

This page offers simple ways to support your child's learning at home. The questions, ideas, and resources below encourage meaningful discussion, independence, and practising key life skills in everyday situations.

| Talking Together: suggested questions to support ‘Being Me in My World’ learning at home   |   |  |   |
|--|---|--|---|
| Ages 10-11   | <b>Goals, hopes and worries</b> <ul style="list-style-type: none"> <li>• What goals have you set for yourself this year?</li> <li>• Is there anything you feel worried or unsure about?</li> <li>• What strategies help you manage worries or challenges?</li> </ul>                  | <b>Belonging, value and inclusion</b> <ul style="list-style-type: none"> <li>• What helps you feel welcome and valued in your class or school?</li> <li>• How can you help others feel included and respected?</li> <li>• Why is it important that everyone feels they belong?</li> </ul>      | <b>Wants, needs and global awareness</b> <ul style="list-style-type: none"> <li>• What is the difference between a want and a need?</li> <li>• How might children in other parts of the world have different needs to you?</li> <li>• Why is it important to understand how others live?</li> </ul>   |
|  | <b>Rights, responsibilities and global citizenship</b> <ul style="list-style-type: none"> <li>• What rights do all children have?</li> <li>• Why are these rights not always met for everyone?</li> <li>• What responsibilities do we have to others locally and globally?</li> </ul> | <b>Choices, behaviour and impact</b> <ul style="list-style-type: none"> <li>• How do your choices affect other people?</li> <li>• Can your actions have an impact beyond your school or community? How?</li> <li>• How do rewards and consequences help people make better choices?</li> </ul> | <b>Democracy, voice and the Learning Charter</b> <ul style="list-style-type: none"> <li>• What does it mean to have a voice in your school?</li> <li>• How does democracy help create a fair community?</li> <li>• How can you model the Learning Charter and influence others positively?</li> </ul> |
| <b>Resources and additional support for Families</b>   |   |  |   |
| <ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize (KS2 PSHE and Citizenship)</a> – short videos and activities to explore rights, responsibilities, democracy and global issues</li> <li>• <a href="#">Introduction to UK Parliament, video - Parliament UK Education</a></li> <li>• <a href="#">BookTrust</a> – high-quality book recommendations by age and topic, including empathy, global awareness and identity</li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Being Me in My World theme.</li> </ul> |   |  |   |
| <b>School-based and local resources (editable box for teachers):</b>   |   |  |   |

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| Talking Together: suggested questions to support ‘Celebrating Difference’ learning at home  |  |  |   |
|---|--|--|---|
| Ages 10-11  | <b>Perceptions of ‘normal’ and difference</b> <ul style="list-style-type: none"> <li>• What does “normal” mean to you?</li> <li>• Why might people have different ideas about what is normal?</li> <li>• How can being different affect someone’s life?</li> </ul>                                 | <b>Equality, prejudice and discrimination</b> <ul style="list-style-type: none"> <li>• What do prejudice and discrimination mean?</li> <li>• Why is it important to treat everyone equally and with respect?</li> <li>• How can we challenge unfair attitudes or behaviour?</li> </ul>     | <b>Power, bullying and responsibility</b> <ul style="list-style-type: none"> <li>• What does it mean for someone to have power over others?</li> <li>• Why might people use bullying behaviours?</li> <li>• What can you do if you see or experience unfair treatment?</li> </ul>                                 |
|   | <b>Empathy, inclusion and respect</b> <ul style="list-style-type: none"> <li>• How can you show empathy towards someone who is different from you?</li> <li>• How might it feel to be excluded or treated unfairly?</li> <li>• What can you do to help others feel included and valued?</li> </ul> | <b>Managing feelings and problem-solving</b> <ul style="list-style-type: none"> <li>• How can you manage your feelings in a difficult situation?</li> <li>• What strategies can you use to solve a problem calmly?</li> <li>• How can you support others in resolving conflict?</li> </ul> | <b>Inspiration, perseverance and achievement</b> <ul style="list-style-type: none"> <li>• Can you think of someone who has achieved something despite challenges?</li> <li>• What can we learn from people who show perseverance?</li> <li>• How can differences be a strength rather than a weakness?</li> </ul> |
| <b>Resources and additional support for Families</b>  |  |  |   |
| <ul style="list-style-type: none"> <li>• <a href="#">Anti-Bullying Alliance</a> – guidance for families on understanding bullying and how to support children</li> <li>• <a href="#">BookTrust</a> – high-quality book recommendations for children about diversity, equality, perseverance and identity</li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Celebrating Difference theme.</li> </ul> |  |  |   |
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| Talking Together: suggested questions to support 'Dreams and Goals' learning at home  |   |  |   |
|---|---|--|---|
