

**Our PSHE Vision:** At La Moye Primary School, PSHE is taught consistently, regularly, and purposefully. There is a high level of engagement in PSHE learning, making a positive impact on relationships, behaviour for learning and values. As a result of the increased self-awareness of the children, there are reduced incidence of behaviours related to poor learning dispositions.

PSHE develops the children's empathetic and reflective thinking and promotes awareness and engagement with issues in our wider world (conservation, diversity, culture, place in society, Jersey Values). Our PSHE lessons support and embed our Core Values and reinforce the children's understanding of their rights and responsibilities within our Rights Respecting School.

<b>Nursery and Reception PSHE LTP</b>						
	<b>AUTUMN 1</b> Being Me in My World	<b>AUTUMN 2</b> Celebrating Difference	<b>SPRING 1</b> Dreams and Goals	<b>SPRING 2</b> Staying Healthy	<b>SUMMER 1</b> Relationships	<b>SUMMER 2</b> Changes
Nursery and Reception	<p><b>Managing Feelings and Behaviour</b> D4 – To be able to express their own feelings D4 – Begins to show an increasing ability to distract themselves when upset</p> <p><b>Self-Confidence and Self-awareness</b> D4 – Expresses own preferences and interests D6 – To be confident to talk to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities</p>	<p><b>Making relationships</b> D4 – Seeks out others to share experiences D6 – Initiates conversation, attends to and takes account of what others say. ELG – Play co-operatively, show sensitivity to others' needs, feelings and forms positive relationships with adults and other children</p>	<p><b>Self-Confidence and Self-awareness</b> ELG – Children say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p><b>Physical Development</b> • Eats a healthy range of foodstuffs and understands need for variety in food • Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures • Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad • Can initiate and describe playful actions or movements for other children to mirror and follow • Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important • Usually dry and clean during the day • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others • Shows understanding of how to transport and store equipment safely • Practices some appropriate safety measures without direct supervision, considering both benefits and risk of a physical experience</p>	<p><b>Managing Feelings and Behaviour</b> D4 – To respond to the feelings and wishes of others D5 – Begins to accept the needs of others D6 – Beginning to be able to negotiate and solve problems without aggression ELG – They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations.</p>	<p><b>Managing Feelings and Behaviour</b> D4 – Begin to show an increasing ability to distract themselves when upset. D5 – To usually be able to adapt behaviour to different events, social situations and changes to routine</p>
<b>Year 1 – Year 6 PSHE LTP</b>						
	Autumn – Relationships		Spring – Living in the Wider World		Summer – Health and Wellbeing	

	Autumn 1 (4 lessons) Families and Friendships	Autumn 2 (4 lessons) Safe Relationships	Autumn 3 (4 lessons) Respecting ourselves and others	Spring 1 (4 lessons) Belonging to a community	Spring 2 (4 lessons) Media Literacy and Digital Resilience	Spring 3 (4 lessons) Money and Work	Summer 1 (4 lessons) Physical Health and Mental Wellbeing	Summer 2 (4 lessons) Growing and changing	Summer 3 (4 lessons) Keeping Safe
Year 1	<p>Families and friendships Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5</p> <p><b>Lesson 1 – Who looks after me?</b> about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers</p> <p><b>Lesson 2 – People who care for me</b> the role these different people play in children’s lives and how they care for them</p> <p><b>Lesson 3 – Different families</b> what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p><b>Lesson 4 – What to do if you are worried</b> about the importance of telling someone — and how to tell them — if they are worried about something in their family</p>	<p>Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17</p> <p><b>Lesson 1 – Hurting Feelings</b> about situations when someone’s body or feelings might be hurt and whom to go to for help</p> <p><b>Lesson 2 – Private body parts</b> about what it means to keep something private, including parts of the body that are private</p> <p><b>Lesson 3 – Safe and Unsafe touch</b> to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) <i>and</i> how to respond if being touched makes them feel uncomfortable or unsafe</p> <p><b>Lesson 4 – Asking for permission to touch</b> when it is important to ask for permission to touch others <i>and</i> how to ask for and give/not give permission</p>	<p>Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22</p> <p><b>Lesson 1 – Being kind</b> what kind and unkind behaviour mean in and out school</p> <p><b>Lesson 2 – How does it make people feel?