Neptune PSHE (Thrive) Progression – Academic Year 24-25

	Autumn Terms		Spring Terms		Summer Terms	
Term and Theme	Autumn 1: Being Me in My World	Autumn 2: Celebrating Differences	Spring 1: Dreams and Goals	Spring 2: Healthy Me	Summer 1: Relationships	Summer 2: Changing Me
End of unit outcome (Termly WALT)	Pupils will have understood they're in a community, recognise their rights and responsibilities, and set personal goals to contribute	Pupils will have understood and appreciated cultural differences, the impact of bullying, and promote inclusivity.	Pupils will have understood how dreams and goals can shape their futures and how they can support themselves and others in achieving them.	Pupils will have understood the importance of maintaining a healthy lifestyle and the impact of choices related to health and well-being.	Pupils will have understood the importance of positive relationships, both online and offline, and how to navigate them safely and responsibly.	Pupils will have understood the changes that occur during puberty and how to manage their self-image, relationships, and responsibilities as they transition into adolescence.
	WALT: understand my rights and responsibilities as a member of my community.	WALT: celebrate and respect the differences in ourselves and others.	WALT: understand how to set and achieve my dreams and goals.	WALT: understand how to make healthy choices for my body and mind.	WALT: understand my identity and how to stay safe in online communities and relationships.	WALT: understand the changes in my body and emotions during puberty and how to care for myself during this time.
Links to Wider Curriculum	**Links to English:** Engaging in discussions and written reflections enhances language skills and communication. **Links to History & Geography:** Discussing citizenship can incorporate elements of local and national history and geography, allowing pupils to understand their communities better. **Links to PSHE:** This theme directly ties into PSHE by promoting personal and social development. Understanding rights and responsibilities aligns with citizenship education, helping pupils appreciate their roles within society. **Links to SMSC** 1. Spiritual Development Helps pupils explore their identity and values within a community setting. 2. Moral Development Encourages pupils to reflect on their behaviour, choices, and their impact on others. 3. Social Development Promotes teamwork, respect, and understanding of diverse perspectives within the community. 4. Cultural Development	**Links to English:** Reading and discussing literature that highlights diversity and multicultural perspectives. **Links to Art and Design:** Creating art projects that celebrate cultural diversity. **Links to History:** Exploring historical conflicts related to cultural differences and discrimination. **Links to Geography:** Understanding different cultures and the living conditions in developing countries. **Links to SMSC** 1. Spiritual Development Encouraging reflection on personal beliefs and values while respecting others' beliefs. 2. Moral Development Understanding right from wrong concerning bullying and discrimination; promoting fairness and equality. 3. Social Development Building empathy and understanding of others'	**Links to English:** Developing writing skills through personal goal-setting essays or letters to future selves. **Links to Maths:** Learning about budgeting, saving money, and understanding income and expenses related to achieving goals. **Links to Art and Design:** Creating vision boards that represent their dreams and goals visually. **Links to Geography:** Exploring different cultures and how people in various parts of the world pursue their dreams and goals. **Links to SMSC** 1. Spiritual Development Encouraging self-reflection on personal dreams and values, promoting an understanding of personal identity. 2. Moral Development Discussing the importance of supporting others in their aspirations, promoting a sense of community and responsibility.	**Links to Science:** Learning about the human body, including the effects of substances like tobacco and alcohol on body systems (lungs, liver, heart). **Links to Physical Education:** Discussing the role of physical activity in maintaining a healthy lifestyle and encouraging regular exercise. **Links to Geography:** Exploring different cultures' attitudes toward health and food, including traditional diets and lifestyle practices. **Links to Art and Design:** Creating posters or infographics that promote healthy living or depict the effects of unhealthy habits. **Links to SMSC** 1. Spiritual Development Encouraging self-reflection on personal health and well-being, promoting a deeper understanding of oneself. 2. Moral Development Discussing ethical considerations around substance use and peer pressure, fostering moral decision-making.	**Links to English:** Developing communication skills through discussions about personal qualities and characteristics and writing reflections on relationships. **Links to Computing:** Learning about online safety, digital footprints, and the implications of sharing personal information on social media. **Links to PSHE:** Understanding rights and responsibilities in online communities and social networks, promoting active citizenship. **Links to Art and Design:** Creating posters or digital media that illustrate positive online behaviours and the importance of community. **Links to SMSC** 1. Spiritual Development Encouraging self-reflection on personal identity and values, helping pupils to develop a sense of self-worth. 2. Moral Development Discussing ethical considerations around online behaviour and the impact of	**Links to Science** Learning about human growth and development, focusing on puberty and reproduction, and understanding the biological changes that occur. **Links to Physical Education/ Health Education:** Exploring physical and emotional well-being, including discussions on healthy relationships and self-care. **Links to PSHE:** Encouraging self-reflection on self-image, body confidence, and emotional health. **Links to Art and Design:** Engaging in creative activities that promote body positivity and self-acceptance through artwork or posters. **Links to SMSC** 1. Spiritual Development Fostering self-awareness and reflection on one's identity and self-worth during the transition of puberty. 2. Moral Development Discussing the importance of consent and respect in relationships, reinforcing moral responsibilities.

