



Personal & Social Education Overview



Date Created: August 2025 Reviewed: July 2026
Next Review Date: July 2027

Personal and Social Education Overview

Rationale

Learning in HWB/PSE is designed to ensure that children and young people develop the knowledge and understanding, skills, resilience, capabilities and attributes which they need for mental, emotional, social and physical wellbeing. Some areas of HWB are the responsibility of all staff in a school. Others have a specific focus, with links to other HWB organisers and other curriculum areas.

This core overview of PSE has been created with Fife practitioners, with feedback from young people, parents and carers, to ensure that a relevant, flexible programme is delivered which meets the Experiences and Outcomes of the Curriculum for Excellence whilst allowing individual settings to respond to the specific needs of their school community. The overview is a suite of freely available & high-quality resources, links & programmes relating to themes identified by staff and pupils.

We have linked each of the themes to the SHANARRI Wellbeing Indicators and have also ensured that the UNCRC is incorporated within each topic, and we've highlighted which articles are pertinent to each theme. This will ensure that children's rights are upheld, and that staff are reminded to convey this throughout any PSE delivery. The Children's Commissioner page has useful information about the [UNCRC articles](#).

The core overview has been designed to address a number of key factors:

Consistency – All learners, regardless of setting, should experience a consistent approach of learning & teaching methods in relation to PSE Topics.
Progressive curriculum – The PSE curriculum should be progressive across all year groups; building on & extending knowledge, whilst avoiding repetition.
Quality delivery – Staff responsible for the delivery of PSE should feel confident in their own knowledge of core topics as well as delivery methods. This is especially important as themes addressed, topics discussed or questions asked by young people may be sensitive in nature.
Similar across establishments – If any learner moves setting, they should be guaranteed a smooth transition without repeating topics within the PSE curriculum.
Flexible to respond to needs of catchment – It's essential that the PSE curriculum is relevant to each setting & staff should feel empowered to adapt the core curriculum to address pertinent topics/issues which may be impacting on learners within the local community or wider world.
Coverage of curricular areas – There should be wide coverage of themes, without heavy weighting towards one or two areas. All aspects of PSE are important for the development of our young people.
Rich & differentiated experiences – As with other curricular areas, the experiences of our young people should meet their individual needs & therefore, be differentiated to offer challenge or support as required.

Learner Entitlements

At least 2 periods of PE per week between S1-S4.

The [Review of PSE 2019](#) commissioned by the Scottish Government included engagement sessions with key stakeholders. Engagement session feedback concludes:

- The priority and place of PSE in the curriculum
- Consistency of delivering HWB/PSE as a whole school approach
- HWB/PSE must be part of a supportive ethos in a school with the backing of senior leadership
- Senior Phase was often cited as needing vastly improved.
- The importance of involving children and young people in the design and delivery of PSE

See Appendix 1 for a summary of key strengths and areas for improvement

National/Local Guidance & Support

There are several national guidance documents/frameworks/programmes which support schools to deliver the PSE curriculum covering a variety of themes. In Fife, the following resources are central to our core PSE overview.

The [Relationships, Sexual Health and Parenthood \(RSHP\)](#) is a nationally created resource for Early to Senior Phase learners, funded by Scottish Government. It includes individual lesson plans and information for Parents/Carers. The resource provides a comprehensive set of learning activities for mainstream schools, ASN settings, colleges and community-based learning.

The Scottish Government funds the development and implementation of the [Mentors in Violence Prevention \(MVP\) programme](#) in secondary schools throughout Scotland. MVP offers excellent opportunities to explore a range of Gender-Based Violence issues within an educational framework where positive relationships and health and wellbeing are key. MVP is a peer leadership education programme which challenges Gender-Based Violence, encouraging an active bystander approach, contributing to a culture of safety where learning can flourish.

The Health Promotion Information and Resources Centre provides access to a range of quality assured health promotion information and resources. The resources are free and can be used by anyone working, studying or volunteering in Fife.

The full range of resources can be viewed by browsing the online catalogue [HPAC \(Health Promotion Access Catalogue\)](#). The catalogue is web-based and can be accessed using any PC, tablet, mobile phone with internet access. All you need to do is register online for a username and password. To get started just click on the “**Login/Register**” button in the top right-hand corner on the HPAC website and follow the on-screen instructions.

Once you have registered and been given your username and password, you will be able to place orders as and when required. See Appendix 2 for links to Health Promotion Activities.

Some of our settings promote SQA Accredited programmes e.g. [Mental Health & Wellbeing Award](#) (SCQF Levels 4 & 5). See Appendix 3 for examples of programmes.

Reflective questions

The following reflective questions should be used to guide decisions around which core and optional resources will best meet your school's needs. They could also enable the planning of your PSE timetable across the year.

What are community issues/themes and how are they reflected in the curriculum?
How is the curriculum co-designed with the learners?
Is prior knowledge built on progressively? How do you ensure progression across themes (avoiding repetition)?
How confident are staff in delivering content on topics such as sex education? How can this confidence be increased?
How effectively is discussion used to enrich learning? How confident are staff in facilitating discussions on sensitive topics?
What is the SEEMiS bullying & Equalities module telling us? How does this articulate with the PSE content in the curriculum?
What partners are helping with curriculum design and delivery? How do you know this support is having an impact?
How flexible is the curriculum based on local need?
How much does data inform targeted delivery?
How are you recording & reporting on learner progress within PSE?

