

Gilberdyke Primary Curriculum

Long term plan: PSHCE (Personal, Social, Health, Citizenship & Economic Education)



Broad-Mindedness



Independence



Aspiration



Self-Assurance



EYFS	Autumn		Spring		Summer	
EYFS	<p>Being Me in My World</p> <p>*How am I similar & different to my friends? <u>Broadening Minds: We are Respectful Citizens</u></p> <p>*My feelings & how I manage them <u>Independence: We have Rights & Responsibilities</u></p> <p>*The values at my school <u>Independence: We have Right & Responsibilities</u></p> <p>Annual Balance Bike Training: safety on the roads</p>	<p>Celebrating Differences</p> <p>*What makes me special? My special qualities and those of my friends - *What is it like in my home? What makes this special for me? How is this the same/different for my friends? <u>Broadening Minds: We are Respectful Citizens</u></p> <p>*The value of friendship - *How to be a kind friend - expectations <u>Independence: We have Rights & Responsibilities</u></p> <p>*How to stand up for myself if someone says or does something unkind to me <u>Self-Assurance: We Are Resilient</u></p> <p>Annual Balance Bike Training: safety on the roads</p>	<p>Dreams & Goals</p> <p>*What is a challenge and how do I manage them? (Not giving up) <u>Self-Assurance: We Are Resilient</u></p> <p>*Occupations: Which skills and characteristics will I need to develop for the adult world? Which job might I do? <u>Aspiration: Building Character</u></p> <p>*The emotions I feel when I have achieved a goal <u>Independence: We have Rights & Responsibilities</u></p>	<p>Healthy Me</p> <p>*Me & My Body: scientific names of some key parts *Things I need to be healthy ...eat a range of foods, importance of sleep, importance of washing hands <u>Independence</u></p> <p>*Stranger danger' - what should I do if approached by someone I don't know? <u>Self-Assurance: We develop resilience</u></p>	<p>Relationships</p> <p>*Families and the different roles people can have in a family (incl. those of different faiths & beliefs) - <u>Broadening Minds: We value positive relationships</u></p> <p>*Friendship: what makes a good friend? Explicit teaching and modelling of simple restorative strategies we use to mend relationships <u>Independence: We have Rights & Responsibilities</u> <u>Broadening Minds: We value positive relationships</u></p>	<p>Changing Me</p> <p>*How have I changed since I was a baby? In which ways has my body changed as I have got older? *Me & My Body: scientific names and functions of some main parts of my body <u>Independence</u></p> <p>*Children understand that change can bring about positive and negative feelings, and that sharing these can help *Memories and the role that they can have in managing change <u>Self-Assurance: We develop resilience</u></p> <p>*Transition Programme: move to next class, new teacher, new classmates, new expectations</p>