</b> how kind and unkind behaviour can make people feel</p> <p><b>Lesson 3 – Respect</b> about what respect means</p> <p><b>Lesson 4 – Class Charter revisited</b> about class rules, being polite to others, sharing and taking turns</p>	<p>Belonging to a community What rules are; caring for others’ needs; looking after the environment PoS Refs: L1, L2, L3</p> <p><b>Lesson 1 – Rules</b> about examples of rules in different situations, e.g. class rules, rules at home, rules outside</p> <p><b>Lesson 2 – We all have needs</b> that different people have different needs</p> <p><b>Lesson 3 – How to look after people and other living things</b> how we care for people, animals and other living things in different ways</p> <p><b>Lesson 4 – Looking after our world</b> how they can look after the environment, e.g. recycling</p>	<p>Using the internet and digital devices; communicating online PoS Refs: L7, L8</p> <p><b>Lesson 1 – Why we use the internet</b> how and why people use the internet <a href="#">Search and Access Resources ▶ Year Group ▶ Year One   ProjectEVOLVE</a></p> <p><b>Lesson 2 – How the internet and devices are useful</b> the benefits of using the internet and digital devices</p> <p><b>Lesson 3 – How to be safe online</b> how people find things out and communicate safely with others online <a href="#">Search and Access Resources ▶ Year Group ▶ Year One   ProjectEVOLVE</a></p> <p><b>4-7s   CEOP Education</b> Jessie and Friends Videos (very good, please use!!)</p>	<p>Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17</p> <p><b>Lesson 1 – Our strengths</b> that everyone has different strengths, in and out of school</p> <p><b>Lesson 2 – Different jobs need different strengths</b> about how different strengths and interests are needed to do different jobs</p> <p><b>Lesson 3 – People who help us</b> about people whose job it is to help us in the community</p> <p><b>Lesson 4 – Jobs!</b> about different jobs and the work people do</p>	<p>Physical health and Mental wellbeing Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10</p> <p><b>Lesson 1 – What is Healthy?</b> what it means to be healthy and why it is important - basic hygiene routines, e.g. hand washing</p> <p><b>Lesson 2 – Healthy Food</b> what it means to be healthy and why it is important - healthy and unhealthy foods, including sugar intake</p> <p><b>Lesson 3 – Being Active</b> about physical activity and how it keeps people healthy <i>and</i> about different types of play, including balancing indoor, outdoor and screen-based play</p> <p><b>Lesson 4 – People who help me</b> about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors</p>	<p>Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24</p> <p><b>Lesson 1 – I am special</b> to recognise what makes them special and unique including their likes, dislikes and what they are good at</p> <p><b>Lesson 2 – Who can help me part 1</b> how to manage and whom to tell when finding things difficult, or when things go wrong</p> <p><b>Lesson 3 – Same and Different</b> how they are the same and different to others</p> <p><b>Lesson 4 – All kinds of feelings</b> about different kinds of feelings and how to recognise feelings in themselves and others <i>and</i> how feelings can affect how people behave</p>	<p>Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34</p> <p><b>Lesson 1 – Sun Safety</b> how to keep safe in the sun</p> <p><b>Lesson 2 – Road Safety</b> how to keep safe on the road and how rules can help to keep us safe</p> <p><b>Lesson 3 – what is safe for me to watch and play?</b> why some things have age restrictions, e.g. TV and film, games, toys or play areas</p> <p><b>Lesson 4 – Who can help me part 2</b> whom to tell if they see something online that makes them feel unhappy, worried, or scared</p>
Year 2	<p>Families and friendships Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24</p>	<p>Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20</p>	<p>Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively;</p>	<p>Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6</p>	<p>Media literacy and Digital resilience The internet in everyday life; online content and information PoS Refs: L8, L9</p>	<p>Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15</p>	<p>Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking</p>	<p>Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27</p>	<p>Keeping safe Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27</p>

	<p><b>Lesson 1 – Being a good friend</b> how to be a good friend, e.g. kindness, listening, honesty <i>and</i> about different ways that people meet and make friends</p> <p><b>Lesson 2 – How to play well</b> strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p><b>Lesson 3 – How to solve our arguments</b> about what causes arguments between friends <i>and</i> how to positively resolve arguments between friends</p> <p><b>Lesson 4 – How to get help</b> how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p>	<p><b>Lesson 1 – Feeling Unsafe? What to do</b> how to recognise hurtful behaviour, including online and how to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p><b>Lesson 2 – Who can help me?</b> what to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p><b>Lesson 3 – What is Bullying?