(label)	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
	Fosters awareness of cultural diversity, promoting respect and appreciation for different backgrounds.	experiences, fostering positive relationships. 4. Cultural Development Celebrating and respecting cultural diversity, enhancing understanding of global citizenship.	3. Social Development Building teamwork skills by collaborating on projects that involve supporting each other's goals and aspirations. 4. Cultural Development Learning about diverse cultures and their aspirations, promoting tolerance and respect for differences.	3. Social Development Enhancing social skills by discussing the impact of social media on body image and attitudes towards health and food. 4. Cultural Development Learning about diverse cultural perspectives on food, health, and well-being, promoting respect and understanding.	actions on others, fostering moral responsibility. 3. Social Development Enhancing social skills by exploring relationships with peers and how to communicate effectively, both online and offline. 4. Cultural Development Learning about diverse online communities and the varying norms and values that exist within different cultural contexts.	3. Social Development Promoting healthy relationships and understanding peer dynamics during the transition to teenage years. 4. Cultural Development Exploring various cultural perspectives on puberty, body image, and adolescence, fostering respect for diversity.

(label)	Col 2	Col 3	Col 4	Col 5	Col 6	Col 7
Intended Outcomes of the Unit. *note these objectives could be covered within these units, however suggested coverage is documented below. It is deemed unnecessary to place the following objectives within specific units due to the nature of them being essential to learning sequences. It should therefore be noted that the following objectives should form a thread throughout each unit and be taught where appropriate:	**Intended Outcomes of the Unit:** Personal Development Pupils will develop a positive mindset towards facing challenges and setting personal goals. They will learn to articulate their aspirations and the steps necessary to achieve them. Civic Understanding Pupils will understand their rights and responsibilities as citizens, both in the wider context of their country and within the school environment. They will be able to explain the importance of these rights and responsibilities in everyday life. Behavioural Awareness Pupils will recognise how their choices and behaviours can affect themselves and others. They will learn to assess the consequences of their actions and make informed decisions. Group Dynamics Pupils will appreciate how individual behaviour impacts group dynamics, fostering skills in teamwork and cooperation. They will learn the importance of considering others in their actions. Democratic Participation Pupils will understand the principles of democracy and the significance of having a voice in their community. They will gain practical experience in participating in decision-making	**Intended Outcomes of the Unit:** Cultural Awareness Pupils will understand that cultural differences can lead to misunderstandings and conflicts and will be able to discuss these conflicts respectfully. They will identify and appreciate various cultural practices, traditions, and beliefs, fostering a sense of respect for diversity. Understanding of Racism Pupils will define racism and recognise its impact on individuals and communities. They will discuss real-life examples of racism and its effects, encouraging them to empathise with those affected. Knowledge of Bullying Behaviours Pupils will recognize and articulate the difference between direct bullying (e.g., physical violence) and indirect bullying (e.g., rumours, social exclusion). They will understand the emotional and psychological effects of bullying on individuals, promoting empathy and compassion. Global Perspective Pupils will compare their own lives to those of people living in developing countries, gaining insights into global inequalities. They will discuss issues faced by individuals in developing countries, fostering	**Intended Outcomes of the Unit:** Financial Awareness Pupils will recognise the role of money in achieving their goals and understand basic concepts of earning, saving, and spending. Career Exploration Pupils will learn about various careers, including the educational and skill requirements needed for different professions. Personal Goal Setting Pupils will identify personal career aspirations and outline steps needed to achieve these goals. Cultural Understanding Pupils will explore and compare the dreams and goals of young people from different cultures, fostering an appreciation for diversity. Community Engagement Pupils will develop plans for how they can support peers in their aspirations, both locally and globally.	**Intended Outcomes of the Unit:** Health Awareness Pupils will understand the health risks associated with smoking and alcohol, including their effects on the body (lungs, liver, heart). Emergency Aid Skills Pupils will be able to demonstrate basic emergency aid procedures and understand how to respond in emergencies. Media Literacy Pupils will analyse how media and celebrity culture influence perceptions of body image and health. Healthy Eating Knowledge Pupils will learn about the components of a balanced diet and recognize the importance of healthy eating habits. Lifestyle Choice Pupils will develop an understanding of the choices that contribute to a healthy lifestyle, including exercise, nutrition, and mental well-being.	**Intended Outcomes of the Unit:** Self-Understanding Pupils will have a clear understanding of their personal qualities, strengths, and areas for growth. Online Community Awareness Pupils will be able to identify both the positive and negative aspects of belonging to online communities. Rights and Responsibilities Pupils will understand their rights and responsibilities when participating in online platforms and social networks. Time Management Pupils will recognize the signs of excessive screen time and be able to set boundaries for device use. Safety Skills Pupils will learn strategies for staying safe when using technology for communication, including how to manage privacy settings and report inappropriate behaviour.	**Intended Outcomes of the Unit:** Self-Image Awareness Pupils will have a better understanding of their self-image and body image and how to cultivate a positive self-view. Puberty Education Pupils will be able to describe the physical changes that occur during puberty for both boys and girls. Emotional Awareness Pupils will recognise the emotional changes and challenges that accompany puberty and adolescence. Health Management Pupils will understand the importance of physical and emotional self-care during puberty. Future Readiness Pupils will express their thoughts and feelings about moving into their teenage years and the responsibilities that come with it.