KSI	Autumn		Spring		Summer	
Year 1	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk</p> <p>*What are rights and responsibilities? How they link with choices & consequences.</p> <p><u>Independence: We have Rights & Responsibilities</u></p> <p>*The children learn about being special in terms of 'unique'</p> <p><u>Broadening Minds: We are Respectful Citizens</u></p> <p>*How the things that I say and do make others in my class feel safe</p> <p>*How can I keep myself safe?</p> <p><u>Independence: We have Rights & Responsibilities</u></p> <p>*NSPCC virtual assembly & discussion: Speak Out, Stay Safe</p>	<p>Celebrating Differences</p> <p>*What are some of the similarities and differences between people that I can't physically see? How do these qualities make us unique and special?</p> <p><u>Broadening Minds: We are Respectful Citizens</u></p> <p>*What is bullying? What is not bullying?</p> <p>*Emotions attached to bullying – how might it feel?</p> <p><u>Independence: We have Rights & Responsibilities</u></p> <p><u>Broadening Minds: We are Respectful Citizens</u></p> <p>*Bullying: When do I ask for help? Who do I ask for help?</p> <p><u>Self-Assurance: We develop resilience</u></p> <p>*The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends</p> <p><u>Broadening Minds: We are Respectful Citizens; We Value Positive Relationships</u></p>	<p>Dreams & Goals</p> <p>*Setting simple goals for myself - how to achieve them, how to overcome difficulties</p> <p><u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p><u>Self-Assurance: We Are Resilient</u></p> <p>*The children learn to recognise the feelings and emotions associated with facing obstacles when achieving their goals (determination/resilience)</p> <p><u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p><u>Self-Assurance: We Are Resilient</u></p>	<p>Healthy Me</p> <p>*Making healthy and less healthy choices</p> <p>*How can I keep myself clean? Germs that can make me unwell.</p> <p>*Road safety: as a pedestrian</p> <p>*People who can help me to stay safe.</p> <p><u>Self-Assurance: We develop resilience</u></p> <p><u>Independence: We have Rights & Responsibilities</u></p> <p>*Annual Scooter School Training</p>	<p>Relationships</p> <p>*My significant relationships - family, friends, school community and why these are special and important to me -</p> <p>*Celebrating my personal attributes</p> <p>*What does a healthy and safe relationship look and feel like?</p> <p><u>Broadening Minds: We value Positive Relationships</u></p> <p>*Knowing how <i>Touch</i> can be used in kind and unkind ways (linked to later safeguarding work)</p> <p><u>Self-Assurance: We develop resilience</u></p>	<p>Changing Me</p> <p>*Life cycles, e.g. frog, and identifying the different stages. How does this compare with a human life cycle? A look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. Knowing that people grow up at different rates.</p> <p>*Knowing & using scientific vocabulary to name private parts of the body (those kept private by underwear: vagina, anus, penis, testicles).</p> <p>*NSPCC workshop: pants rule</p> <p>*Using restorative language and key phrases to discuss feelings & how to access help if/when needed</p> <p><u>Self-Assurance: We develop resilience</u></p> <p><u>Independence: We have Rights & Responsibilities</u></p> <p><u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Transition Programme: move to next class, new teacher, new classmates, new expectations</p>

KSI	Autumn		Spring		Summer	
Year 2	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk</p> <p>*Rights & responsibilities: working collaboratively</p> <p>*How to make my classroom a safe and fair place <u>Independence: We have Rights & Responsibilities</u></p> <p>*What are my hopes and fears for the year ahead? <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p><u>*NSPCC virtual assembly & discussion: Speak Out, Stay Safe</u></p>	<p>Celebrating Differences</p> <p>*What is a gender stereotype? - boys & girls have differences and similarities and that is OK.</p> <p>*How should we treat each other (regardless of difference)? It is ok for friends to have differences without it affecting their friendship - <u>Broadening Minds: We are Respectful Citizens; We Value Positive R/ships</u></p> <p>*How to use restorative strategies and scripts to solve friendship issues <u>Independence: We have Rights & Responsibilities</u> <u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Bullying: What is and what is not acceptable? <u>Self-Assurance: We are Resilient</u></p>	<p>Dreams & Goals</p> <p>*Realistic goal setting (individual). How can I achieve them? Aim high <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*They discuss perseverance when they find things difficult as well as recognising their strengths as a learner. Determination: focused discussions around teamwork - consider group work and reflect on with whom they work well and with whom they don't. They also reflect on sharing success with other people. <u>Self-Assurance: We develop resilience</u></p>	<p>Healthy Me</p> <p>*The children learn about healthy food; making healthy choices. *Healthy snacks: which foods are they and why are they better for my body?</p> <p>*Medicines; how they work and how to use them safely. <u>Independence: We have Rights & Responsibilities</u></p> <p>*Why do I feel different emotions at different times and in different situations? <u>Self-Assurance: We develop resilience</u></p> <p><u>*Annual Scooter School Training</u></p>	<p>Relationships</p> <p>*Roles & responsibilities in a family. The importance of co-operation, appreciation & trust - *What does Trust look and feel like in a relationship? *Two types of secret: why should 'worry secrets' always be shared with a trusted or 'go to' adult. *Positive Friendships are revisited- using restorative statements and being assertive when someone is hurting them or being unkind. <u>Broadening Minds: We Value Positive Relationships</u> <u>Independence: We have Rights & Responsibilities</u></p> <p>*Physical contact in relationships: Which are acceptable and which ones are not? <u>Self-Assurance: We develop resilience</u></p>	<p>Changing Me</p> <p>*Comparing different life cycles in nature, incl humans. *Changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age.</p> <p>*Revisit: scientific vocabulary for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). Knowing that nobody has the right to hurt these parts of the body. Inappropriate touch and assertiveness. <u>*Revisit: NSPCC workshop: pants rule</u></p> <p>*When and how might independence, freedoms and responsibility increase with age?</p> <p>*What can I say and/or do (strategies) to manage my feelings and emotions? Where do I get help if I'm worried or frightened? *Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed <u>Self-Assurance: We develop resilience</u> <u>Independence: We have Rights & Responsibilities</u></p> <p><u>*Transition Programme: move to next class, new teacher, new classmates, new expectations</u></p>