Anti-Bullying

Wellbeing Indicators:
Safe - Healthy - Achieving - **Nurtured**
 Active - **Respected** - **Responsible** - **Included**

UNCRC Article(s):
Article 19 (protection from violence, abuse and neglect)

CFE Es & Os:

HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a, HWB 0-45a / HWB 1-45a, HWB 2-45a, HWB 3-45a / HWB 4-45a, HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b, HWB 0-49a / HWB 1-49a, HWB 2-49a, HWB 3-49a / HWB 4-49a, HWB 3-49b / HWB 4-49b

[Respect Me](#) – A series of short discussion-based tasks using a video as stimulus. These can be delivered within one lesson, or as an introduction to other tasks.

[Quit Fighting For Likes](#): Campaign and toolkit to support young people to navigate social media safely and prevent violence – Clear link with PSE topic overview for social media & online safety

[No Knives, Better Lives](#) - Early intervention programme supporting young people to make more positive choices when it comes to knife crime and youth violence.

[Fearless](#) – Crimestoppers - Breaking down barriers that prevent young people from reporting crime.

S1	S2	S3	S4	S5	S6
Respect Me: 4 Anti-Bullying Videos (1 lesson) Respect Me: Acceptable vs Unacceptable Short Discussion (20 mins) Respect Me: Hidden impact of bullying Lesson (apple analogy) (Teacher Notes) (Activity Slides) Quit Fighting for Likes Toolkit - How am I influenced by Social Media? (40 mins) A Balanced Feed (60 mins) Tik Tok's Tactics (60 mins) Fearless Overview Lesson : How to report crimes anonymously	Respect Me: Considering Circles of Influence Lesson Respect Me: Putting Yourself in Someone Else's Shoes (Teacher Notes) (Activity Slides) Quit Fighting for Likes Toolkit - Stranger Danger (30 mins) Separate Realities (20 mins) No Knives, Better Lives Toolkit Rights (2 x 20 min activities) Reassurance (2 x 20 min activities) j	Respect Me: My Identity Iceberg Lesson Quit Fighting for Likes Toolkit STEPS to help (40 mins) Managing Emotions (20 mins) Moral Choices (20 mins) Restorative Questions (40 mins) No Knives, Better Lives Toolkit Risks and Consequences Resilience (Activities from both sections delivered over 3 -4 lessons)	Quit Fighting for Likes Toolkit - Dark Patterns (20 mins) Lucky 13? (20 mins) Zuckerberg for the day (40 mins) No Knives, Better Lives Toolkit Restorative Approaches Reflection activities (Activities from both sections delivered over 3-4 lessons)	Quit Fighting for Likes Toolkit - Ripples of Impact (25 mins) Safe Spaces (30 mins) Meme Maker (senior pupils could promote these throughout the school community) (30 mins) Digital Lifelines (20 mins) Challenging Online Misogyny (45 min)	Quit Fighting for Likes Toolkit - Addicted to Social Media? (60 mins) Thought Tunnel (20 mins)

Assessing Risk & Emergency Situations (What to do - incl fire, water & road safety)	
Wellbeing Indicators: Safe - Healthy - Achieving - Nurtured Active - Respected - Responsible - Included	UNCRC Article(s): Article 19 (protection from violence, abuse and neglect)
CFE Es & Os: HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a, HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a, HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a	
Water/Ice/Fireworks Safety and Fire Related Anti-Social Behaviour: Presentations for discussion	
British Red Cross – First Aid Champions – Guide to using Red Cross Resource in High School. Links below feature 30-minute lesson plans with videos & step by step guides	
<i>The resources & links should be used as and when required at any age & stage appropriate in your context</i>	
Water Safety : Presentation to consider the dangers of open waters Ice Safety : Presentation to consider the dangers of ice-covered ponds, lakes, reservoirs etc Fire Related Anti-Social Behaviour : Presentation to consider the dangers of anti-social behaviours Fireworks & Bonfire Safety : Presentation to consider the dangers of fireworks & bonfires British Red Cross First Aid Skills including – any of these topics can be delivered to suit your school context or in discussion with your pupils: Asthma Heavy Bleeding Broken Bones Burns Choking, Head Injury Heart Attack Hypothermia Meningitis Poisoning/Harmful Substances Seizures/Epilepsy Severe Allergic reaction, Strains & Sprains Stroke Unresponsive & Breathing Unresponsive & Not Breathing Unresponsive & Not Breathing – using an AED	

Body Image & Self Esteem

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
 Active - Respected - Responsible - Included

UNCRC Article(s):
Article 24 (health and health services)

CFE Es & Os: HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a, HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a, HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a, HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a, HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a, HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a, HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a, HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

[Dove Self Esteem Project](#): Dove have created a suite of school-based resources to support body confidence in 11–14-year-olds which can be accessed and downloaded as required.
[Roberto Animation](#): Short award-winning Spanish Animation by Carmen Cordoba Gonzalez which explores negative body image and dysmorphia in a subtle but emotive way.
[Body Whys](#): Series of 4 lessons, with ppt slides, facilitator guid & student guide
[Your Body, Your Image - BBC Teach](#): Series of short video clips for discussion
[BEAT - UK's Eating Disorder Charity](#): Young Person's Guide to Understanding and helping someone you know who may have an eating disorder.