	processes, like class votes or group discussions.

Reflective Skills
Pupils will develop skills in self-reflection, allowing them to assess their own behaviours, goals, and contributions to their community. | empathy and a sense of global citizenship.

Cultural Understanding
Pupils will learn about a specific culture different from their own, including its customs, traditions, and contributions to society. They will develop an appreciation for diversity, recognising that different cultures enrich the world.

Action Against Bullying
Pupils will brainstorm and implement strategies for promoting kindness and inclusivity in their school community. They will create a plan or campaign to stand against bullying, highlighting their commitment to celebrating differences and promoting respect. | | | | |

B-Squared Progression step to achieve	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.	All pupils will be working at their own progression step in line with B-Squared.
Suggested small step progression	Introduction to Challenges and Goal Setting
WALT: face new challenges positively and know how to set personal goals.
  – Discuss what a challenge is and the importance of setting personal goals.
  – Personal reflection on challenges faced and goals set in the past.

Rights and Responsibilities
WALT: understand my rights and responsibilities as a citizen of my country.
  – Introduce the concepts of rights and responsibilities through group discussions.
  – Create a class charter outlining rights and responsibilities as citizens of the school and country. | Introduction to Cultural Differences
WALT: understand that cultural differences sometimes cause conflict.
  – Begin with a class discussion about what culture means. Ask pupils to share aspects of their own cultures (food, traditions, holidays).
  – Introduce the concept of cultural differences and how they can lead to both positive exchanges and potential conflicts.

Exploring Conflict
WALT: understand what racism is.
  – Present scenarios where cultural differences lead to misunderstandings or conflicts. Have pupils role- | Introduction to Dreams and Goals
WALT: understand that I will need money to help me achieve some of my dreams.
  – Begin with a class discussion about dreams and goals. Ask pupils to share their dreams for the future and why they are important.
  – Introduce the concept of money and its importance in achieving goals. Discuss examples of what they might need to save for (e.g., education, tools for a trade).

Exploring Jobs
WALT: know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. | Introduction to Health Risks
WALT: know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.
- Start with discussions on what a healthy lifestyle means and introduce the concepts of smoking and alcohol.
Teach about the harmful effects of tobacco, including videos or testimonials about smoking's impact on health.