LKS2	Autumn		Spring		Summer	
Year 3	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk</p> <p>*Recognising my self-worth & identifying positive things about myself and my achievements. What does a positive attitude look like?</p> <p>*How can I approach new challenges positively?</p> <p>Aspiration: We are ambitious and make well-informed choices as active citizens</p> <p>*Why do we need rules? How these relate directly to rights and responsibilities. Explore choices and consequences. *How to work collaboratively and value other people's opinions</p> <p>Independence: We have Rights & Responsibilities</p> <p>*NSPCC virtual assembly & discussion: Speak Out, Stay Safe</p>	<p>Celebrating Differences</p> <p>*Families: how are they different? Do families always have to get on?</p> <p>Broadening Minds: We are Respectful Citizens; We Value Positive R/ships</p> <p>*Restorative strategies and scripts to solve friendship issues. Revisit being solution focused when solving friendship issues.</p> <p>Independence: We have Rights & Responsibilities</p> <p>*No form of bullying is acceptable</p> <p>*Bystander behaviours & expectations.</p> <p>*Unacceptable behaviours: name-calling and use of hurtful words</p> <p>*Giving & receiving compliments and the feelings associated with this</p> <p>Self-Assurance: We are Resilient</p>	<p>Dreams & Goals</p> <p>*Study of positive examples where people have overcome challenges to achieve success. What can I learn from these stories?</p> <p>Aspiration: We are ambitious and make well-informed choices as active citizens</p> <p>*My Dreams & Ambitions</p> <p>*Which strategies will I choose to use when overcoming challenges in my learning/when achieving my goals?</p> <p>*How much progress am I making? What do I still need to work on/develop further? What could I do better next time?</p> <p>Aspiration: We are ambitious and make well-informed choices as active citizens</p> <p>Self-Assurance: We develop resilience</p>	<p>Healthy Me</p> <p>*The importance of exercise: How does exercise help my body to stay healthy (heart and lungs).</p> <p>*Food groups/ eat well plate (revisit from autumn term D&T Cooking & Nutrition unit). Which food groups should I eat more/less of?</p> <p>*Drugs: some can help us, some are dangerous.</p> <p>*How do I keep myself safe?</p> <p>*Annual Scooter School Training</p> <p>Independence: We have Rights & Responsibilities</p>	<p>Relationships</p> <p>*Revisit: family relationships – what are the different expectations and roles that exist within the family home?</p> <p>*Specifically identify and unpick stereotypes within families, roles and a range of jobs – gender in particular</p> <p>*Families should be founded on love, respect, appreciation, trust and co-operation</p> <p>Broadening Minds: We are Respectful Citizens; We Value Positive Relationships</p> <p>*Revisit restorative strategies/ scripts/ practices and being solution focused</p> <p>*How to stay safe online when gaming/using apps.</p> <p>Self-Assurance: We are Resilient</p> <p>*How can I be a good global citizen? Connectedness: to others they don't know in many ways, e.g. through global trade.</p> <p>*Revisit: children's universal rights and how not all children are treated the same.</p> <p>Independence: We have Rights & Responsibilities</p> <p>Broadening Minds: We are Respectful Citizens</p>	<p>Changing Me</p> <p>*What do babies need to grow and develop (including parenting)?</p> <p>*Pregnancy: It is usually the female that carries the baby in nature.</p> <p>*Puberty: 1. Introduction to looking at the outside body changes in males and females. Puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up.</p> <p>*Puberty: 2. Inside body changes - females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period (sexual intercourse and childbirth not taught in this yr gp).</p> <p>*How do I feel about puberty and growing up? Is there anything that am worried about that I can discuss with my safe adults and class community? Who to seek for reassurance if anything worries them</p> <p>Self-Assurance: We develop resilience</p> <p>Independence: We have Rights & Responsibilities</p> <p>*Transition Programme: move to next class, new teacher, new classmates, new expectations</p>