S1	S2	S3	S4	S5/6
Dove Body Image: - Lesson 1 Appearance Ideals - Lesson 2 Media Messages - Lesson 3 Confront Comparisons Roberto Animation Short 10-minute film exploring Body Dysmorphia which should be followed by BEAT Young Person's guide to Understanding Eating Disorders (1 lesson)	Dove Body Image: - Lesson 1 Banish Body Talk - Lesson 2 The Change - Lesson 3 Challenging Discrimination	Your Body, Your Image - BBC Teach: - Lesson 1 Body Talk & Body Bullying (7 mins) - Lesson 2 Cultural Influences (6 mins) - Lesson 3 Changes & Trends (7 mins) - Lesson 4 Influences on Advertising (7 mins)	Body Whys: - Lesson 1 Body Image & The Media - Lesson 2 Body Image & Media Literacy - Lesson 3 The Right Fit? - Lesson 4 Body Image & Mental Health	

Optional:
[Body Image: The influence of popular culture](#): A lesson plan to explore the influence of social media on body image – A potential resource to use as an alternative to the Dove Body Image series in S1/2.

Financial Education

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
Active - Respected - **Responsible** - Included

UNCRC Article(s):
Article 17 (access to information)

CFE Es & Os: HWB 2-19a, HWB 3-19a, HWB 4-19a

[Royal Bank of Scotland Thrive - Ages 11-14](#) Engaging & interactive lessons covering a range of topics suitable for BGE (free registration)

[Royal Bank of Scotland Thrive - Ages 14-18](#) Engaging & interactive lessons covering a range of topics suitable for older pupils (free registration)

S1	S2	S3	S4	S5	S6
RBS Money Thrive - (register for free) Mastering Money Resources (1-2 lessons worth, includes Buying power, Smart spending and Balancing budgets)	RBS Money Thrive - (register for free) Money Safety Resources (1-2 lessons worth, includes Understanding fraud and scams, Signs of phishing and Going phishing)	RBS Money Thrive - (register for free) Money Tools Resources (1-2 lessons worth, includes Understanding saving accounts, Credit and debit diamond nine, and Paying with cards)	RBS Money Sense – (register for free) Mastering Money Resources (1- 2 lessons worth, includes Budgeting brilliance, 5 steps to smashing a budget, and Budgeting with Josh)	RBS Money Sense – (register for free) Money Safety Resources (1-2 lessons worth, includes Avoiding identity theft and fraud, Identity theft and fraud, and Making good financial decisions)	RBS Money Sense – (register for free) Money Tools Resources (2 lessons worth, includes Researching savings accounts, Insurance reassurance, and Financial product masterclass)

Optional:

Subscription required - Money Twist: [https://www.mybnk.org/our-work/financial-education/\(paid?\)](https://www.mybnk.org/our-work/financial-education/(paid?))

Barclay's Life Skills: <https://barclayslifeskills.com/>

[Young Enterprise Scotland](#): Range of resources & lessons to support secondary learners (Free sign up required)

Gender Based Violence (incl misogyny, positive masculinity, pornography)

Wellbeing Indicators:
Safe - Healthy - Achieving - **Nurtured**
 Active - **Respected** - **Responsible** - **Included**

UNCRC Article(s):
Article 19 (protection from violence, abuse and neglect)
Article 34 (protection from sexual abuse)
Article 29 (Education)

CFE Es & Os: Multiple links to E's and O's across Health and Wellbeing, Literacy and English, and Numeracy [MVP LINKS TO CURRICULUM FOR EXCELLENCE](#) | [Mentors in Violence Prevention in Scottish Schools](#)

[Mentors in Violence Prevention](#): MVP is a peer-delivered programme which challenges gender-based violence and encourages an active bystander approach. It was developed by Education Scotland and the Violence Reduction Unit. For access to MVP lessons, staff will need to be MVP trained and have access to the password. Aside from core sessions one and two, which must be delivered first, it is at the discretion of school staff which 45-minute scenarios are delivered, based on the needs of the school community and knowledge of pupil maturity levels.

S1	S2	S3	S4	S5	S6
MVP Core Sessions 1 and 2 are mandatory and must be delivered by senior mentors to any new year group receiving MVP inputs for the first time. <i>A further 2-4 scenario- based sessions should then be delivered by senior mentors, as deemed appropriate.</i> Suggested sessions for S1 include Messaging (Controlling Behaviour), Pressure (Sexting Coercion), Photos (Sexting Images), and Labelled (Sexist Language). *ideally, pressure then photos should be delivered consecutively.	<i>A further 2-4 scenario- based sessions should then be delivered by senior mentors, as deemed appropriate.</i> Suggested sessions for S2 include any of those not delivered in S1 suggestions, as well as Body Image (impact of negative body image on relationships), Corridor (Domestic Violence), Names (Transgender Bullying), and Words (Homophobic Language)	By S3, the school should consider whether some of these sessions are delivered by the senior mentors, or by trained MVP staff, as the content can be more sensitive. <i>A further 2-4 scenario- based sessions should then be delivered by senior mentors, as deemed appropriate.</i> Suggested sessions for S3 include any of those not delivered in S1 and 2, as well as Knife (Carrying of Weapons), Exposure (being exposed to pornography), and Online Misogyny 1 and 2 (Addressing the impact of Misogyny in the digital world)	By S4, the school should consider whether some of these sessions are delivered by the senior mentors, or by trained MVP staff, as the content can be more sensitive (esp Expectations and Party) <i>A further 2-4 scenario- based sessions should then be delivered by senior mentors, as deemed appropriate.</i> Suggested sessions for S4 include any of those not delivered previously, and Expectations (The impact of pornography on relationships), Exploited (Child Sexual Exploitation), Harassment (Sexual Harassment), Honour (Honour-based Abuse) and Party (Consent when under the influence of alcohol)	<i>By S5, any sessions not delivered previously but deemed appropriate, should be delivered by trained MVP staff.</i> <i>Volunteer S5/6 pupils can now be trained as MVP mentors and deliver sessions to their younger peers.</i>	Volunteer S5/6 pupils can now be trained as MVP mentors and deliver sessions to their younger peers.