Alcohol Awareness
WALT: know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.
  – Discuss the risks associated with alcohol misuse, including its social consequences, and explore how it affects the liver and heart. | Self-Exploration
WALT: have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
- Start with activities that help pupils identify their personal characteristics and qualities (e.g., "All About Me" worksheets).

Discussion on Online Communities
WALT: understand that belonging to an online community can have positive and negative consequences.
  – Engage pupils in discussions about their experiences in online communities, encouraging them to share both positive and negative stories.

Rights and Responsibilities | Self-Image Exploration
WALT: be aware of my own self-image and how my body image fits into that.
  – Begin with activities that encourage pupils to reflect on their self-image, discussing how it can be influenced by external factors such as media and peer pressure.

Puberty Education
WALT: explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
  – Introduce the topic of puberty through informative lessons that explain the physical changes for boys and girls separately, using diagrams and age-appropriate language. |

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Understanding Behaviour Choices
WALT: understand my rights and responsibilities as a citizen of my country and as a member of my school.
- Explore how choices lead to rewards and consequences through role-play scenarios.
- Case studies on behaviour choices and their outcomes.

Understanding Rewards and Consequences
WALT: make choices about my own behaviour because I understand how rewards and consequences feel.
- Begin with a class discussion about what rewards and consequences are. Use everyday examples (e.g., receiving praise for good behaviour or facing consequences for breaking a rule).
- Help pupils articulate the difference between rewards (positive outcomes) and consequences (negative outcomes).
- Ask pupils to think about a time when they experienced a reward or a consequence. They can share their stories in pairs or small groups.
- Facilitate a class discussion where pupils can share their experiences. Use prompts like "What happened?" and "How did it make you feel?"
- Create a chart with the class listing various behaviours and discussing potential rewards and consequences for each. For example, "Helping a friend" may lead to praise, while "Disrespecting a teacher" may lead to losing privileges.
- Provide pupils with situations where they must make choices. Ask them to predict the rewards and consequences for each option.
- Create a way to celebrate when pupils meet their behaviour goals. This could be a class reward, a certificate, or sharing their success story with the class.

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play or discuss how they might resolve these conflicts peacefully.
- Facilitate a discussion on how empathy can help in understanding differing perspectives.

Understanding Racism
WALT: understand how rumour-spreading and name-calling can be bullying behaviours.
- Define racism and discuss its various forms. Use age-appropriate resources (books, videos) to illustrate real-life examples of racism.
- Engage pupils in discussions about feelings associated with experiencing or witnessing racism and how to respond.

Recognise Bullying Behaviours
WALT: explain the difference between direct and indirect types of bullying.
- Define and discuss the terms "bullying," "rumour-spreading," and "name-calling." Use real-life scenarios to illustrate these behaviours.
- Split pupils into groups and ask them to create role-plays demonstrating both direct and indirect bullying, followed by a discussion on the impact of each type.
- Discuss what kindness and inclusivity mean. Brainstorm ways to promote these values in the school.
- Develop a class project or campaign to raise awareness about bullying and celebrate diversity (e.g., creating posters, organising a "diversity day" event).

Comparing Lives
WALT: compare my life with people in the developing world.
- Introduce a specific developing country and

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- Have pupils interview family members or community members about their jobs, discussing salaries and the skills needed.
- Create a chart to visualise different jobs and their earnings.

Identifying Personal Aspirations
WALT: identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.
- Guide pupils through a self-reflection activity where they identify a job they want in the future and outline what motivates them to pursue this goal.

Cultural Comparisons
WALT: describe the dreams and goals of young people in a culture different to mine.
- Present case studies or stories of young people from different cultures and their aspirations. Facilitate discussions on similarities and differences.

Learning and Supporting Each Other
WALT: understand that communicating with someone in a different culture means we can learn from each other, and I can identify a range of ways that we could support each other.
- Discuss the benefits of communication across cultures and brainstorm ways to support one another in achieving dreams (e.g., sponsorship, mentorship).
- Have pupils develop a personal action plan detailing steps they need to take to achieve their career aspirations, including education and skill development.