</b> about what bullying is and different types of bullying <i>and</i> how someone may feel if they are being bullied</p> <p><b>Lesson 4 – Safe and Unsafe Secrets</b> about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p>	<p>sharing opinions PoS Refs: R23, R24, R25</p> <p><b>Lesson 1 – Same and Different</b> about the things they have in common with their friends, classmates, and other people (include protected characteristics)</p> <p><b>Lesson 2 – Different to my friend</b> how friends can have both similarities and differences</p> <p><b>Lesson 3 – How to work as a small team</b> how to play and work cooperatively in different groups and situations</p> <p><b>Lesson 4 – How to have a good discussion</b> how to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>	<p><b>Lesson 1 – My different groups</b> about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</p> <p><b>Lesson 2 – Rights and Responsibilities</b> about different rights and responsibilities that they have in school and the wider community</p> <p><b>Lesson 3 – How to make people feel included</b> about how a community can help people from different groups to feel included</p> <p><b>Lesson 4 – My Community</b> to recognise that they are all equal, and ways in which they are the same and different to others in their community</p>	<p><b>Lesson 1 – Sharing online</b> I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online. <a href="#">Search and Access Resources ▶ Year Group ▶ Year Two   ProjectEVOLVE</a></p> <p><b>Lesson 2 – I can explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online</b> <a href="#">Search and Access Resources ▶ Year Group ▶ Year Two   ProjectEVOLVE</a></p> <p><b>Lesson 3 – What can we find on the internet?</b> to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, video <a href="#">Search and Access Resources ▶ Year Group ▶ Year Two   ProjectEVOLVE</a></p> <p><b>Lesson 4 – Is it true?</b> that information online might not always be true <a href="#">Search and Access Resources ▶ Year Group ▶ Year Two   ProjectEVOLVE</a></p> <p><b>Hectors World – Think u Know CEOP</b></p>	<p><b>Lesson 1 – Money in different forms</b> about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</p> <p><b>Lesson 2 – What can I do with my money?</b> how money can be kept and looked after <i>and</i> about getting, keeping and spending money</p> <p><b>Lesson 3 – Getting paid to do a job</b> that people are paid money for the job they do</p> <p><b>Lesson 4 – Is it a ‘need’ or is it a ‘want’?</b> how to recognise the difference between needs and wants <i>and</i> how people make choices about spending money, including thinking about needs and wants</p>	<p>for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20</p> <p><b>Lesson 1 – Keeping healthy, why is sleep important?</b> about routines and habits for maintaining good physical and mental health - why sleep and rest are important for growing and keeping healthy</p> <p><b>Lesson 2 – Keeping my teeth healthy</b> the importance of, and routines for, brushing teeth and visiting the dentist and about food and drink that affect dental health</p> <p><b>Lesson 3 – keeping myself calm and happy</b> how to describe and share a range of feelings <i>and</i> ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</p> <p><b>Lesson 4 – What to do when sad things happen</b> how to manage big feelings including those associated with change, loss and bereavement and when and how to ask for help, and how to help others, with their feelings</p>	<p><b>Lesson 1 – Human life cycle</b> about the human life cycle and how people grow from young to old</p> <p><b>Lesson 2 – Growing up</b> how our needs and bodies change as we grow up</p> <p><b>Lesson 3 – Parts of the body</b> to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>Lesson 4 – Changes</b> about change as people grow up, including new opportunities and responsibilities</p>	<p><b>Lesson 1 – Keeping myself safe</b> to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</p> <p><b>Lesson 2 – Water and beach safety</b></p> <p><b>Lesson 3 – Home Safety</b> how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</p> <p><b>Lesson 4 – Emergency services</b> how to respond if there is an accident and someone is hurt and about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</p>
Year 3	Families and friendships What makes a family; features of family life	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS	Respecting ourselves and others Recognising respectful behaviour; the importance of	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities	Media literacy and Digital resilience How the internet is used; assessing information online	Money and Work Different jobs and skills; job stereotypes; setting personal goals	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing	Growing and changing Personal strengths and achievements; managing and	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places

<p>PoS Refs: R1, R6, R7, R8, R9</p> <p><b>Lesson 1 – Different kinds of families</b> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p><b>Lesson 2 – The positives of a family</b> that being part of a family provides support, stability and love <i>and</i> about the positive aspects of being part of a family, such as spending time together and caring for each other <i>(add in being part of a class if we know that some families are not as loving and caring as they should be)</i></p> <p><b>Lesson 3 – How to care for people</b> about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p><b>Lesson 4 – If things don't feel right in my family...