LKS2	Autumn		Spring		Summer	
Year 4	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk</p> <p>The children learn about a restorative community, *Democracy: how is it used in our school? <u>Independence: We have Rights & Responsibilities</u></p> <p>*How to make positive contribution to my class and school community</p> <p>*Being a good bystander/effective bystander behaviour – what does this look like? How we consider other people’s feelings <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*NSPCC virtual assembly & discussion: Speak Out, Stay Safe</p>	<p>Celebrating Differences</p> <p>*The concept of judging people by appearance and first impressions: What influences my thinking in terms of what is ‘normal’? When has my first impression of someone changed? <u>Broadening Minds: We are Respectful Citizens</u></p> <p>*Bullying: Further exploration of what constitutes bullying behaviours, incl. online bullying and what to do if they are worried. *Who are their trusted adults / ‘go to’ adults. *Revisit: good bystander behaviours and the importance of these <u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Unique Me: what is special about me? What makes me unique/who I am? <u>Self-Assurance: We are Resilient</u></p>	<p>Dreams & Goals</p> <p>*Revisit: What are my hopes and dreams? How does it feel when dreams don’t come true? How to cope with/overcome feelings of disappointment - resilience.</p> <p>*Making new plans and setting new goals – despite disappointment if it has happened.</p> <p>*Which skills and characteristics and behaviours do I need for effective teamwork and overcoming challenges? Reflect on successes and the feelings associated with Embracing challenge. <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u> <u>Self-Assurance: We develop resilience</u></p> <p>*Annual Scooter School Training</p>	<p>Healthy Me</p> <p>*Positive relationships and friendships: how do the people I call my friends make me feel? How do other people I have relationships with make me feel?</p> <p>*Smoking/Vaping and alcohol: How can these affect our health <u>Independence: We have Rights & Responsibilities</u> <u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Peer Pressure: how to deal with it successfully <u>Self-Assurance: We are Resilient</u></p> <p>*Pedestrian Skills training - ERYC</p>	<p>Relationships</p> <p>*The emotional aspects of relationships and friendships - exploring jealousy and loss/bereavement. <u>Independence: We have Rights & Responsibilities</u></p> <p>*How do relationships change? Change is natural in relationships and they will experience it e.g. changes within families and our school community - How do we cope with and manage these changes for ourselves? *Revisit how we work with relationship restoratively. Relationships may end due to negative reasons but also endings can be amicable. <u>Broadening Minds: We Value Positive Relationships</u> <u>Self-Assurance: We are Resilient</u></p>	<p>Changing Me</p> <p>*Revisit: bodily changes during puberty - additional vocabulary, particularly around menstruation. *Sanitary health: introducing pupils to different sanitary and personal hygiene products. *Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. *The ovum and sperm carry genetic information that carry personal characteristics. *Feelings associated with bodily and emotional change and how to manage these. Children are introduced to Jigsaw’s ‘Circle of Change’ model as a strategy for managing future changes. <u>Self-Assurance: We develop resilience</u> <u>Independence: We have Rights & Responsibilities</u> *Transition Programme: move to next class, new teacher, new classmates, new expectations</p>

