



Vine Tree Primary School
PSHE Whole-School Curriculum Progression Map



	EYFS	KS1		KS2			
	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	Healthy Lifestyles Mental Health Ourselves, growing and changing Keeping Safe Drugs, alcohol and tobacco						
	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips. Manage their own needs. - personal hygiene Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of	H1 What keeping healthy means; different ways to keep healthy H5 Simple hygiene routines that stop germs from spreading H6 medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy H7 Dental care and visiting the dentist; how to brush teeth correctly and food and drink that support dental health H10 People who help us to stay physically healthy H21 To recognise what makes them special H22 To recognise the ways in which we are all unique	H13. how feelings can affect people's bodies and how they behave H14. how to recognise what others might be feeling H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things H16. about ways of sharing feelings; a range of words to describe feelings H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep) H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle, H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich	H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in	H1. how to make informed decisions about health H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H43. about what is meant by first aid;	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich



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	'screen time' - having a good sleep routine - being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes	H23 To identify what they are good at, what they like and dislike H25 To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) H26 Growing and changing from young to old and how people's needs change H27 Preparing to move to a new class or year group H33 People whose job it is to help keep us safe H35 What to do if there is an accident and someone is hurt H36 How to get help in an emergency (how to dial 999 and what to say) H37 Things that people can put into their body; or on their skin can affect how people feel	feel good H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H24 how to manage when finding things difficult H27 about preparing to move to a new class/year group H28 about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)	foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it H10. how medicines, when used responsibly,	different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how	basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines); H50. about the	foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and
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			H31. that household products (including medicines) can be harmful if not used correctly H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them	contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H26 that for some people gender identity	hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming	organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping	fruit teas; the effects of smoking) H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health – including how good quality sleep, physical
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				does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or	H38. how to predict, assess and manage risk in different situations H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others		exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty
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				read online and how to report concerns, inappropriate content and contact H43. about what is meant by first aid; basic techniques for dealing with common injuries H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say			relates to human reproduction H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for H34. about where to get more information, help and advice about growing and changing, especially about puberty H35. about the new opportunities and responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) H46. about the risks
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							and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break
Relationships	Families and Close Positive Relationships Friendships Managing Hurtful Behaviour and Bullying Safe Relationships Respecting Self and Others						
Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.	R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives	R6. about how people make friends and what makes a good friendship	R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face	R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)	R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different	
Start a conversation with an adult or a friend and continue it for many turns.	R2. to identify the people who love and care for them and what they do to help them feel cared for	R7. about how to recognise when they or someone else feels lonely and what to do	R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another	R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others	R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	
Become more outgoing with unfamiliar people, in the safe context of their setting.	R3. about different types of families including those that may be different to their own	R8. simple strategies to resolve arguments between friends positively	R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families,	R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour	R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know	R4. that forcing anyone to marry	
Show more confidence in new social situations.	R4. to identify common features of family life	R9. how to ask for help if a friendship is making them feel unhappy	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online				
Play with one or more other children,	R5. that it is important to tell						



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extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.	someone (such as their teacher) if something about their family makes them unhappy or worried R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R15. how to respond safely to adults they don't know R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R23. to recognise the ways in which they are	R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R14. that sometimes people may behave differently online, including by pretending to be someone they are not R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults'	foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply	R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including	R26. about seeking and giving permission (consent) in different situations R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with	against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing R16. how friendships can change over time, about making new friends and the benefits of having different types of friends R34. how to discuss and debate topical
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	Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	the same and different to others R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them	secrets (only happy surprises that others will find out about eventually) R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their	to online friendships as to face-to-face relationships R13. the importance of seeking support if feeling lonely or excluded R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact	online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect	issues, respect other people's point of view and constructively challenge those they disagree with
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			opinions on things that matter to them	R26. about seeking and giving permission (consent) in different situations R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	other people; to recognise and model respectful behaviour online R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with		
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Living in the Wider World	Shared Responsibilities Communities Media Literacy and Digital Resilience Economic Wellbeing: Money Economic Wellbeing: Aspirations, Work and Career					
	Develop their sense of responsibility and membership of a community.	L2. how people and other living things have different needs; about the responsibilities of caring for them	L1. about what rules are, why they are needed, and why different rules are needed for different situations	L6. about the different groups that make up their community; what living in a community means	L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes
	Increasingly follow rules, understanding why they are important.	L3. about things they can do to help look after their environment	L7. about how the internet and digital devices can be used safely to find things out and to communicate with others	L7. to value the different contributions that people and groups make to the community	L2. to recognise there are human rights, that are there to protect everyone	L11. recognise ways in which the internet and social media can be used both positively and negatively
	Remember rules without needing an adult to remind them.	L4. about the different groups they belong to	L8. about the role of the internet in everyday life	L8. about diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities	L3. about the relationship between rights and responsibilities	L11. recognise ways in which the internet and social media can be used both positively and negatively
	Begin to make sense of their own life-story and family's history.	L5. about the different roles and responsibilities people have in their community	L9. that not all information seen online is true		L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others	L13. about some of the different ways information and data is shared and used online, including for commercial purposes
	Show interest in different occupations.	L6. to recognise the ways they are the same as, and different to, other people	L15. that jobs help people to earn money to pay for things			L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information
	Continue developing positive attitudes about the differences between people.	L10. what money is; forms that money comes in; that money comes from different sources	L16. different jobs that people they know or people who work in the community do		L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing,	L17. about the different ways to pay for things and the choices people have about this
	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	L11. that people make different choices about how to save and spend money	L17. about some of the strengths and interests someone might need to do different jobs			L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
	Recognise that people have different beliefs and celebrate special					L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images



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	times in different ways. Talk about the lives of people around them and their roles in society.	L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they want L13. that money needs to be looked after; different ways of doing this L14. that everyone has different strengths			recycling; food choices) L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)	L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe L24. to identify the ways that money can impact on people's feelings and emotions L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job	L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation L23. about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
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						or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L31. to identify the kind of job that they might like to do when they are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)	
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No Outsiders	To say what I think To make friends with someone different To understand that it's OK to like different things To understand that all families are different To celebrate my family	To like the way I am To recognise that people are different ages To understand that our bodies work in different ways To play with boys and girls To understand that we share the world with lots of people	To understand what diversity is To understand how we share the world To understand what makes someone feel proud To feel proud of being different To be able to work with everyone in my class	To be welcoming To understand how difference can affect someone To find a solution to a problem To understand what 'discrimination means' Use strategies to help someone who feels different	To know when to be assertive To overcome language as a barrier To understand why people choose to get married To ask questions To be who you want to be	To accept people who are different from me To learn from our past To recognise when someone needs help To justify my actions To appreciate artistic freedom	To consider how my life may change as I grow up To promote diversity To stand up to discrimination To challenge the causes of racism To recognise my freedom
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