</b> to identify if/when something in a family might make someone upset or worried <i>and</i> what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>Refs: R19, R22, R24, R30</p> <p><b>Lesson 1 – Privacy</b> What is appropriate to share with friends, classmates, family and wider social groups including online <i>and</i> about what privacy and personal boundaries are, including online <a href="#">Search and Access Resources</a> ▶ <a href="#">Year Group</a> ▶ <a href="#">Year Three</a>   <a href="#">ProjectEVOLVE</a></p> <p><b>Lesson 2 – Keeping Safe Online</b> basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision <a href="#">Search and Access Resources</a> ▶ <a href="#">Year Group</a> ▶ <a href="#">Year Three</a>   <a href="#">ProjectEVOLVE</a></p> <p><b>Lesson 3 – Bullying</b> that bullying and hurtful behaviour is unacceptable in any situation <i>and</i> about the effects and consequences of bullying for the people involved</p> <p><b>Lesson 4 – Online Bullying</b> about bullying online, and the similarities and differences to face-to-face bullying <i>and</i> what to do and whom to tell if they see or experience bullying or hurtful behaviour <a href="#">Search and Access Resources</a> ▶ <a href="#">Year</a></p>	<p>self-respect; courtesy and being polite PoS Refs: R30, R31</p> <p><b>Lesson 1 – Respect</b> to recognise respectful behaviours e.g. helping or including others, being responsible <i>and</i> what it means to treat others, and be treated, politely</p> <p><b>Lesson 2 – Respectful behaviour</b> how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p><b>Lesson 3 – Self Respect</b> the importance of self-respect and their right to be treated respectfully by others</p> <p><b>Lesson 4 – Respect in different cultures</b> the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>PoS Refs: L1, L2, L3</p> <p><b>Lesson 1 – The Law</b> the reasons for rules and laws in wider society <i>and</i> the importance of abiding by the law and what might happen if rules and laws are broken</p> <p><b>Lesson 2 – Human Rights</b> what human rights are and how they protect people <i>and</i> to identify basic examples of human rights including the rights of children</p> <p><b>Lesson 3 – Rights and Responsibilities</b> about how they have rights and also responsibilities and that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p><b>Lesson 4 – Rights not being respected</b> about children who don't have their rights respected</p>	<p>PoS Refs: L11, L12</p> <p><b>Lesson 1 – Images on the internet</b> how the internet can be used positively for leisure, for school and for work <i>and</i> to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p><b>Lesson 2 – Is it true? Should I be playing this game?</b> strategies to recognise whether something they see online is true or accurate <i>and</i> to evaluate whether a game is suitable to play or a website is appropriate for their age-group <a href="#">Search and Access Resources</a> ▶ <a href="#">Year Group</a> ▶ <a href="#">Year Three</a>   <a href="#">ProjectEVOLVE</a></p> <p><b>Lesson 3 – How to report</b> how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p><b>Lesson 4 – Online safety</b> <a href="#">8-10s</a>   <a href="#">CEOP Education</a> (Please use, really good!)</p>	<p>PoS Refs: L25, L26, L27, L30</p> <p><b>Lesson 1 – Jobs</b> about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p><b>Lesson 2 – Stereotypes</b> about common misconceptions and gender stereotypes related to work <i>and</i> to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p><b>Lesson 3 – Job skills</b> about some of the skills needed to do a job, such as teamwork and decision-making</p> <p><b>Lesson 4 – My future jobs</b> to recognise their interests, skills and achievements and how these might link to future jobs</p>	<p>feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p> <p><b>Lesson 1 – A balanced diet</b> what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally, the impact of sugar</p> <p><b>Lesson 2 – The importance of exercise</b> that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p><b>Lesson 3 – All the feelings</b> about the things that affect feelings both positively and negatively <i>and</i> strategies to identify and talk about their feelings</p> <p><b>Lesson 4 – Sharing feelings</b> about some of the different ways people express feelings e.g. words, actions, body language <i>and</i> to recognise how feelings can change overtime and become more or less powerful</p> <p>New Materials being introduced by PSHE Association in May 2025 to support the teaching of mental health</p>	<p>reframing setbacks PoS Refs: H27, H28, H29</p> <p><b>Lesson 1 – Unique and Valuable</b> to recognise how strengths and interests form part of a person's identity <i>and</i> that everyone is an individual and has unique and valuable contributions to make</p> <p><b>Lesson 2 – Proud of me!</b> how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p><b>Lesson 3 – When things get tough...</b> to recognise common challenges to self-worth e.g. finding schoolwork difficult, friendship issues</p> <p><b>Lesson 4 – How to deal with tricky times</b> basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again</p>	<p>PoS Refs: H38, H39, H41</p> <p><b>Lesson 1 – spot the risks</b> how to identify typical hazards at home and in school <i>and</i> how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p><b>Lesson 2 – Fire Safety</b> about fire safety at home including the need for smoke alarms</p> <p><b>Lesson 3 – Keeping safe out and about</b> how to help keep themselves safe in the local environment or unfamiliar places, including road, beach, water and firework safety <i>and</i> the importance of following safety rules from parents and other adults</p> <p><b>Lesson 4 – First Aid Bites and Stings</b> how to deal with common injuries using basic first aid techniques – Bites and Stings</p>