UKS2	Autumn		Spring		Summer	
Year 5	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk</p> <p>*Planning goals for the new year.</p> <p>*Exploring their rights and responsibilities as a member of their class, school, wider community & the country they live in <u>Independence: We have Rights & Responsibilities</u></p> <p>*The importance of self-regulation and being a good bystander <u>Self-Assurance: We are Resilient</u> <u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Democracy: how it benefits school and how I can contribute <u>Aspiration: We are ambitious & make well-informed choices as active citizens</u></p> <p>*NSPCC virtual workshop: Speak Out, Stay Safe</p>	<p>Celebrating Differences</p> <p>*Exploring culture & cultural differences</p> <p>*Racism- What is it? How can I be aware of my own feelings towards people from different cultures? <u>Broadening Minds: We are Respectful Citizens; We Value Positive Relationships</u></p> <p>*Revisit: Bullying behaviours - the impact of rumour spreading, name-calling.</p> <p>*Bullying: direct and indirect ways of bullying - how to be a good bystander <u>Self-Assurance: We are Resilient</u></p> <p>*Emotional literacy – 1. consider happiness regardless of material wealth <u>Self-Assurance: We are Resilient</u> 2. respect other people's cultural views- what constitutes 'wealth' - <u>Broadening Minds: We are Respectful Citizens</u></p>	<p>Dreams & Goals</p> <p>*My Dreams & Goals: will I need money to help achieve them?</p> <p>*Occupations: jobs that people I know do</p> <p>*Some jobs pay more money than others and reflect</p> <p>*What type/s of job/s might I like to do when I am older? <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*Sim/s & diffs between self (& their dreams & goals)- and someone from diff culture <u>Broadening Minds: We are Respectful Citizens</u></p>	<p>Healthy Me</p> <p>*Risks of smoking/ vaping: how does it affects the lungs, liver and heart?</p> <p>*Risks associated with alcohol misuse.</p> <p>*Investigation: how are different body types portrayed in the media, social media and celebrity culture?</p> <p>*Eating disorders: people's relationships with food and how this can be linked to negative body image pressures <u>Independence: We have Rights & Responsibilities</u> <u>Self-Assurance: We are Resilient</u></p> <p>*Basic first aid and emergency procedures (including recovery position). How to contact emergency services if needed.</p> <p>*Basic first aid training: outside provider</p>	<p>Relationships</p> <p>*Importance of self-esteem</p> <p>*Importance of being self-assured online and in everyday life</p> <p>*<u>Mental health</u> can be damaged by excessive comparison with others.</p> <p>*The wealth of positive & negative online/ social media contexts incl:- gaming, social networking, age-appnr/ness online.</p> <p>*The SMARRT internet safety rules – issues of grooming & how people online can pretend to be whoever they want. <u>Self-Assurance: We are Resilient</u></p> <p>*Rights/respon/bilities and ensuring they are aware of safe sites: Is it safe to trust all online information just because it is on the internet? <u>Independence: We have Rights & Responsibilities</u></p>	<p>Changing Me</p> <p>*Revisit: self-esteem, self-image and body image: we all have perceptions about ourselves and others, these may be right or wrong.</p> <p>*How does social media and the media promote unhelpful comparisons? How do I manage these? <u>Self-Assurance: We are Resilient</u></p> <p>*Revisit: Puberty - explaining bodily changes in males and females.</p> <p>*Sexual intercourse: more detailed in scientific content than previous year. Pupils encouraged to ask questions/seek clarification about anything they don't understand.</p> <p>*Pregnancy: further scientific content including facts about development of the foetus and some (basic detail) about alternative ways of conception, e.g. IVF.</p> <p>*Having a baby is a personal choice.</p> <p>*Why do people choose to be in a romantic relationship and/ or choose to have a baby? <u>Independence: We have Rights & Responsibilities</u> <u>Broadening Minds: We Value Positive Rel/ships</u></p> <p>*What does it mean to me to become a teenager? Exploring increase in freedom, rights and responsibilities</p> <p>*What are some public perceptions around teenagers? Are they always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/ girlfriend, etc? <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*Transition Programme: move to next class, new teacher, new classmates, new expectations</p> <p>*Bikeability: cycling proficiency on the roads and safety practice</p>

