



Frimley Church of England School

Approach to PSHE and Relationship Education



Purpose

PSHE and Relationship Education 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 and Relationship Education 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 and Relationship Education.

- 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 and Relationship Education 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. 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 and Relationship Education 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 and Relationship Education medium term plans)

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

		Year 3	Year 4	Year 5	Year 6
Autumn term	Knowledge	<p>Being Me in My World</p> <p>Setting personal goals Self-identity and worth Positivity in challenges Rules, rights & responsibilities Rewards & consequences Responsible choices Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel & behave.</p> <p>I can explain why it's important to have rules & how that helps me and others in my class to learn.</p> <p>I can explain why 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 & democracy Rewards & consequences Group decision-making Having a voice What motivates behaviour</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important & can help me & others feel valued.</p>	<p>Being Me in My World</p> <p>(P) Planning the forthcoming year Being a citizen Rights & responsibilities Rewards & consequences How behaviour affects groups Democracy, having a voice Participating</p> <p>I can compare my life with other people in my country & explain why we have rules, rights & responsibilities to try & make the school & the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another & can give examples of this from school & the wider community.</p>	<p>Being Me in My World</p> <p>(P) Identifying goals for the year Global citizenship Children's universal rights Feelings welcome & valued Choices, consequences & rewards Group dynamics (P) Democracy, having a voice Anti-social behaviour Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community & globally.</p> <p>I can empathise with others in my community & globally & explain how this can influence the choices I make.</p>
	Crucial Learning	<ul style="list-style-type: none"> We all have mental health. Identifying positive attributes about yourself can improve your mental health. A goal is something you want to be able to do or achieve. A right is a freedom that is protected by the law. Self-identify is how you see yourself. 	<ul style="list-style-type: none"> Mental health affects how we think, feel, and behave. Recognising other's emotions can have a positive impact on friendships. The difference between a right and responsibility is that a right is a freedom everyone has, and a responsibility is a duty. Democracy is a power of the people, allowing everyone to have a say. 	<ul style="list-style-type: none"> Mental health determines how we handle stress, relate to others, and make choices. A growth mindset is being open to challenges and making mistakes. A fixed mindset is thinking you can't improve. Writing down my feelings can help me understand the emotions I feel. A citizen is someone who belongs to a country/place/school. 	<ul style="list-style-type: none"> Our mental health can change over time. Speaking out to an adult about my feelings can help me understand the emotions I feel. An effective plan will help me achieve a final goal. A global citizen is someone who is at home in any country. Universal rights are moral principles of human behaviour that are for everyone, regardless of their characteristics.
	Knowledge	<p>Celebrating differences</p> <p>Families & their differences Family conflict & how got manage it (child-centred) Witnessing bullying & how to solve it</p>	<p>Celebrating differences</p> <p>Challenging assumptions Judging by appearance Accepting self & others Understanding influences</p>	<p>Celebrating differences</p> <p>Cultural differences & how they can cause conflict Racism Rumours & name-calling</p>	<p>Celebrating differences</p> <p>Perceptions of normality Understanding disability Power struggles Understanding bullying</p>