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Year 4	<p><b>Families and friendships Positive friendships, including online</b> PoS Refs: R10, R11, R12, R13, R18</p> <p><b>Lesson 1 – Healthy friendships</b> about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p><b>Lesson 2 – Keeping positive relationships</b> strategies to build positive friendships <i>and</i> how to seek support with relationships if they feel lonely or excluded</p> <p><b>Lesson 3 – Respectful Communication</b> how to communicate respectfully with friends when using digital devices <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four   ProjectEVOLVE</a></p> <p><b>Lesson 4 – Online relationships</b> how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know <i>and</i> what to do or whom to tell if they are worried about any contact online <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four   ProjectEVOLVE</a></p>	<p><b>Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks</b> online PoS Refs: R20, R23, R27, R28</p> <p><b>Lesson 1 – Is it bullying?</b> to differentiate between playful teasing, hurtful behaviour and bullying, including online <i>and</i> how to respond if they witness or experience hurtful behaviour or bullying, including online <a href="#">Search and Access Resources ▶ Year Group ▶ Year Four   ProjectEVOLVE</a></p> <p><b>Lesson 2 – How to say no!</b> recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable <i>and</i> how to manage pressures associated with dares</p> <p><b>Lesson 3 – I need to tell you a secret...</b> when it is right to keep or break a confidence or share a secret</p> <p><b>Lesson 4 – How to get help</b> how to recognise risks online such as harmful content or contact <i>and</i> how people may behave differently</p>	<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33</p> <p><b>Lesson 1 – Protected Characteristics</b> to recognise differences between people such as gender, race, faith</p> <p><b>Lesson 2 – Things we have in common</b> to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p><b>Lesson 3 – Respecting similarities and differences</b> about the importance of respecting the differences and similarities between people</p> <p><b>Lesson 4 – Using the right words when talking about our differences</b> a vocabulary to sensitively discuss difference and include everyone</p>	<p><b>Belonging to a community</b> What makes a community; shared responsibilities PoS Refs: L4, L6, L7</p> <p><b>Lesson 1 – My communities</b> the meaning and benefits of living in a community <i>and</i> to recognise that they belong to different communities as well as the school community</p> <p><b>Lesson 2 – My groups</b> about the different groups that make up and contribute to a community</p> <p><b>Lesson 3 – Helping my community</b> about the individuals and groups that help the local community, including through volunteering and work</p> <p><b>Lesson 4 – Caring for and helping people in need</b> how to show compassion towards others in need and the shared responsibilities of caring for them</p>	<p><b>Media literacy and Digital resilience</b> How data is shared and used PoS Refs: L13, L14</p> <p><a href="#">Search and Access Resources ▶ Year Group ▶ Year Four   ProjectEVOLVE</a> (for all lessons)</p> <p><b>Lesson 1 – My digital footprint</b> that everything shared online has a digital footprint</p> <p><b>Lesson 2 – Online adverts and my personal data</b> that organisations can use personal information to encourage people to buy things to recognise what online adverts look like</p> <p><b>Lesson 3 – Fact or advert?</b> to compare content shared for factual purposes and for advertising and why people might choose to buy or not buy something online e.g. from seeing an advert</p> <p><b>Lesson 4 – How search results work</b> that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	<p><b>Money and Work</b> Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21</p> <p><b>Lesson 1 – How people spend their money</b> how people make different spending decisions based on their budget, values and needs</p> <p><b>Lesson 2 – Keeping track of your money</b> how to keep track of money and why it is important to know how much is being spent</p> <p><b>Lesson 3 – How to pay for things</b> about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</p> <p><b>Lesson 4 – How spending money can affect other people</b> that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</p>	<p><b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11</p> <p><b>Lesson 1 - Hygiene</b> how to have good personal hygiene</p> <p><b>Lesson 2 – Keeping well</b> what good physical health means and how to recognise early signs of physical illness <i>and</i> that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p><b>Lesson 3 – Looking after my teeth</b> how to maintain oral hygiene and dental health, including how to brush and floss correctly <i>and</i> the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p> <p><b>Lesson 4 - Mental Health</b> recognising feelings, naming feelings and expressing feelings (see new resources coming to the PSHE