Optional:

[Equally Safe in School](#): Equally safe is a whole school approach and is not designed to be delivered within PSE but would give you excellent data on where gender-based violence was most prevalent by age and location.

Respecting Me, You, Us: <https://www.ceopeducation.co.uk/professionals/resources/respecting-me-you-us/>

Fearless (by Crimestoppers) - Snitching & The Bystander Approach: <https://crimestoppers-uk.org/getmedia/94eb6eea-9a7f-4dc9-b98d-3ef4ddb08517/Snitching-The-Bystander-Approach-workbook-DIGITAL-compressed.pdf>

Fearless (by Crimestoppers) - Child Sexual Abuse & Harmful Sexual Behaviour: <https://crimestoppers-uk.org/getmedia/55be22ca-f783-40f5-bffc-e2d1acaff086/Final-Version-CSEA-HSB-Booklet-Jan-2024-compressed.pdf>

[Imagine A Man](#): A toolkit developed by No Knives, Better Lives that supports healthy and positive masculinity with young people.

[Exploited](#): (For exploited will need to sign up for a free ceop account)

[Who's Feeding The Message?](#) A SWAY developed by Renfrewshire Council which contains various media links to news articles, documentaries focusing on misogyny, incel and toxic masculinity.

FRASAC have a 4 GBV prevention workshops that were developed by Rape Crisis Scotland and they can come to your school and deliver them to any year group. They have 4 workshop themes: Power, Consent, Understanding Sexual Violence and Pornography. Each workshop is tailored to the age and stage of students; however, the learning outcomes remain the same across all years. They can be delivered to

targeted groups or may be useful with S4-6 pupils who are not receiving specific MVP lessons. These additional workshops complement the MVP content and can be delivered in addition, or to specific cohorts. For enquires please contact prevention@frasac.org.uk

Healthy Eating & Diet					
Wellbeing Indicators: Safe - Healthy - Achieving - Nurtured Active - Respected - Responsible - Included			UNCRC Article(s): Article 24 (health and health services)		
CFE Es & Os: HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a, HWB 0-30a/1-30a/2-30a/3-30a/4-30a, HWB 1-30b, HWB 3-31a/ HWB 4-31a, HWB 0-32a/ HWB 1-32a/ HWB 2-32a/ HWB 3-32a/ HWB 4-32a, HWB 4-32b, HWB 0-33a / HWB 1-33a/HWB 2-33a/ HWB 3-33a/ HWB 4-33a, HWB 2-34a/ HWB 3-34a / HWB 4-34a, HWB 0-35a/ HWB 1-35a / HWB 2-35a/ HWB 4-35a, HWB 2-36a/ HWB 3-36a/ HWB 4-36a					
Core: Food: A Fact of Life – Range of lessons and activities to build learning around eating well, energy and nutrients, diet and health, nutrition labelling, digestion and activity, for S1-3 learners.					
S1	S2	S3	S4	S5	S6
FFoL Eat Well (Healthy Eating Guidelines) Energy and Nutrients (The function of energy and nutrients in our food)	FFoL Diet & Health (Health issues related to diet) Nutrition Labels (Helping us make informed choices)	FFoL Digestion (Human digestive system) Activity (The importance of daily activity)			
Optional: Food Standards Scotland Resource: Range of lesson plans & resources to support S1 – S3 learners with healthy eating, food safety, food allergens and food labelling Allergen Action (Reading food labels) Market it (Role of brands & marketing) Storage Solutions (Safe food storage) Bacteria Busters (Bacteria growth & how to reduce it) Sugar Detectives (sugar levels & how to reduce intake) Four Seasons (seasonality of food growth) Adapt It (Scottish Dietary Goals) Physical games and toolkits available on loan through FH&SCP (Information and Resources Centre) See HPAC Link Fruit and vegetable quiz cards ; Good grub snakes and ladders game ; Eatwell guide snakes and ladders giant floorgame ; Sugar game ; Food choices: Take your pick interactive flip chart ; Eat to win board game ; Fit food can game ; Spinsmart nutrition game					

Inclusive Education (LGBT, Neurodiversity, Racism etc) / Equality & Diversity

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
Active - **Respected** - Responsible - **Included**

UNCRC Article(s):
Article 2 (non-discrimination)
Article 23 (children with a disability)
Article 30 (children from minority or indigenous groups)

CFE Es & Os: HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a

[Show Racism The Red Card](#) (sign up for free account): Presentation slides & discussion tasks

[I Am Me](#) (sign up for free account) - Stimulus film & Disability awareness pack

[Amnesty International LGBTQI+ teaching resource](#) This resource is designed to enable young people to use language positively, and to celebrate diversity and tolerance. The activities include exploring the impact of hate crime and how to ensure LGBTQI+ rights are enjoyed in schools making them equal and safe for everyone to learn and thrive.

