



## Frimley Church of England School

### Approach to PSHE



#### Purpose

PSHE is a subject which gives us a strong sense of belonging and community and develops our understanding of: relationships, well-being, self-worth, goal setting and self-development.

#### Intent

At Frimley, we believe the health and wellbeing of our children underpins every aspect of school life. The Jigsaw PSHE scheme of work (a mindful approach) covers all areas for the primary phase including the 2020 statutory requirements for Relationships and Health Education. It links to SMSC and British Values and through this scheme we are covering all aspects of the curriculum outlined by the government. Jigsaw is a comprehensive and carefully thought-out scheme of work which brings consistency and progression to the children's learning. It gives the relevant context to build self-esteem, confidence and resilience. The curriculum will enable the children to make informed decisions about their wellbeing, health and relationships and will build their self-efficacy through discussion and choice. There are 6 learning themes (Being Me in My World, Celebrating Difference, Healthy Me, Relationships, Changing Me, Dreams and Goals) and these are taught across the school. The learning deepens and broadens each year.

#### Implementation

At Frimley, we consider PSHE to be an integral part of the children's personal and social development which is why we have a dedicated afternoon each week which to deliver PSHE.

- The children have weekly lessons which last approximately an hour each
- Every lesson starts with a reminder of the PSHE rules which are displayed in each class and 5 minutes of mindfulness calm
- Each lesson will end with a Frimley-style reflection & self-assessment evaluation which will be monitored (in books). This will give the children a chance to voice their opinions and shape the curriculum.
- Flips are made through using the comprehensive planning (including recommended questions for discussion) from the Jigsaw scheme and adapted to suit the cohort.
- Each year group (and class) have their own Jigsaw mascot which is used as a talking object i.e., in Year 5, the children know Jigsaw Jez is there to help give them confidence to take part in discussions
- Mind maps will be used at the start of the topic and will be added to throughout the learning journey.

#### Children's input/influence

- Weekly lessons which reflect their world and the benefits of consistency
- Use of immersion assemblies linked to the new topic themes
- Use of the Jigsaw characters
- Child-led activities within the lessons
- Children voice own ideas to support planning (reflection sheet)

At Frimley, we extend the development of PSHE through assemblies, Enrichment Days, Charity Days, Feeling Good Week and Mental Health Week amongst other activities. The curriculum overview shows progression of both knowledge and skills. The Jigsaw monitoring tool will be used to monitor books and flips. Pupil voice will be gathered half-termly as will feedback from mental health ambassadors (one teacher from each year group).

This monitoring will then feed into staff development alongside; updates during staff meetings; well-being newsletter which provides additional content and resources and signposting to CPD on the Jigsaw website.

### **Impact**

*'In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'* Secretary of State, June 2019.

### **The children will:**

- Develop resilience and responsibility towards their learning and other people
- Develop compassion and respect
- Gain understanding of what a healthy relationship, body and mind look and feel like
- Understand what it means to be a good friend. To know how to stay safe on and off line
- They will know how to question, suggest and ask
- Understand how to stay safe

Children will leave Frimley emotionally ready for their next journey; equipped with the power, tools and knowledge to stay safe and make good choices.

### **Curriculum**

- Depth and breadth of the Jigsaw scheme which is fully comprehensive and progressive
- Monitoring checklist to ensure coverage
- Excitement, understanding and engagement of children who are able to talk about their lessons
- In classrooms Jigsaw character / PSHE activities in trays to support learning, on walls or in books / PSHE learning charter
- Positive use of self-assessment / success criteria
- Promoting resilience and self-motivation

### **PSHE Long term plan**

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Being Me in My World	Being Me in My World	Being Me in My World	Being Me in My World
Autumn 2	Celebrating Differences	Celebrating Differences	Celebrating Differences	Celebrating Differences
Spring 1	Changing Me	Changing Me	Changing Me	Changing Me
Spring 2	Relationships	Relationships	Relationships	Relationships
Summer 1	Healthy Me	Healthy Me	Healthy Me	Healthy Me
Summer 2	Dreams and Goals	Dreams and Goals	Dreams and Goals	Dreams and Goals