Association in May 2025)</p>	<p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34</p> <p><b>Lesson 1 – Puberty</b> how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty</p> <p><b>Lesson 2 – The Menstrual Cycle</b> key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams <i>and</i> strategies to manage the changes during puberty including menstruation</p> <p><b>Lesson 3 – Personal Hygiene during Puberty</b> the importance of personal hygiene routines during puberty including washing regularly and using deodorant (this is to follow on from the last unit but if it has been covered enough, visit changes in emotions during puberty)</p> <p><b>Lesson 4 – Who to talk to</b> how to discuss the challenges of puberty with a trusted adult and how to get</p>	<p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46</p> <p><b>Lesson 1 – Medicine Safety</b> the importance of taking medicines correctly and using household products safely</p> <p><b>Lesson 2 – What are drugs?</b> to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <p><b>Lesson 3 – Effects of drugs</b> to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects and to identify some of the risks associated with drugs common to everyday life</p> <p><b>Lesson 4 – First Aid Asthma</b> how to deal with common injuries using basic first aid techniques – Asthma</p>

		online including pretending to be someone they are not <i>and</i> how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online						information, help and advice about puberty	
Year 5	<p><b>Families and friendships Managing friendships and peer influence</b> PoS Refs: R14, R15, R16, R17, R18, R26</p> <p><b>Lesson 1 – Healthy Friendships</b> what makes a healthy friendship and how they make people feel included <i>and</i> strategies to help someone feel included</p> <p><b>Lesson 2 – Peer Influence</b> about peer influence and how it can make people feel or behave and the impact of the need for peer approval in different situations, including online <i>and</i> strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p> <p><b>Lesson 3 – How to positively resolve disputes</b> that it is common for friendships to experience challenges and strategies to positively resolve disputes and reconcile</p>	<p><b>Safe relationships Physical contact and feeling safe</b> PoS Refs: R9, R25, R26, R27, R29</p> <p><b>Lesson 1 – Please don't touch me</b> to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations <i>and</i> how to ask for, give and not give permission for physical contact</p> <p><b>Lesson 2 – How someone feels when they are uncomfortable</b> how it feels in a person's mind and body when they are uncomfortable</p> <p><b>Lesson 3 – What to do about unwanted touch</b> how to respond to unwanted or unacceptable physical contact <i>and</i> that it is never someone's fault if they have experienced unacceptable contact <i>and</i> whom to tell if they are concerned about unwanted physical contact</p>	<p><b>Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination</b></p> <p>PoS Refs: R20, R21, R31, R33</p> <p><b>Lesson 1 – Discrimination Protected Characteristics</b> what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</p> <p><b>Lesson 2 – Equality</b> to recognise that everyone should be treated equally <i>and</i> why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p><b>Lesson 3 – Online bullying</b> to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment <a href="#">Search and Access Resources ▶ Year</a></p>	<p><b>Belonging to a community Protecting the environment; compassion towards others</b> PoS Refs: L4, L5, L19</p> <p><b>Lesson 1 – Protecting the environment</b> about how resources are allocated and the effect this has on individuals, communities and the environment</p> <p><b>Lesson 2 – Why we must protect the environment</b> the importance of protecting the environment and how everyday actions can either support or damage it</p> <p><b>Lesson 3 – Showing care to the environment and animals</b> how to show compassion for the environment, animals and other living things <i>and</i> to express their own opinions about their responsibility towards the environment</p> <p><b>Lesson 4 – How money being spent affects the</b></p>	<p><b>Media literacy and Digital resilience How information online is targeted; different media types, their role and impact</b> PoS Refs: L12, L14</p> <p><b>Lesson 1 – How can I tell if what I am seeing online is real?</b> to recognise unsafe or suspicious content online – fraud <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five   ProjectEVOLVE</a></p> <p><b>Lesson 2 – Cyber Crime – what is it? Am I breaking the law without meaning too?</b> to identify different ways that we could break the law without meaning too – cyber crime <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five   ProjectEVOLVE</a></p> <p><b>Lesson 3 – How to stay healthy online</b> to manage screen time to benefit physical and mental health <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five   ProjectEVOLVE</a></p>	<p><b>Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes</b> PoS Refs: L27, L28, L29, L31, L32</p> <p><b>Lesson 1 – My dream job</b> to identify jobs that they might like to do in the future <i>and</i> how or why someone might choose a certain career</p> <p><b>Lesson 2 – How to choose my dream job</b> about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</p> <p><b>Lesson 3 – Diversity and Inclusion – I can do anything!