| Ages 10-11  | <b>Setting goals and stretching yourself</b>  | <b>Motivation and perseverance</b>   | <b>Strengths, praise and being recognised</b>   |
|   | <ul style="list-style-type: none"> <li>• What is one goal you have for yourself at school, and one outside of school?</li> <li>• How do you know if a goal is realistic but still challenging?</li> <li>• How will you know when you have achieved your goal? What does success look like?</li> </ul>       | <ul style="list-style-type: none"> <li>• What helps you stay motivated when working towards something over a long period of time?</li> <li>• What do you do when you feel like giving up?</li> <li>• Is there something you have achieved recently by really pushing yourself? How did that feel?</li> </ul> | <ul style="list-style-type: none"> <li>• What do you think your biggest learning strengths are?</li> <li>• How does it feel when someone recognises something good in you or gives you a compliment?</li> <li>• Is it easy or hard to accept praise – why do you think that is?</li> </ul>  |
|   | <b>Global issues and empathy</b>  | <b>Making a difference</b>   | <b>Collaboration, leadership and contribution</b>   |
|   | <ul style="list-style-type: none"> <li>• Is there a problem in the world that you feel strongly about or that worries you?</li> <li>• Why do you think it matters that we care about what is happening to people in other parts of the world?</li> <li>• Is there anything you could do to help?</li> </ul> | <ul style="list-style-type: none"> <li>• Have you ever done something to help others or raise awareness of something important?</li> <li>• How might it feel to make a difference?</li> <li>• What skills or strengths do you have that could help make a positive difference?</li> </ul>                    | <ul style="list-style-type: none"> <li>• When you work with others towards a shared goal, what role do you naturally take?</li> <li>• How do you make sure everyone in a group feels valued and heard?</li> <li>• Can you think of a time someone else's contribution or effort really stood out to you – did you tell them?</li> </ul> |
| <b>Resources and additional support for Families</b>  |   |  |   |
| <ul style="list-style-type: none"> <li>• <b>UNICEF</b> – information and activities to help families explore global challenges, children's rights and how we can all make a difference</li> <li>• <b>BookTrust</b> – high-quality book recommendations for children on empathy, global awareness and real-life inspiration</li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Dreams and Goals theme.</li> </ul> |   |  |   |
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| <b>Talking Together: suggested questions to support Healthy Me learning at home</b>   |   |   |  |
|---|---|---|--|
| <b>Ages 10-11</b>   | <b>Taking responsibility for health and wellbeing</b>   | <b>Drugs, medicines and their effects</b>   | <b>Exploitation, gangs and staying safe</b>  |
|   | <ul style="list-style-type: none"> <li>• What does it mean to take responsibility for your health?</li> <li>• What choices help you stay physically and emotionally well?</li> <li>• How do healthy habits support you in the long term?</li> </ul> | <ul style="list-style-type: none"> <li>• What are some different types of drugs and medicines used for?</li> <li>• Why is it important to use medicines safely and only as directed?</li> <li>• Who can you ask if you have questions about medicines or health?</li> </ul> | <ul style="list-style-type: none"> <li>• What does it mean if someone is being exploited?</li> <li>• Why might some people feel pressured to join gangs?</li> <li>• What could someone do if they felt unsafe or pressured?</li> </ul>   |
|   | <b>Pressure, influence and making safe choices</b>  | <b>Emotional health and mental wellbeing</b>  | <b>Stress, triggers and coping strategies</b>  |
|   | <ul style="list-style-type: none"> <li>• What does it feel like when someone pressures you?</li> <li>• What strategies can help you resist pressure?</li> <li>• Who can support you if you feel unsure about something?</li> </ul>                  | <ul style="list-style-type: none"> <li>• What does it mean to feel emotionally healthy?</li> <li>• How can you tell when someone might need extra support?</li> <li>• Who can you talk to if you feel worried or low?</li> </ul>  | <ul style="list-style-type: none"> <li>• What does stress feel like in your body?</li> <li>• What kinds of situations can cause stress?</li> <li>• What helps you feel calmer when you are under pressure?</li> <li>• Why is it important to find healthy ways to cope?</li> </ul> |
| <b>Resources and additional support for Families</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• <a href="#">Better Health – Healthier Families (NHS)</a> – lots of family resources, activities, food recipes and more</li> <li>• <a href="#">NSPCC</a> – advice for families seeking further help and advice on specific topics e.g. online safety, social media, wellbeing ,mental health</li> <li>• <a href="#">Young Minds</a> – a parent section with advice, guidance and support – also Anna Freud Self Care <a href="#">resources for children and young people</a></li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Healthy Me theme.</li> </ul> |   |   |  |
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| Talking Together: suggested questions to support Relationships learning at home |   |   |  |  |
|---|---|---|--|--|