**What Frimley offers to its pupils: (PSHE medium term plans)**

**Knowledge in red indicates a link between PSHE and the Frimley Learner Passport**

		Year 3	Year 4	Year 5	Year 6
Autumn term	<b>Knowledge</b>	<p>Being Me in My World</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights &amp; responsibilities Rewards &amp; consequences Responsible choices Seeing things from others' perspectives</p> <p><b>I can explain how</b> my behaviour can affect how others feel &amp; behave.</p> <p><b>I can explain why</b> it's important to have rules &amp; how that helps me and others in my class to learn.</p> <p><b>I can explain why</b> it's Important to feel valued.</p>	<p>Being Me in My World</p> <p>Being part of a class team Being a school citizen Rights, responsibilities &amp; democracy Rewards &amp; consequences Group decision-making Having a voice What motivates behaviour</p> <p><b>I can explain why</b> being listened to and listening to others is important in my school community.</p> <p><b>I can explain why</b> being democratic is important &amp; can help me &amp; others feel valued.</p>	<p>Being Me in My World</p> <p><b>(P) Planning the forthcoming year</b> Being a citizen Rights &amp; responsibilities Rewards &amp; consequences How behaviour affects groups Democracy, having a voice Participating</p> <p><b>I can compare</b> my life with other people in my country &amp; explain why we have rules, rights &amp; responsibilities to try &amp; make the school &amp; the wider community a fair place.</p> <p><b>I can explain</b> how the actions of one person can affect another &amp; can give examples of this from school &amp; the wider community.</p>	<p>Being Me in My World</p> <p><b>(P) Identifying goals for the year</b> Global citizenship Children's universal rights Feelings welcome &amp; valued Choices, consequences &amp; rewards Group dynamics <b>(P) Democracy, having a voice</b> Anti-social behaviour Role-modelling</p> <p><b>I can explain how my choices</b> can have an impact on people in my immediate community &amp; globally.</p> <p><b>I can empathise with</b> others in my community &amp; globally &amp; explain how this can influence the choices I make.</p>
	<b>Crucial Learning</b>	<p><i>A goal is something you want to be able to do.</i> <i>A right is a freedom that is protected by the law.</i> <i>A responsibility is making good choices and owning your behaviour.</i> <i>Self-identify is what you believe about yourself.</i> <i>Perspective is seeing a situation from a different point of view.</i></p>	<p><i>A decision is a conclusion reached after consideration.</i> <i>The difference between a right and responsibility is that a right is a freedom everyone has, and a responsibility is a duty.</i> <i>Democracy is a power of the people, allowing everyone to have a say.</i> <i>Collaboration is working together in a team.</i> <i>Behaviour is how you conduct yourself.</i></p>	<p><i>An appropriate goal is something that is ambitious but achievable.</i> <i>A citizen is someone who belongs to a country/place/school.</i> <i>Participating ensures that everybody has a voice.</i> <i>A growth mindset is being open to challenges and making mistakes.</i> <i>A fixed mindset is thinking you can't improve.</i></p>	<p><i>An effective plan will help me achieve a final goal.</i> <i>A global citizen is someone who is at home in any country.</i> <i>Anti-social behaviour is behaviour that causes harassment, alarm or distress to others.</i> <i>Group dynamics are how are a group interacts.</i> <i>Universal rights are moral principles of human behaviour that are for everyone, regardless their characteristics.</i></p>
	<b>Knowledge</b>	<p>Celebrating differences</p> <p><b>Families &amp; their differences</b> Family conflict &amp; how got manage it (child-centred) Witnessing bullying &amp; how to solve it Recognising how words can be hurtful Giving &amp; receiving compliments</p>	<p>Celebrating differences</p> <p>Challenging assumptions Judging by appearance <b>Accepting self &amp; others</b> Understanding influences Understanding bullying <b>Problem-solving</b></p>	<p>Celebrating differences</p> <p>Cultural differences &amp; how they can cause conflict Racism Rumours &amp; name-calling Types of bullying <b>Material wealth &amp; happiness</b> <b>Enjoying &amp; responding</b></p>	<p>Celebrating differences</p> <p><b>Perceptions of normality</b> Understanding disability Power struggles Understanding bullying <b>Inclusion / exclusion</b> Differences as conflict <b>Difference as celebration</b></p>