</b> the importance of diversity and inclusion to promote people's career opportunities <i>and</i> about stereotyping in the workplace, its impact and how to challenge it</p>	<p><b>Physical health and Mental wellbeing Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</b> PoS Refs: H8, H9, H10, H12</p> <p><b>Lesson 1 – The importance of sleep</b> how sleep contributes to a healthy lifestyle <i>and</i> healthy sleep strategies and how to maintain them</p> <p><b>Lesson 2 – Keeping healthy outdoors including sun safety</b> about the benefits of being outdoors and in the sun for physical and mental health <i>and</i> how to manage risk in relation to sun exposure, including skin damage and heat stroke</p> <p><b>Lesson 3 – Medicines and Vaccinations</b> how medicines can contribute to health and how allergies can be managed and that some diseases can be prevented by vaccinations and immunisations</p> <p><b>Lesson 4 – Keeping Healthy and well</b></p>	<p><b>Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing</b> PoS Refs: H16, H25, H26, H27</p> <p><b>Link to Y5 Science unit</b></p> <p><b>Lesson 1 - Protected Characteristics</b> about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</p> <p><b>Lesson 2 – Gender Identity</b> that for some people their gender identity does not correspond with their biological sex</p> <p><b>Lesson 3 – I am me!</b> how to recognise, respect and express their individuality and personal qualities</p> <p><b>Lesson 4 – Better Wellbeing</b> ways to boost their mood and improve emotional wellbeing and about the link between participating in interests, hobbies and community</p>	<p><b>Keeping safe Keeping safe in different situations, including responding in emergencies, first aid</b> PoS Refs: H38, H43, H44, H45</p> <p><b>Lesson 1 – Keeping Safe</b> to identify when situations are becoming risky, unsafe or an emergency <i>and</i> to identify occasions where they can help take responsibility for their own safety</p> <p><b>Lesson 2 – Good risks</b> to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</p> <p><b>Lesson 3 – What to do in an emergency</b> how to respond in an emergency, including when and how to contact different emergency services</p> <p><b>Lesson 4 – First Aid Bleeding</b> how to deal with common injuries using basic first aid techniques - Bleeding</p>

	<p>differences in friendships</p> <p><b>Lesson 4 – Changing Friendships</b> that friendships can change over time and the benefits of having new and different types of friends <i>and</i> how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable <i>and</i> when and how to seek support in relation to friendships</p>	<p><b>Lesson 4 – No, I can't keep that secret</b> that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</p>	<p><a href="#">Group ▶ Year Five   ProjectEVOLVE</a></p> <p><b>Lesson 4 – Discrimination in our world</b> the impact of discrimination on individuals, groups and wider society <i>and</i> ways to safely challenge discrimination <i>and</i> how to report discrimination online <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five   ProjectEVOLVE</a></p>	<p><b>environment e.g. waste</b> about the way that money is spent and how it affects the environment</p>	<p><b>Lesson 4 – What is cyberbullying and how can I report it?</b> cyberbullying and how to report <a href="#">Search and Access Resources ▶ Year Group ▶ Year Five   ProjectEVOLVE</a></p> <p>If time – Screen Time</p>	<p><b>Lesson 4 – What is the path to my dream job?</b> that there is a variety of routes into work e.g. college, apprenticeships, university, training</p>	<p>that bacteria and viruses can affect health and how they can prevent the spread of bacteria and viruses with everyday hygiene routines</p>	<p>groups and mental wellbeing</p>	
Year 6	<p><b>Families and friendships Attraction to others; romantic relationships; civil partnership and marriage</b> PoS Refs: R1, R2, R3, R4, R5, R7</p> <p><b>Lesson 1 – Romantic relationships</b> what it means to be attracted to someone and different kinds of loving relationships <i>and</i> that people who love each other can be of any gender, ethnicity or faith</p> <p><b>Lesson 2 – Everyone's right to be loved</b> the difference between gender identity and sexual orientation and everyone's right to be loved</p> <p><b>Lesson 3 – Healthy relationships and showing commitment</b> about the qualities of healthy relationships that help individuals flourish <i>and</i> ways in</p>	<p><b>Safe relationships Recognising and managing pressure; consent in different situations</b> PoS Refs: R26, R28, R29</p> <p><b>Lesson 1 – Healthy and Unhealthy Relationships</b> to compare the features of a healthy and unhealthy friendship</p> <p><b>Lesson 2 – Peer Pressure and shared responsibility</b> about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong <i>and</i> strategies to respond to pressure from friends including online, how to assess the risk of different online 'challenges' and 'dares'</p> <p><b>Lesson 3 – My rights</b></p>	<p><b>Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues</b> PoS Refs: R30, R34</p> <p><b>Lesson 1 – Values and behaviours</b> about the link between values and behaviour and how to be a positive role model</p> <p><b>Lesson 2 – Respectful Discussions</b> how