	<p>Recognising how words can be hurtful Giving & receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups & how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel &</p> <p>I can offer strategies to help the situation.</p>	<p>Understanding bullying Problem-solving Identifying how special & unique everyone is First impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can explain why bullying might be difficult to spot & what to do about if I am not sure.</p> <p>I can explain why it is good to accept myself & others for who they are.</p>	<p>Types of bullying Material wealth & happiness Enjoying & responding Other cultures</p> <p>I can explain the difference between direct & indirect types of bullying & I can offer a range of strategies to help myself & others if we become involved (directly / indirectly) in a situation.</p> <p>I can explain why racism and other forms of discrimination are unkind.</p> <p>I can express how I feel about discriminatory behaviour.</p>	<p>Inclusion / exclusion Differences as conflict Difference as celebration Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>
Crucial Learning	<ul style="list-style-type: none"> Conflict is disagreeing or arguing with someone. Bullying is to harm, threaten or intimidate someone repeatedly. A bystander is a witness of bullying, who is present but does not take part. A compliment is giving praise or admiration to someone, leaving a good feeling inside. 	<ul style="list-style-type: none"> Understanding bullying means speaking up for victims of unkind behaviour. An influence is the power to have an important effect on someone or something. A first impression is the instant thought you have of someone when you first meet them. The effect of witnessing bullying and not telling anyone can make you feel a range of emotions. 	<ul style="list-style-type: none"> Cultural differences are beliefs and behaviours unique to people of different backgrounds. Repetitively starting rumours and name-calling are types of bullying. Racism is when someone is treated differently because of their skin colour, race, ethnicity or nationality. 	<ul style="list-style-type: none"> Celebrating differences means understanding and celebrating that everyone is unique. Empathy means to share someone else's feelings. Where bullying happens, there is an imbalance of power.
Theology and vision links	<p>Love Ruth 1:16 – Faithful Love</p> <ul style="list-style-type: none"> Standing faithfully by family True loves goes the extra mile <p>“Where you go, I go”</p> <p>Vision: “Love thy neighbour” – base around the love thread of theology</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>Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Love John 15:12-15 – Love each other as I have loved you</p> <ul style="list-style-type: none"> Love no matter what others look like/wear/religion etc <p>Look at different views</p> <p>Vision: “Love thy neighbour” – base around the love thread of theology</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>Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Love Proverbs 14:25</p> <ul style="list-style-type: none"> Being a witness (bystander) Having the courage to speak out about what you believe in <p>Loving others for who they are and speaking out about this</p> <p>Vision: “Love thy neighbour” – base around the love thread of theology</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>Love Matthew 5:43-44 – Love your Enemies</p> <ul style="list-style-type: none"> Love those whom we don't like <p>Imitate God who loved us while we were sinners</p> <p>Vision: “Love thy neighbour” – base around the love thread of theology</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>Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>

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Spring term	Knowledge	<p>Changing me</p> <p>How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition</p> <p>I can explain how boys' & girls' bodies change on the inside / outside during growing up process can tell you why these changes are necessary</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope</p>	<p>Changing me</p> <p>Being unique Having a baby Girls & puberty Confidence in change Accepting change Preparing for transition Environmental change</p> <p>I can summarise 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>I can offer some suggestions about how I might manage my feelings when changes happen.</p>	<p>Changing me</p> <p>Self and body image Influence of online & media on body image Puberty for girls Puberty for boys Growing responsibility Coping with change Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically +& emotionally is important.</p> <p>I can summarise the process of conception.</p> <p>I can express how 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>Self-image Body image Puberty & feelings Conception to birth Reflections about change Physical attraction Respect & consent Boyfriends / girlfriends Sexting / Nudes Transition</p> <p>I can describe how a baby develops.</p> <p>I recognise how I feel when I reflect on becoming a teenage.</p>
	Crucial Learning	<ul style="list-style-type: none"> • <i>My body is my property.</i> • <i>Change is when a part of my body becomes slightly different.</i> • <i>Transition means to change from one stage to another.</i> • <i>Saying no means "Stop. I don't like it."</i> 	<ul style="list-style-type: none"> • <i>Puberty is a natural part of growing up.</i> • <i>Puberty is experiencing bodily changes due to growing up.</i> • <i>Accepting change means seeing an opportunity to improve yourself.</i> 	<ul style="list-style-type: none"> • <i>Puberty causes emotional and physical changes to the mind and body.</i> • <i>Puberty and changes involved are very different for boys and girls.</i> • <i>Personal hygiene is an important part of a daily routine.</i> • <i>Reproduction means to have babies.</i> • <i>Body image is how you feel about yourself and the way you look.</i> 	<ul style="list-style-type: none"> • <i>Reproduction is part of the human life cycle where babies are made and born.</i> • <i>Consent is an agreement between two people to engage in sexual activity.</i> • <i>Conception is the process of becoming pregnant.</i>
	Knowledge	<p>Relationships</p> <p>Family roles & responsibilities Friendships & negotiations Keeping safe online & who to go to for help Being a global citizen</p>	<p>Relationships</p> <p>Jealousy Love & loss Memories of loved ones Getting on & falling out Girlfriends & boyfriends</p>	<p>Relationships</p> <p>Self-recognition & self-worth Building self-esteem Safer online communities Rights & responsibilities online Online gaming & gambling Reducing screen-time</p>	<p>Relationships</p> <p>Mental health - identifying mental health worries & sources of support Love & loss Managing feelings Powering & control Assertiveness</p>