	<p><b>I can describe</b> different conflicts that might happen in family or friendship groups &amp; how words can be used in hurtful or kind ways when conflicts happen.</p> <p><b>I can tell you how</b> being involved with a conflict makes me feel &amp;</p> <p><b>I can offer strategies</b> to help the situation.</p>	<p>Identifying how special &amp; unique everyone is</p> <p>First impressions</p> <p><b>I can tell you</b> a time when my first impression of someone changed as I got to know them.</p> <p><b>I can explain</b> why bullying might be difficult to spot &amp; what to do about if I am not sure.</p> <p><b>I can explain</b> why it is good to accept myself &amp; others for who they are.</p>	<p>Other cultures</p> <p><b>I can explain the difference</b> between direct &amp; indirect types of bullying &amp; <b>I can offer a range of strategies</b> to help myself &amp; others if we become involved (directly / indirectly) in a situation.</p> <p><b>I can explain why</b> racism and other forms of discrimination are unkind.</p> <p><b>I can express</b> how I feel about discriminatory behaviour.</p>	<p>Empathy</p> <p><b>I can explain ways in which difference</b> can be a source of conflict or a cause for celebration.</p> <p><b>I can show empathy</b> with people in situations where their difference is a source of conflict or a cause for celebration.</p>
<p><b>Crucial Learning</b></p>	<p><i>Conflict is disagreeing or arguing with someone.</i></p> <p><i>Bullying is to harm, threaten or intimidate someone repeatedly.</i></p> <p><i>A compliment is saying something positive about someone else or giving them praise.</i></p> <p><i>Courtesy and manners are important life skills.</i></p>	<p><i>An assumption is something you accept as true without proof.</i></p> <p><i>Understanding bullying is speaking up for victims of unkind behaviour.</i></p> <p><i>An influence is the power to have an important effect on someone or something.</i></p> <p><i>Having self-respect means respecting myself.</i></p> <p><i>A first impression is the instant thought you have of someone when you first meet them.</i></p>	<p><i>Cultural differences are beliefs and behaviours unique to people of different backgrounds.</i></p> <p><i>Repetitively starting rumours and name-calling are types of bullying.</i></p> <p><i>Racism is when someone is treated differently because of their skin colour, race, ethnicity or nationality.</i></p> <p><i>Inclusion means letting everyone join in with activities or games.</i></p> <p><i>Materialism is thinking physical possessions are more important than spiritual values.</i></p>	<p><i>Perception is to use your senses to interact with others.</i></p> <p><i>A disability is a condition that limits a person's movements, senses or activities.</i></p> <p><i>Exclusion is leaving others out of activities or games.</i></p> <p><i>Celebrating differences means understanding and celebrating that everyone is unique.</i></p> <p><i>Empathy means to share someone else's feelings.</i></p> <p><i>Where bullying happens, there is an imbalance of power.</i></p>
<p><b>Theology and vision links</b></p>	<p>Love</p> <p>Ruth 1:16 – Faithful Love</p> <ul style="list-style-type: none"> <li>• Standing faithfully by family</li> <li>• True loves goes the extra mile</li> </ul> <p>“Where you go, I go”</p> <p><b>Vision: “Love thy neighbour” – base around the love thread of theology</b></p> <p>Base reflections and discussions around being a good Samaritan</p> <p>“How can we use this knowledge to be a Good Samaritan?”</p> <p>“How have our discussions developed our understanding of a Good Samaritan and being a good friend?”</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Love</p> <p>John 15:12-15 – Love each other as I have loved you</p> <ul style="list-style-type: none"> <li>• Love no matter what others look like/wear/religion etc</li> </ul> <p>Look at different views</p> <p><b>Vision: “Love thy neighbour” – base around the love thread of theology</b></p> <p>Base reflections and discussions around being a good Samaritan</p> <p>“How can we use this knowledge to be a Good Samaritan?”</p> <p>“How have our discussions developed our understanding of a Good Samaritan and being a good friend?”</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Love</p> <p>Proverbs 14:25</p> <ul style="list-style-type: none"> <li>• Being a witness (bystander)</li> <li>• Having the courage to speak out about what you believe in</li> </ul> <p>Loving others for who they are and speaking out about this</p> <p><b>Vision: “Love thy neighbour” – base around the love thread of theology</b></p> <p>Base reflections and discussions around being a good Samaritan</p> <p>“How can we use this knowledge to be a Good Samaritan?”</p> <p>“How have our discussions developed our understanding of a Good Samaritan and being a good friend?”</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Love</p> <p>Matthew 5:43-44 – Love your Enemies</p> <ul style="list-style-type: none"> <li>• Love those whom we don't like</li> </ul> <p>Imitate God who loved us while we were sinners</p> <p><b>Vision: “Love thy neighbour” – base around the love thread of theology</b></p> <p>Base reflections and discussions around being a good Samaritan</p> <p>“How can we use this knowledge to be a Good Samaritan?”</p> <p>“How have our discussions developed our understanding of a Good Samaritan and being a good friend?”</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>