S1	S2	S3	S4	S5	S6
DISABILITY I am me: Disability Awareness Pack - log in for video link Exercise 1 & 1st 45 mins of video (Peer Pressure, Bystander Effect, Empathy, Consequences & Social Isolation) Exercise 2 & last 30 mins of film (Hate Crime) Exercise 3 (What is Disability?) Exercise 4 (Disability Hate Crime) RACISM Content to cover 2 lessons: Show Racism The Red Card - Make A Group (15 mins) Show Racism The Red Card – Exploring Identity (40-50 mins) Show Racism The Red Card – Crumpled Paper (10 mins) Show Racism The Red Card – Freedom of Speech (15mins) mins)	RACISM Show Racism The Red Card – I Heard A Rumour (30 mins) Show Racism The Red Card – Consequences of Hate (30 mins) LGBTQI+ Amnesty International Activity 2 LGBTQI+ People In History (pg 6 in pack - 1 lesson) Amnesty International – Activity 3 Design an LGBTQI+ Inclusive School (pg 8 in pack – 1 lesson)	RACISM Show Racism The Red Card – Online Racism & Hate (1 hr) Show Racism The Red Card – Racism in Online Gaming (30-45 mins) Show Racism The Red Card – Power Of The Media (1 hr) LGBTQI+ Amnesty International – Activity 4 Should it Be A Crime To Be Gay in Boldovia? (pg13 in pack- 1lesson) Amnesty International – Activity 5 Has LGBTQI+ Representation in the media progressed? (pg 17 in pack – 1 lesson)	RACISM Show Racism The Red Card – Anthony Walker’s Story (45 mins – 1 lesson) LGBTQI+ Amnesty International – Activity 6 Time to End Hate Crime (pg 20 in pack – 1 lesson)	RACISM Show Racism The Red Card – The Stephen Lawrence Story (90 – 120 mins over 2-3 lessons. Series of 3 short video clips & follow up tasks considering the power of free choice)	

Optional:

GENERAL INCLUSIVITY

[Life Equality & Diversity Toolkit](#): information & Resources for Professionals around a range of Equality & Diversity themes

RACISM

[Disclosure, Out On The Pitch](#) (West OS/BBC Iplayer): Zander Murray explores what is being done to tackle homophobia in football and Disclosure follows him as he discovers how the sport can be made more inclusive.

LGBTQI+

[LGBT Youth](#): Information & Resources for Professionals, Parents & Young People around LGBTQ themes

Mental Health & Emotional Wellbeing

Wellbeing Indicators:
Safe - **Healthy** - Achieving - **Nurtured**
Active - Respected - Responsible - **Included**

UNCRC Article(s):
Article 39 (recovery from trauma and reintegration)
Article 23 (children with a disability)
Article 24 (health and health services)

CFE Es & Os: HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a, HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a, HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a, HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a, HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a, HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a, HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a

SAMH: Range of interactive lessons exploring mental health from BGE to Senior Phase.

See Me See Change: Whole School Approach to challenging mental health stigma & discrimination, led by senior pupils & staff – [video overview](#)

SCCR: Engaging lesson activities about brain development & hormones

S1	S2	S3	S4	S5	S6
SAMH BGE Teacher Handbook SAMH – Mental Health Awareness Slides -Lesson 1: Understanding mental health -Lesson 2: Mental health stigma and discrimination -Lesson 3: We all have mental health SCCR -The Brain (Additional Resources) (1 lesson) SCCR – My Emotions (Additional Resources) (1 lesson)	SAMH BGE Teacher handbook SAMH - Common Mental Health Problems in Young People Slides -Lesson 1: Coping with stress and worries -Lesson 2: Understanding and managing anxiety -Lesson 3: Challenging negative thinking -Lesson 4: Understanding and managing low mood and depression SCCR – My Wellbeing (Additional Resources) (1 lesson) SCCR – My Relationships (Additional Resources) (1 lesson)	SAMH BGE Teacher Handbook SAMH – Learning to feel good about myself slides -Lesson 1: Managing social media in a mentally healthy way -Lesson 2: Having a mentally healthy body image -Lesson 3: Developing confidence, self-esteem and resilience -Lesson 4: Practising contentment and gratitude	See Me See Change Overview (Staff Information) See Me See Change School Audit Tool for Staff SAMH Senior Phase Teacher Handbook SAMH Managing Challenges and Changes Slides -Lesson 1: Understanding stress and anxiety -Lesson 2: Managing study and exam stress -Lesson 3: Developing healthy coping strategies -Lesson 4: Embracing change SAMH Becoming a Mental Health Champion Slides -Lesson 1: Challenging mental health stigma and discrimination -Lesson 2: Listening to and supporting others -Lesson 3: Raising awareness and sharing information -Lesson 4: Caring for my own mental health and wellbeing	See Me See Change Overview (Staff Information) See Me See Change School Audit Tool for Staff	See Me See Change Overview (Staff Information) See Me See Change School Audit Tool for Staff

Optional:

[Decider Skills](#): CBT informed practical skills to teach young people how to recognise, thoughts, feelings & behaviours & develop better emotional regulation.

[Branch Out](#) (copy & paste link into a GLOW browser): Programme for S1-3, exploring emotional wellbeing, which introduces the Cognitive Behavioural Therapy Cycle.

[Child Bereavement UK](#): A range of resources to support young people who have experienced bereavement & loss.

[Mental Health Foundation Peer Educator Programme](#): A range of lesson plans & resources to support young people (Seniors Phase Pupils) to deliver content to S1-S3 as part of a PSE curriculum (like MVP and requires senior pupils being trained).