| <b>Ages 10-11</b>   | <b>Mental health, self-care and wellbeing</b> <ul style="list-style-type: none"> <li>• What things help you look after your mental wellbeing?</li> <li>• Why is it important to talk about mental health openly?</li> <li>• Who can you talk to if you feel worried or low?</li> </ul>  | <b>Stress, anxiety and early warning signs</b> <ul style="list-style-type: none"> <li>• What does stress or anxiety feel like in your body?</li> <li>• What early warning signs can help you notice when you need support?</li> <li>• What strategies help you feel calmer?</li> </ul>                            | <b>Grief, loss and managing emotions</b> <ul style="list-style-type: none"> <li>• What does loss mean, and how might people feel when they experience it?</li> <li>• Why do people grieve in different ways?</li> <li>• What can help someone cope with grief?</li> </ul>        |  |
|   | <b>Power, control and assertiveness</b> <ul style="list-style-type: none"> <li>• Why might someone try to control or pressure you?</li> <li>• How can you stand up for yourself respectfully?</li> <li>• Who can help if you feel unsafe or uncomfortable?</li> </ul>   | <b>Online safety and digital responsibility</b> <ul style="list-style-type: none"> <li>• How can you tell if something online is real or fake?</li> <li>• What should you do if you see something upsetting online?</li> <li>• What tips do you know to help you use technology safely and positively?</li> </ul> | <b>Support, responsibility and seeking help</b> <ul style="list-style-type: none"> <li>• Why is it important to ask for help when you need it?</li> <li>• Who are trusted adults you can talk to?</li> <li>• What does taking responsibility for your wellbeing mean?</li> </ul> |  |
|   | <b>Resources and additional support for Families</b> <ul style="list-style-type: none"> <li>• <a href="#">YoungMinds</a> – support for children’s mental health and emotional wellbeing</li> <li>• <a href="#">NSPCC</a> – advice for families on safety, relationships, pressure and online risks</li> <li>• <a href="#">NHS Every Mind Matters</a> – advice on managing stress, anxiety and wellbeing</li> <li>• Visit your local library to explore a range of age-appropriate fiction and non-fiction books linked to the Relationships theme.</li> </ul> |   |  |  |
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| Talking Together: suggested questions to support Changing Me learning at home  |  |  |  |  |
|--|--|--|--|--|
| Ages 10-11   | <b>Self-esteem and media influence</b>   | <b>Puberty - bringing it all together</b>  | <b>How babies develop and are born (Sex Ed)</b>  |  |
|  | <ul style="list-style-type: none"> <li>• How do adverts and influencers try to make people feel about themselves?</li> <li>• What's the difference between your 'real self' and an 'ideal self'?</li> <li>• In our family, how do we support each other's confidence and self-esteem?</li> </ul> | <ul style="list-style-type: none"> <li>• What questions do you have about puberty?</li> <li>• Why is looking after yourself physically and emotionally important during puberty?</li> <li>• If someone needed accurate, reliable information about growing up, where should they look?</li> </ul>                                | <ul style="list-style-type: none"> <li>• How does a baby develop during pregnancy?</li> <li>• What different ways can babies be born?</li> <li>• Why is reproduction amazing but also completely natural?</li> </ul>   |  |
|  | <b>Relationships, attraction and respect</b> <ul style="list-style-type: none"> <li>• What makes a relationship healthy and respectful?</li> <li>• What does consent mean and why is it important?</li> <li>• If someone felt pressured to do something, what should they do?</li> </ul>         | <b>Challenging negative body-talk</b> <ul style="list-style-type: none"> <li>• Why is negative body-talk harmful to ourselves and others?</li> <li>• How can someone challenge body-focused comments in their friendship group?</li> <li>• In our family, how can we support each other to feel good about ourselves?</li> </ul> | <b>Preparing emotionally for next year</b> <ul style="list-style-type: none"> <li>• What strategies help you manage big changes and transitions?</li> <li>• How can young people look after their mental wellbeing during times of change?</li> <li>• Who will be there to support you in your new school, and how can our family help?</li> </ul> |  |
|  | <b>Alternative Piece 4: Friendships + staying true to yourself</b> <ul style="list-style-type: none"> <li>• How can someone keep their own identity even when friends might disagree?</li> <li>• When is it important to stand up for what you believe in?</li> </ul>                            |  |  |  |
| <b>Resources and additional support for Families</b>   |  |  |  |  |
| <ul style="list-style-type: none"> <li>• <a href="#">NSPCC</a> – advice for families on safety and changing bodies, and <a href="#">resources to children with learning disabilities</a></li> <li>• <a href="#">Childline</a> – puberty advice for children that you could look select from and look at with your child</li> <li>• <a href="#">Anna Freud</a> information about how puberty can affect children</li> <li>• <a href="#">Children's Commissioner</a> Guide for talking to your child about online sexual harassment as they approach secondary school age</li> </ul> |  |  |  |  |
| <b>School-based and local resources (editable box for teachers):</b>   |  |  |  |  |
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