<b>Spring term</b>	<b>Knowledge</b>	<p>Changing me</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas <b>Preparing for transition</b></p> <p><b>I can explain</b> how boys' &amp; girls' bodies change on the inside / outside during growing up process can tell you why these changes are necessary</p> <p><b>I recognise how I feel</b> about these changes happening to me and can suggest some ideas to cope</p>	<p>Changing me</p> <p><b>Being unique</b> Having a baby Girls &amp; puberty Confidence in change Accepting change <b>Preparing for transition</b> Environmental change</p> <p><b>I can summarise</b> the changes that happen to boys' and girls' bodies that prepare them for making a by when they are older, I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p><b>I can offer</b> some suggestions about how I might manage my feelings when changes happen.</p>	<p>Changing me</p> <p><b>Self and body image</b> Influence of online &amp; media on body image Puberty for girls Puberty for boys Conceptions (including IVF) Growing responsibility Coping with change <b>Preparing for transition</b></p> <p><b>I can explain how</b> boys and girls change during puberty and why looking after myself physically +&amp; emotionally is important.</p> <p><b>I can summarise</b> the process of conception.</p> <p><b>I can express how</b> I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p>	<p>Changing me</p> <p><b>Self-image</b> Body image Puberty &amp; feelings Conception to birth Reflections about change Physical attraction Respect &amp; consent Boyfriends / girlfriends Sexting / Nudes <b>Transition</b></p> <p><b>I can describe</b> how a baby develops.</p> <p><b>I recognise</b> how I feel when I reflect on becoming a teenage.</p>
	<b>Crucial Learning</b>	<p><i>My body is my property. Change is when a part of my body becomes slightly different. Transition means to change from one stage to another. Saying no means "Stop. I don't like it."</i></p>	<p><i>Puberty is a natural part of growing up. Puberty is experiencing bodily changes due to growing up. Accepting change means seeing an opportunity to improve yourself. Unique means being one of a kind.</i></p>	<p><i>Puberty causes emotional and physical changes to my mind and body. Puberty and the changes involved is very different for boys and girls. Personal hygiene is an important part of my daily routine. Reproduction means to have babies. Body image is how you feel about how you look.</i></p>	<p><i>Self-image is how you feel about yourself. Reproduction is part of the human life cycle where babies are made and born. Consent is an agreement between two people to engage in sexual activity. Conception is the process of becoming pregnant.</i></p>
	<b>Knowledge</b>	<p>Relationships</p> <p>Family roles &amp; responsibilities Friendships &amp; negotiations Keeping safe online &amp; who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives</p>	<p>Relationships</p> <p>Jealousy Love &amp; loss Memories of loved ones Getting on &amp; falling out Girlfriends &amp; boyfriends Showing appreciation for people &amp; animals</p>	<p>Relationships</p> <p>Self-recognition &amp; self-worth Building self-esteem Safer online communities Rights &amp; responsibilities online Online gaming &amp; gambling Reducing screen-time Dangers of online grooming SMARRT Internet safety rules</p>	<p>Relationships</p> <p>Mental health - identifying mental health worries &amp; sources of support Love &amp; loss Managing feelings Powering &amp; control Assertiveness Technology safety Take responsibility with technology use</p>