UKS2	Autumn		Spring		Summer	
Year 6	<p>Being Me in My World</p> <p>*What are our school values? Create class charter in transition wk *Planning goals for the new year, discussing fears and worries</p> <p>*Revisit: rights and responsibilities wider community and the country they live in <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*The United Nations Convention and how it impacts on the Rights of the Child and that these are not met for all children worldwide</p> <p>*What does it mean to be a good global citizen? How are others affected by our actions? <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p><u>*NSPCC virtual workshop: Speak Out, Stay Safe</u></p>	<p>Celebrating Differences</p> <p>*Differences and similarities: Being different is, for some people, very difficult. <u>Broadening Minds: We are Respectful Citizens</u></p> <p>*Bullying behaviours: how people can have power over others in a group. *Revisit: the importance of being a good bystander. Use a restorative approach to solve problems and know the importance of having a voice <u>Independence: We have Rights & Responsibilities</u> <u>Self-Assurance: We are Resilient</u> <u>Broadening Minds: We Value Positive R/ships</u></p> <p>*People with disabilities: study specific eg's of disabled people's amazing lives and achievements - <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p>	<p>Dreams & Goals</p> <p>*My Dreams & Goals: Sharing personal strengths and future challenges/next steps by setting aspirational but realistic goals *My next steps in learning – how do I stay motivated? <u>Aspiration: We are ambitious and make well-informed choices as active citizens</u></p> <p>*Exploring what I think my classmates like and admire about me. What is the impact of me giving others praise and compliments? How do I go about this? <u>Self-Assurance: We are Resilient</u> <u>Broadening Minds: We Value Positive Relationships</u></p> <p>*Reflections on various global issues – where might people be suffering in the world or living in difficult situations? <u>Broadening Minds: We are Respectful Citizens</u></p>	<p>Healthy Me</p> <p>*Taking responsibility for my own physical and emotional health – including the choices I make. *Different types of drugs: what is the effect these can have on people's bodies?</p> <p>*Exploitation: What is this? What do we mean by 'gang culture'? What could the associated risks of being involved in gang culture be?</p> <p>*Mental health/illness: what is this? How do people's attitudes towards this differ?</p> <p>*Emotional literacy: how do my feelings change sometimes and what might cause these changes?</p> <p><u>Independence: We have Rights & Responsibilities</u> <u>Self-Assurance: We are Resilient</u></p> <p><u>*Basic first aid training: outside provider</u></p>	<p>Relationships</p> <p>*Mental health: how can I take care of my own mental well-being? *The grief cycle: different causes of grief and loss.</p> <p>*Who could try to have power or control over me? They investigate online safety, learning how to judge if something is safe and helpful, as well as talking about communicating with friends and family in a positive and safe way. <u>Independence: We have Rights & Responsibilities</u> <u>Self-Assurance: We are Resilient</u></p>	<p>Changing Me</p> <p>*Puberty in boys and girls: the changes that will happen. How do I feel about these changes? *Childbirth: the stages of development of a baby, starting at conception. *What does it mean to be physically attracted to someone and the effect this can have upon the relationship. *Relationships: Do all of my different relationships need mutual respect? *Resisting the urge to pressurise/be pressured into doing something that they don't want to. *Self-esteem: why it is important? Ways to develop self-esteem. *Transition: to secondary school and what they are looking forward to/are worried about and how they can prepare themselves mentally. <u>Self-Assurance: We are Resilient</u> <u>Independence: We have Rights & Responsibilities</u> <u>Broadening Minds: We Value Positive Relationships</u></p> <p><u>*Bikeability: cycling proficiency on the roads and safety practice</u> <u>Independence: We have Rights & Responsibilities</u></p>