Promoting Peer Support

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Basic Emergency Aid
WALT: know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.
- Conduct practical sessions on basic emergency aid skills, such as the recovery position and how to call for help in an emergency.

Media Influence
WALT: understand how the media, social media and celebrity culture promotes certain body types.
- Analyse advertisements and social media posts to discuss how they promote certain body types and how this can affect self-esteem.

Food Attitudes
WALT: describe the different attitudes people have to food and how these can be affected by external influences.
- Explore different attitudes towards food, including cultural influences, family habits, and peer influences.

Healthy Lifestyle Choices
WALT: know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.
- Discuss what constitutes a healthy lifestyle, including nutrition, exercise, and mental health, and how to incorporate these into daily life.

Reflection and Action Plan
Encourage pupils to reflect on their learning and create a personal action plan for maintaining a healthy lifestyle.

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WALT: understand there are rights and responsibilities in an online community or social network.
- Teach pupils about the rights they have as users of online platforms, as well as the responsibilities that come with those rights (e.g., respectful communication).

Game Safety
WALT: know there are rights and responsibilities when playing a game online.
- Explore specific scenarios in online gaming, discussing how to stay safe and recognise acceptable behaviour.

Screen Time Awareness
WALT: recognise when I am spending too much time using devices (screen time).
- Conduct activities to help pupils recognize how much time they spend on devices, followed by strategies to manage and reduce screen time.

Staying Safe Online
WALT: explain how to stay safe when using technology to communicate with my friends.
- Provide lessons on how to use technology safely, including understanding privacy settings and knowing whom to trust online.

Reflection
End with reflective activities where pupils share what they have learned about themselves and their relationships, both online and offline.

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Identifying Physical Changes
WALT: describe how boys' and girls' bodies change during puberty.
- Talk about the development of breasts, the start of menstruation, and changes in body shape (e.g., hips widening).
- Explain the role of hormones like estrogen in these changes.
- Discuss how boys' voices deepen, the growth of facial and body hair, and the broadening of shoulders.
- Explain the role of hormones like testosterone in these changes.

Introduction to Human Reproduction
WALT: understand that sexual intercourse can lead to conception and that is how babies are usually made.
- Begin by discussing reproduction in the context of living things, explaining that reproduction is how living things create new life, including humans.
- Introduce basic terms like "conception" and "fertilisation" in an age-appropriate way.
- Use diagrams to show the male and female reproductive organs (penis, testes, ovaries, uterus, etc.) and explain their roles in reproduction.
- Emphasise that both male and female bodies play essential roles in conception.
- Explain that sexual intercourse is a natural process that happens between a male and female to allow sperm from the male to reach the egg from the female. This process can lead to the start of a baby.
- Stress that this topic is part of understanding how human bodies work and

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Impact on Individual Behaviour on Groups
WALT: understand how an individual's behaviour can impact on a group.
- Discuss examples of how individual actions can affect group dynamics in school and community settings.
- Team-building exercises that highlight cooperation and consideration.

Exploring Democracy
WALT: understand how democracy and having a voice benefits the school community and know how to participate in this.
- Teach pupils about the democratic process and the importance of having a voice.
- Organise a mock election or class vote on a relevant topic, allowing pupils to express their opinions.

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share information about daily life, challenges, and resources.
- Have pupils create a Venn diagram comparing their own lives to those of children in the chosen developing country.

Learning About a Different Culture
WALT: understand a different culture from my own.
- Choose a culture to study (e.g., a cultural festival, traditional clothing, or foods). Have pupils conduct research and present their findings to the class.
- Invite a guest speaker from that culture or watch videos that showcase cultural practices and traditions.

Reflection and Celebration
- Have pupils reflect on what they have learned throughout the unit through journals or class discussions.
- Host a "Celebrating Differences" day where pupils can showcase their learnings, perhaps sharing cultural foods, performances, or artwork that represents the diversity of the class.

WALT: encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.
- Organise a class project where pupils propose ways to support local or international young people in achieving their dreams, such as fundraising events or awareness campaigns.
- Allow time for pupils to reflect on their learning journey and share their dreams and goals with the class, fostering a supportive community atmosphere.