	<p>Expressing appreciation for family and friends</p> <p><b>I can explain</b> how my life is influenced positively by people I know and also by people from other countries</p> <p><b>I can explain</b> why my choices might affect my family, friendships &amp; people around the world who I don't know</p>	<p><b>I can recognise</b> how people are feeling when they miss a special person or animal.</p> <p><b>I can give ways</b> that might help me manage my feelings when missing a special person or animal.</p>	<p><b>I can compare</b> different types of friendships &amp; the associated feelings.</p> <p><b>I can explain</b> how to stay safe when using technology to communicate with my friends, <b>including how</b> to stand up for myself, negotiate &amp; resist peer pressure.</p> <p><b>I can apply strategies</b> to manage my feelings &amp; the pressures I may face to use technology in ways that may be risky or cause harm to myself of others.</p>	<p><b>I can identify</b> when people may be experiencing feelings associated with loss &amp; also recognise when people are trying to gain power or control.</p> <p><b>I can explain the feelings</b> I might experience if I lose somebody special &amp; when I need to stand up for myself &amp; my friends in real or online situations.</p> <p><b>I can offer strategies</b> to help me manage these feelings &amp; situations.</p>
<p><b>Crucial Learning</b></p>	<p><i>A healthy friendship is being able to make good choices and see both sides of a situation.</i></p> <p><i>Conflict resolution is finding a peaceful solution when disagreeing.</i></p> <p><i>Positive thoughts and conflict resolution help to develop healthy friendships.</i></p> <p><i>Recognising risks online means understanding when to ask an adult for help.</i></p>	<p><i>A healthy friendship allows me to appreciate others.</i></p> <p><i>Appreciation is recognising the good qualities in someone.</i></p> <p><i>Jealousy is an emotion you feel when you want something someone else has.</i></p> <p><i>A healthy family life is feeling supported, loved and cared for.</i></p> <p><i>Resolving disputes means finding a solution to an argument or problem.</i></p>	<p><i>A healthy online friendship is with someone I know in real life.</i></p> <p><i>An unhealthy relationship means feeling unsafe on or offline.</i></p> <p><i>Staying safe online means having a good understanding of the importance of privacy settings.</i></p> <p><i>Being responsible online means standing up and speaking out against unkind behaviour.</i></p> <p><i>Grooming is when someone builds a relationship to manipulate, exploit or abuse.</i></p>	<p><i>A healthy friendship online can sometimes mean saying no.</i></p> <p><i>Friendships change and evolve over time.</i></p> <p><i>Risky behaviour is sharing information online with someone you don't know.</i></p> <p><i>Risky behaviour on and offline is unsafe and can be unkind.</i></p> <p><i>Online grooming is when someone builds a relationship online to manipulate, exploit or abuse.</i></p>
<p><b>Theology and vision links</b></p>	<p><b>Forgiveness (relationships)</b> Ephesians 4:32</p> <ul style="list-style-type: none"> <li>Kind and compassionate</li> <li>Show to others what you want to be shown yourself</li> <li>Forgive others for mistakes they have made</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan</p> <p>"How can we use this knowledge to be a Good Samaritan?"</p> <p>"How have our discussions developed our understanding of a Good Samaritan and being a good friend?"</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Forgiveness (relationships)</b> Luke 15 – The Prodigal Son</p> <ul style="list-style-type: none"> <li>Forgiveness for foolishly taking all the money</li> <li>Father still loving son</li> <li>We are forgiven and welcome no matter what</li> <li>We are all part of one family</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan</p> <p>"How can we use this knowledge to be a Good Samaritan?"</p> <p>"How have our discussions developed our understanding of a Good Samaritan and being a good friend?"</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Forgiveness (relationships)</b> Luke 10:25-37 – The Good Samaritan</p> <ul style="list-style-type: none"> <li>Celebrate what others are and who they are</li> <li>Love them from within</li> <li>Reach out kindness</li> <li>Forgive those who may not be able to show love towards you now</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan</p> <p>"How can we use this knowledge to be a Good Samaritan?"</p> <p>"How have our discussions developed our understanding of a Good Samaritan and being a good friend?"</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Forgiveness (relationships)</b> Matthew 18:21-22 – The Unforgiving Servant</p> <ul style="list-style-type: none"> <li>Forgiveness doesn't run out</li> <li>Jesus provided the model for forgiveness</li> <li>Others make mistakes but we forgive them</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan</p> <p>"How can we use this knowledge to be a Good Samaritan?"</p> <p>"How have our discussions developed our understanding of a Good Samaritan and being a good friend?"</p> <p><b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>