Relationships, Sexual Health & Parenthood

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
 Active - **Respected - Responsible** - Included

UNCRC Article(s):
Article 18 (parental responsibilities and state assistance)
Article 34 (sexual exploitation)
Article 35 (abduction, sale and trafficking)

CFE Es & Os: HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a, HWB 2-44a , HWB 2-44b, HWB 3-44a / HWB 4-44a, HWB 3-44b / HWB 4-44b, HWB 3-44c / HWB 4-44c, HWB 2-45a, HWB 3-45a / HWB 4-45a, HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b, HWB 3-46a / HWB 4-46a, HWB 3-46b / HWB 4-46b, HWB 3-46c / HWB 4-46c, HWB 2-47a, HWB 3-47a / HWB 4-47a, HWB 3-47b / HWB 4-47b, HWB 2-48a, HWB 3-48a / HWB 4-48a, HWB 2-49a, HWB 3-49a / HWB 4-49a, HWB 3-49b / HWB 4-49b, HWB 2-50a, HWB 2-51a, HWB 3-51a / HWB 4-51a, HWB 3-51b, HWB 4-51b

RSHP.SCOT: A nationally created resource for Early to Senior Phase learners, funded by Scottish Government. It includes individual lesson plans (linked below) & information for Parents/Carers. For further information & support to deliver RSHP, see Fife's [self-led learning programme](#).

Please note: There is cross over in some of the themes below with other areas of the PSE overview e.g. GBV, Body Image & Social Media.

Please consider this when planning & delivering lessons. Contact should be made with school nursing/sexual health service where appropriate as they may be able to offer further support/advice.

S1	S2	S3	S4	S5	S6
RSHP To Begin: Third + Fourth Level - RSHP My body now Body image Boys, girls and stereotypes Sexual intercourse Consent Social media (1) Pornography: What is it/what harm does it do? Emotional wellbeing	RSHP Progression 1: Third + Fourth Level - RSHP Lesbian, Gay and Bisexual equality Being a parent/carers (1) Abuse and relationships Getting pregnant: Truths and Myths Choices about contraception Condoms Sexual health: Getting advice and support Sexual intercourse: Pressure, pleasure and first-time sex	RSHP Progression 2: Third + Fourth Level - RSHP Romantic & Loving Relationships Being a Parent/Carer Equality Feminism & Sexual Harassment Human Sexuality & Human Rights About STIs/BBVs/The local and global impact of HIV Menstruation Abortion Social Media (2): Fake news/Fake people Sexual Consent and the Law Finding and Using Sexual Health Services	RSHP To Begin: Senior Phase - RSHP Make it Good/Relationships Gender equality Contraception and condoms Finding and using sexual health services and online information	RSHP To Begin: Senior Phase - RSHP Pornography Going out/Keeping yourself and others safe Sex (drugs and alcohol) Getting to know your body: Self-examination / Sexual problems	RSHP Progression: Senior Phase - RSHP Communication with a partner Sex: Masturbation, Oral and Anal sex Preparing for Parenthood Human Fertility and Reproduction Stigma, taboo and discrimination Prostitution + paying for sex

Optional

[NHS Lanarkshire Sexual Health Videos:](#) A helpful range of short videos about Contraception & STIs

<https://thechat.scot/>: The Chat is a conversation with parents and carers about where, what, when, why and how children and young people learn about relationships, sexual health and parenthood.

[NSPCC Talk Relationship:](#) Range of lesson plans & presentations exploring themes around relationships.

Social Media & Online Safety

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
 Active - **Respected - Responsible** - Included

UNCRC Article(s):
Article 17 (access to information from the media)

CFE Es & Os: TCH 2-03a, TCH 3-03a, TCH 4-03a

[CEOP Education Resources](#): Range of lesson plans & resources to support discussion with 11–18-year-olds. Professionals should register for a free account.

[CEOP Online blackmail education resource for 15-18 year olds](#) Range of lesson plans & resources to support discussion with 15–18-year-olds. Professionals should register for a free account.

S1	S2	S3	S4	S5	S6
CEOP Internet, Relationships & You Toolkit (Speed Friending) 11-13 yrs - download for access CEOP Internet, Relationships & You Toolkit (Healthy Friendships Online) 11-13+ yrs - download for access	CEOP Send Me A Pic - download for access (4 lessons)	CEOP Online Safety Toolkit (Online Relationships) - download 14 + for access (2 x 15 min activities) CEOP Online Safety Toolkit (Sharing Pictures & Videos) - download 14 + for access (2 x 15 min activities)	CEOP Online Safety Toolkit (Live Streaming) - download 14 + for access (2 x 15 min activities) CEOP Online Safety Toolkit (Gaming) - download 14 + for access (2 x 15 min activities) CEOP Online Blackmail Resource – (1 lesson)	CEOP Internet, Relationships & You Toolkit (Sending Nudes) 14+ yrs - download for access (1 lesson) CEOP Internet, Relationships & You Toolkit (When Nudes Get Shared Around) 14+ yrs - download for access (1 lesson)	

Optional:

[Secondary online safety resources - Teach Computing](#): Collection of lessons & resources covering a range of internet/cyber security topics/themes.

