

CURRICULUM LINKS

England

Relationships Education (for teaching from September 2020)

Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

Caring friendships

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful relationships

Pupils should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.

CURRICULUM LINKS

Scotland

Curriculum for excellence: Health and wellbeing

Mental and emotional wellbeing

- I am aware of and able to express my feelings and am developing the ability to talk about them.
HWB O-O1a / HWB 1-O1a / HWB 2-O1a / HWB 3-O1a / HWB 4-O1a
- I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.
HWB O-O2a / HWB 1-O2a / HWB 2-O2a / HWB 3-O2a / HWB 4-O2a
- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.
HWB O-O3a / HWB 1-O3a / HWB 2-O3a / HWB 3-O3a / HWB 4-O3a
- I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.
HWB O-O4a / HWB 1-O4a / HWB 2-O4a / HWB 3-O4a / HWB 4-O4a
- I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.
HWB O-O5a / HWB 1-O5a / HWB 2-O5a / HWB 3-O5a / HWB 4-O5a
- I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.
HWB O-O6a / HWB 1-O6a / HWB 2-O6a / HWB 3-O6a / HWB 4-O6a
- I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.
HWB O-O7a / HWB 1-O7a / HWB 2-O7a / HWB 3-O7a / HWB 4-O7a
- I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.
HWB O-O8a / HWB 1-O8a / HWB 2-O8a / HWB 3-O8a / HWB 4-O8a

Social wellbeing

- I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.
HWB O-IOa / HWB 1-IOa / HWB 2-IOa / HWB 3-IOa / HWB 4-IOa