<b>Summer term</b>	<b>Knowledge</b>	<p>Healthy Me</p> <p>Exercise Fitness challenges Food labelling &amp; healthy swaps Attitudes towards drugs Keeping safe &amp; why it's important online and offline scenarios <b>Respect for myself &amp; others</b> Healthy &amp; safe choices</p> <p><b>I can identify things, people &amp; places</b> that I need to keep safe from, and <b>can tell you some strategies</b> for keeping myself safe &amp; healthy including who to go to for help &amp; how to call emergency services</p> <p><b>I can express how</b> being anxious/ scared &amp; unwell feels</p>	<p>Healthy Me</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure <b>Celebrating inner strength</b></p> <p><b>I can recognise when people</b> are putting me under pressure &amp; <b>can explain ways to resist</b> this when I want to.</p> <p><b>I can identify feelings</b> of anxiety &amp; fear associated with peer pressure.</p>	<p>Healthy Me</p> <p>Smoking, including vaping Alcohol Alcohol &amp; anti-social behaviour Emergency aid Body image Relationships with food Healthy choices <b>Motivation &amp; behaviour</b></p> <p><b>I can explain different</b> roles that food &amp; substances can play in people's lives.</p> <p><b>I can explain how</b> people can develop eating problems (disorders) relating to body image pressures &amp; how smoking &amp; alcohol misuse is unhealthy.</p> <p><b>I can summarise</b> different ways that I respect &amp; value my body.</p>	<p>Healthy Me</p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines &amp; gang culture Emotional &amp; mental health Managing stress</p> <p><b>I can explain</b> when substances including alcohol are being used anti-socially or being misused &amp; the <b>impact</b>, this can have on an individual or others.</p> <p><b>I can identify &amp; apply skills</b> to keep myself emotionally healthy &amp; to manage stress &amp; pressure.</p>
	<b>Crucial Learning</b>	<p><i>A drug is a substance that can be taken to help or harm the body. A safe choice is one which I am happy with. Healthy choices are ones that will keep me safe. Healthy friendships are ones where I feel happy and safe.</i></p>	<p><i>A healthy friendship allows me to appreciate others. Peer pressure is feeling like you must do something because someone else wants you to. Personal space is knowing the importance of boundaries within a healthy friendship. Alcohol is a chemical substance that you drink and can become addicted to. Smoking is when you inhale and exhale a cigarette.</i></p>	<p><i>Emergency first aid is important because it could save a life. Vaping is inhaling an exhaling an electronic cigarette. Anti-social behaviour is causing a nuisance to the community or an impact on the environment. Motivation is keeping going even when things are tough. A healthy relationship with food allows me to make good food choices.</i></p>	<p><i>Exploitation is taking advantage someone and enticing them into sexual activity in return for something else. County lines is a form of exploitation, where you are forced into storing drugs and money for gangs. A gang is a group of people who hang around together – some can be involved in crime. A healthy relationship with myself is managing my own stress. A substance is what something is made of.</i></p>
	<b>Knowledge</b>	<p>Dreams and goals</p> <p><b>Difficult changes &amp; achieving success</b> <b>Dreams &amp; ambitions</b> <b>New challenges</b> <b>Motivation &amp; enthusiasm</b> <b>Recognising &amp; trying to overcome obstacles</b> <b>Evaluating learning processes</b> Managing feelings Simple budgeting</p> <p><b>I can explain</b> the different ways that help me learn &amp; what I need to do to improve.</p>	<p>Dreams and goals</p> <p><b>Hopes &amp; dreams</b> <b>Overcoming disappointment</b> <b>Creating new, realistic dreams</b> <b>Achieving goals</b> <b>Working in a group</b> <b>Celebrating contributions</b> <b>Resilience</b> <b>Positive attitudes</b></p> <p><b>I can plan &amp; set</b> new goals even after disappointment.</p>	<p>Dreams and goals</p> <p><b>Future dreams</b> <b>The importance of money</b> <b>Jobs &amp; careers</b> <b>Dream job &amp; how to get there</b> <b>Goals in different cultures</b> <b>Supporting others (charity)</b> <b>Motivation</b></p> <p><b>I can compare</b> my hopes &amp; dreams with those of young people from different cultures.</p>	<p>Dreams and goals</p> <p><b>Personal learning goals, in and out of school</b> <b>Success criteria</b> <b>Emotions in success</b> <b>Making a difference in the world</b> <b>Motivation</b> <b>Recognising achievements</b> <b>Compliments</b></p> <p><b>I can explain different ways</b> to work with others to help make the world a better place.</p>



