduction to two-object juggling

Keeping games

- Developing tactics in keeping games
- Introduction to teamwork

Tag games

- Introduction to variations of tag games
- Enhancing agility and speed

Wrestling games

- Simple partner wrestling games
- Developing strength and coordination

Moving to music

- Developing coordination and rhythm

PARENT TIP!

Encourage your child to join a local sports club. Go for walks, ride their own bike, play on the equipment in the local playgrounds. Practise tying shoelaces, zipping up coats.

PHYSICAL EDUCATION (GRP 4 & 5)

PE is taught by specialist PE teachers and all students have a PE lesson in a nearby sports hall twice a week. The PE curriculum uses the Dutch curriculum learning objectives and autonomy, fair play, teamwork and the IPC personal goals are integrated into the learning. The broad PE learning goals are: balancing, climbing, swinging, rolling, jumping, running and play behaviour. These skills progress through the curriculum and students practice them through games and sports.

GROUP 4

Balancing

- Developing core strength for better balance
- Balance on narrow beams and lines

Climbing

- Climbing walls with basic holds
- Introduction to traversing (horizontal climbing)

Swinging

- Introduction to more dynamic swinging (e.g., ropes courses)

Rolling

- Introduction to backward rolls
- Rolling in different directions

Jumping

- Jumping over objects and obstacles
- Developing jumping for distance

Running

- Running over varied terrain
- Introduction to relay running

Aiming

- Aiming at moving targets
- Developing precision in throws

Juggling

- Simple three-object juggling

Keeping games

- More complex keeping games with rules
- Enhancing strategy and cooperation

Tag games

- More complex tag games with rules and roles

Wrestling games

- Introduction to basic wrestling techniques

Moving to music

- Introduction to choreographed routines

GROUP 5

Balancing

- Dynamic balances (balancing while moving objects)
- Partner balancing activities

Climbing

- Climbing higher structures with confidence
- Introduction to basic bouldering techniques

Swinging

- Developing rhythm and coordination in swinging
- Swinging to targets or markers

Rolling

- Combination rolls (e.g., forward to backward rolls)

Jumping

- Introduction to more complex jumps (e.g., long jump, high jump techniques)

Running

- Improving endurance and stamina
- Running with varied paces

Aiming

- Aiming with different objects (e.g., frisbees, beanbags)

Juggling

- Developing juggling routines with more objects

Keeping games

- Introduction to positional play in keeping games

Tag games

- Combining tag games with other physical skills

Wrestling games

- Developing tactics and strategies in wrestling games

Moving to music

- Combining movements into sequences

PHYSICAL EDUCATION (GRP 6 & 7)

PE is taught by specialist PE teachers and all students have a PE lesson in a nearby sports hall twice a week. The PE curriculum uses the Dutch curriculum learning objectives and autonomy, fair play, teamwork and the IPC personal goals are integrated into the learning. The broad PE learning goals are: balancing, climbing, swinging, rolling, jumping, running and play behaviour. These skills progress through the curriculum and students practice them through games and sports.

GROUP 6

Balancing

- Complex balancing routines
- Balancing on various equipment (e.g., wobble boards)

Climbing

- Developing climbing strategies and techniques
- Challenge routes on climbing walls

Swinging

- Swinging with more complex movements (e.g., turning mid-swing)

Rolling

- Advanced rolling techniques (e.g., dive rolls)

Jumping

- Combining jumps in sequences (e.g., hop, step, jump)

Running

- Introduction to competitive running events
- Developing advanced running techniques

Aiming

- Advanced aiming techniques (e.g., archery basics)

Juggling

- Advanced juggling techniques
- Combining juggling with movement

Keeping games

- Developing advanced strategies
- Playing modified sports versions (e.g., mini soccer)

Tag games

- Introduction to team-based tag games

Wrestling games

- Combining wrestling techniques with other physical skills

Moving to music

- Developing complex dance routines
- Integrating dance with other physical activities

GROUP 7

Balancing

- Advanced balance sequences in routines
- Integration of balance in sports (e.g., gymnastics)

Climbing

- Advanced climbing routes
- Combining climbing with other physical skills

Swinging

- Combining swinging with jumps or climbs
- Swinging in obstacle courses

Rolling

- Integrating rolls into sequences and routines

Jumping

- Advanced jumping techniques
- Integrating jumps in sports and routines

Running

- Running as part of complex sports
- Integrating running with other physical activities

Aiming

- Integrating aiming into game scenarios
- Developing tactical aiming skills

Juggling

- Performance juggling skills
- Integrating juggling in PE routines

Keeping games

- Integrating keeping games into full sports
- Refining tactics and teamwork

Tag games

- Advanced tag game strategies
- Integrating tag games into sports and fitness routines

Wrestling games

- Advanced wrestling games
- Integrating wrestling into PE routines

Moving to music

- Advanced dance and movement sequences
- Performance skills in dance routines



HEALTH AND WELL-BEING



Talk about the tv shows, social media, digital content and books your children are watching and reading. Answer questions about eg.relationships or families without overloading with information and at an age-appropriate level. Use factual information and scientific names if you ever feel uncomfortable having conversations about relationships and bodies.

Our Health and Well-being curriculum is guided through the Jigsaw resources that allows teachers and students to engage in a mindful approach to Personal, Social, Health Education (PSHE), emotional literacy and social skills in a comprehensive scheme of learning.

This table is an overview of the curriculum and how it progresses from Group 2 to Group 7.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition
Ages 11-12 (Scotland)	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing world of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

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