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

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Summer term	Knowledge	<p>Healthy Me</p> <p>Exercise Fitness challenges Food labelling & healthy swaps Attitudes towards drugs Keeping safe & why it's important online and offline scenarios Respect for myself & others Healthy & safe choices</p> <p>I can identify things, people & places that I need to keep safe from, and can tell you some strategies for keeping myself safe & healthy including who to go to for help & how to call emergency services</p> <p>I can express how being anxious/ scared & unwell feels</p>	<p>Healthy Me</p> <p>Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure & can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety & fear associated with peer pressure.</p>	<p>Healthy Me</p> <p>Smoking, including vaping Alcohol Alcohol & anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation & behaviour</p> <p>I can explain different roles that food & substances can play in people's lives.</p> <p>I can explain how people can develop eating problems (disorders) relating to body image pressures & how smoking & alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect & value my body.</p>	<p>Healthy Me</p> <p>Taking personal responsibility How substances affect the body Exploitation, including 'county lines' & gang culture Emotional & mental health Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused & the impact, this can have on an individual or others.</p> <p>I can identify & apply skills to keep myself emotionally healthy & to manage stress & pressure.</p>
	Crucial Learning	<ul style="list-style-type: none"> A safe choice is one which I am happy with. Healthy choices are ones that will keep me safe. Self-care techniques (including rest) have a positive impact on my mental health. 	<ul style="list-style-type: none"> Peer pressure persuades you to do something you may not want to do. Personal space is knowing the importance of boundaries within a healthy friendship. Smoking is when you inhale and exhale a cigarette. 	<ul style="list-style-type: none"> Emergency first aid is important because it could save a life. A healthy relationship with food allows me to make good food choices. Knowing how to help myself when I am feeling stressed can help others understand too. 	<ul style="list-style-type: none"> Exploitation is taking advantage of someone and enticing them into certain activities in return for something. 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.
	Knowledge	<p>Dreams and goals</p> <p>Difficult changes & achieving success Dreams & ambitions New challenges Motivation & enthusiasm Recognising & trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting</p>	<p>Dreams and goals</p> <p>Hopes & dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Dreams and goals</p> <p>Future dreams The importance of money Jobs & careers Dream job & how to get there Goals in different cultures Supporting others (charity) Motivation</p>	<p>Dreams and goals</p> <p>Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments</p>

		<p>I can explain the different ways that help me learn & what I need to do to improve.</p> <p>I am confident & positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest & why this is important to me.</p>	<p>I can plan & set new goals even after disappointment.</p> <p>I can explain what it means to be resilient & to have a positive attitude.</p>	<p>I can compare my hopes & dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes & dreams of young people from other culture & explain how this makes me feel.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>
	Crucial Learning	<ul style="list-style-type: none"> <i>A gender stereotype is assuming people will dress and act in a certain way because of their gender.</i> 	<ul style="list-style-type: none"> <i>Having a positive attitude means expecting good things will happen to you.</i> <i>Gender stereotypes won't affect my dreams and ambitions.</i> 	<ul style="list-style-type: none"> <i>Supporting others means giving to others who may be less fortunate.</i> <i>Setting a goal means giving yourself something to aim for.</i> <i>Breaking gender stereotypes means pursuing my chosen career path.</i> 	<ul style="list-style-type: none"> <i>An achievement is being rewarded for something you have succeeded in doing.</i> <i>Diminishing stereotypes is minimising the gaps within certain career paths.</i>
	Theology and vision links	<p>Honesty- Dreams and goals Psalm 86:5-6,11</p> <ul style="list-style-type: none"> Being honest when needing help Supporting others through difficult times Following the correct ways to make the right choices <p>Vision: "Love thy neighbour" – base around the love thread of theology 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?" Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Honesty- Dreams and goals Acts 5:1-11 – Ananias and Sapphira</p> <ul style="list-style-type: none"> Not keeping secrets from loved ones Being honest with yourself and with your family Knowing disappointment doesn't last <p>Vision: "Love thy neighbour" – base around the love thread of theology 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?" Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Honesty- Dreams and goals Luke 19:1-10 – Zacchaeus and the Tax Collector</p> <ul style="list-style-type: none"> Identifying the error of your own ways Seeing how you can benefit others by being kind to others and being selfless <p>Vision: "Love thy neighbour" – base around the love thread of theology 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?" Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>	<p>Honesty- Dreams and goals John 8:44-47 – Life father, like son</p> <ul style="list-style-type: none"> Being honest to yourself about your feelings Knowing the path you want to follow is right for you Following God's path <p>Vision: "Love thy neighbour" – base around the love thread of theology 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?" Philippians 4:8 – Forgiveness through guidance and making the right choice – reflection point of all lessons</p>