	<p><b>I am confident &amp; positive</b> when I share my success with others.</p> <p><b>I can explain how</b> these feelings can be stored in my internal treasure chest &amp; why this is important to me.</p>	<p><b>I can explain</b> what it means to be resilient &amp; to have a positive attitude.</p>	<p><b>I can reflect</b> on the hopes &amp; dreams of young people from other culture &amp; explain how this makes me feel.</p>	<p><b>I can explain what motivates me</b> to make the world a better place.</p>
<b>Crucial Learning</b>	<p><i>Ambitious means wanting to do well and be successful.</i></p> <p><i>An evaluation is deciding if you've done something the best way possible.</i></p> <p><i>Budgeting is a plan for managing money.</i></p> <p><i>A gender stereotype is assuming people will dress and act in a certain way because of their gender.</i></p>	<p><i>A contribution is sharing your ideas with others.</i></p> <p><i>Overcoming disappointment means learning from mistakes positively to help move forward.</i></p> <p><i>Having a positive attitude means expecting good things will happen to you.</i></p> <p><i>Gender stereotypes won't affect my dreams and ambitions.</i></p>	<p><i>Supporting others means giving to others who may be less fortunate.</i></p> <p><i>Setting a goal means giving yourself a something to aim for.</i></p> <p><i>Motivation is keeping going even when things are tough.</i></p> <p><i>Breaking gender stereotypes means pursuing my chosen career path.</i></p>	<p><i>An achievement is being rewarded for something you have succeeded in doing.</i></p> <p><i>Success is achieving a goal.</i></p> <p><i>Learning goals in and out of school make me who I am as a person.</i></p> <p><i>Diminishing gender stereotypes is minimising the gaps within certain career paths.</i></p>
<b>Theology and vision links</b>	<p><b>Honesty- Dreams and goals</b> Psalm 86:5-6,11</p> <ul style="list-style-type: none"> <li>• Being honest when needing help</li> <li>• Supporting others through difficult times</li> <li>• Following the correct ways to make the right choices</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan "How can we use this knowledge to be a Good Samaritan?" "How have our discussions developed our understanding of a Good Samaritan and being a good friend?" <b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Honesty- Dreams and goals</b> Acts 5:1-11 – Ananias and Sapphira</p> <ul style="list-style-type: none"> <li>• Not keeping secrets from loved ones</li> <li>• Being honest with yourself and with your family</li> <li>• Knowing disappointment doesn't last</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan "How can we use this knowledge to be a Good Samaritan?" "How have our discussions developed our understanding of a Good Samaritan and being a good friend?" <b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Honesty- Dreams and goals</b> Luke 19:1-10 – Zacchaeus and the Tax Collector</p> <ul style="list-style-type: none"> <li>• Identifying the error of your own ways</li> <li>• Seeing how you can benefit others by being kind to others and being selfless</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan "How can we use this knowledge to be a Good Samaritan?" "How have our discussions developed our understanding of a Good Samaritan and being a good friend?" <b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p><b>Honesty- Dreams and goals</b> John 8:44-47 – Life father, like son</p> <ul style="list-style-type: none"> <li>• Being honest to yourself about your feelings</li> <li>• Knowing the path you want to follow is right for you</li> <li>• Following God's path</li> </ul> <p><b>Vision: "Love thy neighbour" – base around the love thread of theology</b> Base reflections and discussions around being a good Samaritan "How can we use this knowledge to be a Good Samaritan?" "How have our discussions developed our understanding of a Good Samaritan and being a good friend?" <b>Philippians 4:8</b> – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>