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that it is an important but private part of life.
- Discuss how sperm from the male fertilises an egg from the female. This is called conception and is the beginning of a baby's development.
- Introduce the terms "fertilisation" and "pregnancy" in a simple and understandable way.
- Briefly describe how, once conception occurs, the fertilised egg implants in the mother's uterus and grows into a baby over nine months.
- Discuss the basic milestones of baby development (e.g., forming organs, growth).

Discussion Relationships
WALT: identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
- Explore topics such as consent, healthy relationships, and the significance of communication and respect as they enter their teenage years.

Looking Forward
WALT: identify what I am looking forward to when I move to my next class.
- Encourage pupils to identify what they are excited about regarding becoming teenagers and moving to the next class, discussing the associated responsibilities and opportunities.

End of unit independent outcomes: *Pupils should show these within their end of unit						
	Pupils will have independently created a personal action plan that outlines their goals, recognises their rights and responsibilities, and describes how they can positively contribute to their school and community.	Pupils will have independently reflected on their own cultural identity and created a project that celebrates diversity, demonstrating their understanding of cultural differences, the impact of bullying, and ways to promote inclusivity.	Pupils will have independently created a personal action plan for achieving their dreams and goals, including steps they will take and how they can support others in their aspirations.	Pupils will have independently created a personal health plan that includes strategies for making healthy choices regarding diet, exercise, and well-being.	Pupils will have independently created a personal safety plan that outlines how they will manage their online presence and relationships responsibly.	Pupils will have independently created a personal reflection piece that outlines what they have learned about puberty, their self-image, and their thoughts on transitioning to their teenage years.

Termly End Points	Pupils will have independently:	Pupils will have independently:	Pupils will have independently:	Pupils will have independently:	Pupils will have independently:	Pupils will have independently:
	- Set personal goals for themselves, identifying specific challenges they want to face. They will have created a plan outlining the steps needed to achieve these goals, which may include academic, social, or personal development targets. - Articulated their rights and responsibilities as citizens, both within their country and as members of their school community. They will understand the importance of these rights and how they contribute to a respectful and supportive environment. - Demonstrated the ability to make informed choices about their own behaviour, based on their understanding of rewards and consequences. They will be able to reflect on their decisions, recognising how their actions affect themselves and others. - Analysed how individual behaviours can impact group dynamics. They will be able to discuss examples of positive and negative behaviours and suggest ways to promote a harmonious classroom environment. - Engaged in activities that promote democratic values, such as participating in class discussions or decision-making processes. They will understand how having a voice benefits the school community and be able to express their opinions respectfully and confidently.	- Articulate how cultural differences can lead to misunderstanding or conflict. - Identify and describe bullying behaviours, including rumours and name-calling, and understand their effects. - Define racism and discuss its impact on individuals and communities, promoting awareness and sensitivity. - Compare their lives with those in developing countries, fostering empathy and understanding of global issues. - Create a project or presentation that showcases their appreciation for cultural diversity, demonstrating their learning and respect for differences.	- Developed a detailed personal action plan outlining steps to achieve their chosen career aspirations. - Researched various jobs, understanding the skills and qualifications needed and how much they earn. - Gained insights into the dreams and goals of peers from different cultures, fostering empathy and respect. - Created a proposal for supporting young people locally or globally in achieving their goals. - Acquired basic financial awareness regarding saving and budgeting for future goals.	- Explained the health risks of smoking and alcohol and their effects on the body. - Demonstrated basic emergency aid procedures, including the recovery position. - Critically analysed how media and celebrity culture influence body image and attitudes towards food. - Identified healthy eating habits and components of a balanced diet. - Developed a personal action plan outlining how they will maintain a healthy lifestyle and support their well-being.	- Articulated their personal characteristics and qualities through reflective activities. - Identified both the benefits and risks of being part of online communities. - Explained their rights and responsibilities in online environments and games. - Developed strategies to monitor and manage their screen time effectively. - Created a personal safety plan for online interactions, detailing how to stay safe and communicate responsibly.	- Described the physical and emotional changes that occur during puberty for both genders. - Articulated their self-image and how to develop a positive outlook on their bodies. - Identified ways to maintain physical and emotional health during puberty. - Recognised the importance of respect, consent, and communication in relationships as they grow older. - Expressed their thoughts and feelings about becoming a teenager and the responsibilities that accompany this new stage of life.