Study Skills (incl exam stress & goal setting) & Future Aspirations

Wellbeing Indicators:
Safe - **Healthy** - **Achieving** - **Nurtured**
Active - Respected - **Responsible** - Included

UNCRC Article(s):
Article 29 (goals of education)

CFE Es & Os: HWB 2-19a, HWB 3-19a, HWB 4-19a, HWB 2-20a / HWB 3-20a / HWB 4-20a

Study Skills: See folder in team for Glenrothes HS/Glenwood Study Skills booklets

[My World of Work](#): Information, quizzes & interactives

[Mind - Exam Stress](#): Videos & information about exam stress

[Metaskills](#): Skills for learning, life & work

S1	S2	S3	S4	S5	S6
Introducing Metaskills (Lesson Presentation - Worksheet - Poster) Developing Metaskills (Lesson Presentation - Pupil Workbook) - Thought Bubble Template) Evaluating Metaskills (Lesson Presentation - Self Eval Guidance - Self Eval Wheel - Self Eval Scales)	Job Profiles: Job Profile Search My World of Work Revisit Meta-skills from S1 Self Eval Guidance - Self Eval Wheel - Self Eval Scales	Barclay's Life Skills – (register for free) Writing CVs & Covering Letters: Helping children write a CV & cover letter Barclays LifeSkills SMART Targets ppt Digital Literacy ppt Mind Mapping ppt Skimming & Scanning ppt	BBC Bitesize Study Skills ppts 1-19 Young Minds – Exam Stress: Exam Stress How To Deal with Exam Stress YoungMinds Job Interviews: Impress at a job interview My World of Work Answering Interview Questions: How to answer common interview questions My World of Work Interview Mistakes: The 10 biggest interview mistakes to avoid My World of Work	Samaritans – Coping Strategies: Exam Stress Coping Strategies DEAL Samaritans Entry Requirements for College & Uni: Entry requirements and routes to university My World of Work	Mind – Exam Stress: Info on exam stress - for 11-18 year olds Mind - Mind Writing a Personal Statement: Write a personal statement for a UCAS or college application My World of Work College & Uni Interviews: Impress at your college or uni interview My World of Work

Optional:

[Global Bridge](#): Online platform to collate learner achievements – currently being trialled in Fife (session 24-25)

[Young Minds Exam Stress](#): Information about exam stress & revision tips

[Samaritans - Coping Strategies](#): Printable resources to empower learners

[NHS - Exam Stress](#): Practical Revision Tips

Substance Use

Wellbeing Indicators:
Safe - Healthy - Achieving - Nurtured
 Active - Respected - **Responsible** - Included

UNCRC Article(s):
Article 33 (drug abuse)

CFE Es & Os: HWB 3-38a / HWB 4-38a, HWB 2-39a / HWB 3-39a, HWB 4-39a, HWB 2-40a, HWB 3-40a / HWB 4-40a, HWB 3-40b / HWB 4-40b, HWB 2-41a, HWB 3-41a / HWB 4-41a, HWB 3-41b / HWB 4-41b, HWB 2-42, HWB 3-42a / HWB 4-42a, HWB 2-43a, HWB 3-43a / HWB 4-43a, HWB 3-43b, HWB 4-43b, HWB 4-43c

[Fife Substance Use Education Service](#): Delivered by Barnardo's in P7 and S3 with Lesson plans for S2 cohort to be delivered by school staff. Barnardo's regularly maintain, update and develop [this teacher's toolkit](#) which contains a wide range of substance use education resources and lesson plans, some of which are recommended per year group below. They also offer staff training on substance use. See [HERE](#) for full details on what this service offers Fife schools.

[Your Choice – Alcohol & Violence Prevention Toolkit](#): Information, discussion topics and group activities that can be used to promote further discussion around alcohol and violence, after the Barnardo's Alcohol lesson in S2.

[I Am Me Alcohol & Substance Awareness](#): Professionals should register for a free account to access these lesson plans and resources which were developed by Renfrewshire council.

S1	S2	S3	S4	S5/S6
Barnardo's Fife Substance Use Education Service: Lesson 1 – Introductory lesson for S1 Lesson 2 - Peer Influences Lesson 3 - Vaping Lesson 4 - Cannabis	Barnardo's Fife Substance Use Education Service: Lesson 1 - Alcohol: Decisions, Decisions (Risks & Harms) Lesson 2 - Wider Influences (incl social media) Lesson 3 - Pills and Powders (incl cocaine, ketamine and ecstasy). Your Choice - Alcohol & Violence Prevention Toolkit 1- 30 Words Activity 2-Discussion – The Media 3-Introducing the 4 As Science (Alcohol & The Brain) 4-Being a bystander 5 Staying Safe	Barnardo's Fife Substance Use Education Service direct input Barnardo's will contact the school directly to organise this. Follow-up S3 Scenario mind-map (An activity to use as a follow-up after the Barnardo's session) Ecstasy A lesson plan about the risks of the ecstasy (MDMA).	Barnardo's Fife Substance Use Education Service: Lesson 1 - Motivations & Circumstances (biographies, misconceptions & impact) Lesson 2 - Stigma Lesson 3 - Ketamine A lesson plan exploring the risks of ketamine use.	I Am Me – Alcohol & Substance Awareness Pack - Registration required Lesson 1 – Alcohol & Advertising Lesson 3 – Alcohol & Drugs Lesson 4 – Alcohol/Drug Driving I Am Me – Alcohol & Substance Awareness Pack - Registration required Lesson 1 – Addiction Coming Soon....Brain Chemistry & Addiction.

Optional:

[Online High](#): Video based scenario & lesson activity pack for discussion with Secondary pupils exploring online drug dealing among young people.

[Fearless \(by Crimestoppers\) - Drugs & Alcohol Resource](#) This follows on from the generic Fearless lesson delivered in S1

[NHS Tobacco Prevention Programme](#)

Other Barnardo's [Teachers Toolkit lesson plans](#): Substances risks and effects (optional for S3 and above), Alcohol: Understanding Units (for S2), Alcohol: Attitudes (for S2)

Steroids and Body Image (for S3 and above)

Appendix 1: Review of Personal and Social Education 2019 – summary findings

Key strengths across all sectors
Positive ethos and relationships supporting children's and young people's HWB, including positive mental health.
Partnerships and multi-agency working to support children's and young people's range of needs.
Commitment of staff to professional learning and to ensuring PSE/HWB programmes are continually updated to take account of '21st century issues'.
The contribution to children's and young people's confidence, self-esteem and wellbeing made by opportunities for personal achievement and the celebration of successes.
Opportunities for group discussions and collaboration in PSE/HWB, which successfully engage children and young people in their learning.
The commitment of staff and partners to universal support and children's and young people's access to a member of staff who knows them well. This effectively promotes children's and young people's wellbeing.
Approaches to identifying children and young people with social, emotional and behavioural needs and the range of targeted support to meet their needs.
Aspects for improvement across all sectors
Ensure that children's and young people's learning experiences in PSE/HWB are of a consistently high quality
Improve approaches to tracking and monitoring children's and young people's progress in PSE/HWB to ensure their needs are being met and that they are making suitable progress. Use of the national benchmarks and the wellbeing indicators will support this work.
Improve access to professional counselling services.
Ensure an appropriate focus on the issue of sexual consent, especially in primary School .
Increase opportunities for children and young people to be involved in designing their PSE/HWB programmes.
Ensure a greater focus on learning about all aspects of equalities.
Continue to ensure a range of opportunities for career-long professional learning to support staff, in developing confidence, knowledge and skills in delivering fully up-to-date PSE/HWB programmes.
Building on the positive progress being made in S5/S6, more emphasis should be given to developing an understanding of future career options and skills for work in the earlier stages of secondary as well as in primary schools and early learning and childcare settings in line with the Career Education Standard 3-18. This should include purposeful engagement with local employers and meaningful experiences of the world of work.

Key strengths – Secondary Sector
The leadership role of guidance/pupil support/pastoral care teachers in delivering PSE/HWB in secondary schools which builds relationships and enhances support for the wellbeing of all young people.
Aspects for improvement – Secondary Sector
Review PSE/HWB programmes in S5/S6 to ensure young people get their full entitlement and their needs are met.
Review the effectiveness of tutor periods in secondary schools to ensure that the time spent is well used and relevant to support young people's HWB.
Continue to review the role of guidance/pupil support/pastoral care staff in secondary schools to ensure an appropriate balance of responsibilities across universal and targeted support.

Appendix 2: Health Promotion Activities

- [All about friends](#)
- [All about anxiety](#)
- [All about happiness](#)
- [The heart masters coping strategies](#)
- [Enough's enough bullying](#)
- [All about diversity](#)
- [Little tin of big worries](#)
- [Relationships - what do you really think?](#)
- [Problem solving discussion cards](#)
- [Consent pack deluxe](#)
- [Our incredible body and how we feel about it](#)
- [Emotional health in a jar](#)
- [Effects of smoking pairs game](#)
- [Smokey eyes goggles game kit](#)
- [Self esteem bingo for teens](#)

Appendix 3: Accreditation

Eg Mental Health and Wellbeing Award (level 4 + 5)



Useful Resources, References & Links

[Curriculum for Excellence PSE Benchmarks](#) - developed to provide clarity on the national standards expected within each curriculum area at each level. Their purpose is to make clear what learners need to know and be able to do to progress through the levels, and to support consistency in teachers' and other practitioners' professional judgements.

[Curriculum for Excellence HWB/PSE Experiences & Outcomes](#)

Education Scotland National Health & Wellbeing Professional Learning Communities
(Copy & paste the links below into an incognito/ in private window – GLOW based)

- [Mental, emotional, social & physical Wellbeing](#)
- [Planning for Choice and Change](#)
- [Food and Health](#)
- [Substance Misuse](#)

[Thematic inspection of PSE and HWB in Scotland's schools and early learning and childcare settings](#) – presents the findings of exploratory work conducted by Education Scotland.

[Review of Personal and Social Education: preparing Scotland's children and young people for learning, work and life](#) - outlines findings from Scottish Government and the steps we will take to strengthen PSE delivery and the wider network of pastoral guidance. The sixteen recommendations provide clarity and focus to this important work.

[Preventing and Responding to Gender Based Violence: A Whole School Framework](#) seeks to support those working with and in all schools to develop and strengthen universal and targeted approaches to gender based violence (GBV) within the context of the Getting it right for every child (GIRFEC) approach, which puts the rights of all children and young people at the heart of good practice.

The [Respect for All: Responding to Bullying In School](#) Guidance for schools and organisations on preventing and responding to bullying between children and young people was updated in 2024. It now includes advice on online bullying and recording and monitoring incidents.

[Healthy eating in schools: guidance 2020](#) - Statutory guidance supporting the implementation of the Nutritional Requirements for Food and Drink in Schools (Scotland) Regulations 2020

[Schools - fostering a positive, inclusive and safe environment: guidance](#) Guidance on fostering a positive, inclusive and safe school environment, including the use of consequences in schools.

[Schools - violent, aggressive and dangerous behaviour: risk assessment guidance](#) Guidance providing clarity to local authorities and educational settings on appropriately using risk assessment processes to mitigate or minimise violent, aggressive, and dangerous behaviours exhibited by children and young people at school.