to discuss issues respectfully <i>and</i> how to listen to and respect other points of view</p> <p><b>Lesson 3 – How to disagree respectfully</b> how to constructively challenge points of view they disagree with</p> <p><b>Lesson 4 – Managing communication online and staying respectful</b></p>	<p><b>Belonging to a community Valuing diversity; challenging discrimination and stereotypes</b> PoS Refs: L8, L9, L10, R21</p> <p><b>Lesson 1 – Prejudice</b> what prejudice means <i>and</i> to differentiate between prejudice and discrimination</p> <p><b>Lesson 2 – Discrimination</b> how to recognise acts of discrimination <i>and</i> strategies to safely respond to and challenge discrimination</p> <p><b>Lesson 3 – Stereotypes</b> how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups</p> <p><b>Lesson 4 – Challenging Stereotypes</b></p>	<p><b>Media literacy and Digital resilience Evaluating media sources; sharing things online</b> PoS Refs: H37, L11, L13, L15, L16</p> <p><b>Lesson 1 – Real or Fake Online</b> how and why images online might be manipulated, altered, or faked <i>and</i> how to recognise when images might have been altered</p> <p><b>Lesson 2 – Social Media</b> that social media sites have age restrictions and regulations for use <i>and</i> why people choose to communicate through social media and some of the risks and challenges of doing so (link to game, movie and TV age ratings)</p> <p><b>Lesson 3 – Online Aware</b></p>	<p><b>Money and Work Influences and attitudes to money; money and financial risks</b> PoS Refs: L18, L22, L23, L24</p> <p><b>Lesson 1 – Money</b> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</p> <p><b>Lesson 2 – Money</b> about value for money and how to judge if something is value for money <i>and</i> how companies encourage customers to buy things and why it is important to be a critical consumer</p> <p><b>Lesson 3 – Money</b> how having or not having money can impact on a person's emotions, health and wellbeing</p>	<p><b>Physical health and Mental wellbeing What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</b> PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p> <p><b>Lesson 1 – Mental Health</b> that mental health is just as important as physical health and that both need looking after <i>and</i> to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support</p> <p><b>Lesson 2 – Mental Health</b> how negative experiences such as being bullied or feeling lonely can affect mental wellbeing <i>and</i> positive strategies for</p>	<p><b>Growing and changing Human reproduction and birth; increasing independence; managing transitions</b> PoS Refs: H24, H33, H35, H36</p> <p><b>Lesson 1 – Growing Up, more independence</b> to recognise some of the changes as they grow up e.g. increasing independence <i>and</i> about what being more independent might be like, including how it may feel</p> <p><b>Lesson 2 – Transition</b> about the transition to secondary school and how this may affect their feelings <i>and</i> about how relationships may change as they grow up or move to secondary school practical strategies that can help to manage times of</p>	<p><b>Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</b> PoS Refs: H37, H42, H46, H47, H48, H49, H50</p> <p><b>Lesson 1- Image Sharing</b> how to protect personal information online <i>and</i> to identify potential risks of personal information being misused <i>and</i> strategies for dealing with requests for personal information or images of themselves <i>and</i> to identify types of images that are appropriate to share with others and those which might not be appropriate</p> <p><b>Lesson 2 – Image Sharing</b> that images or text can be quickly shared with others, even when only sent to one person, and what the</p>

	<p>which couples show their love and commitment to one another, including those who are not married or who live apart</p> <p><b>Lesson 4 – What is marriage and what is civil partnerships</b> what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults <i>and</i> that people have the right to choose whom they marry or whether to get married <i>and</i> that to force anyone into marriage is illegal <i>and</i> how and where to report forced marriage or ask for help if they are worried</p>	<p>Understanding human rights as well as the rights of the child, knowing how to protect yourself as well as being able to identify different types of abuse</p> <p><b>Lesson 4 – what is consent?</b> what consent means and how to seek and give/not give permission in different situations <i>and</i> how to get advice and report concerns about personal safety, including online <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a></p>	<p>ways to participate effectively in discussions online and manage conflict or disagreements</p>	<p>how stereotypes are perpetuated and how to challenge this</p>	<p>the reasons why some media and online content is not appropriate for children <i>and</i> how online content can be designed to manipulate people's emotions and encourage them to read or share things</p> <p><b>Lesson 4 – Viewing and Reporting</b> how to recognise what is appropriate to share online <i>and</i> how to report inappropriate online content or contact <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a></p>	<p><b>Lesson 4 – Money Problems</b> about common risks associated with money, including debt, fraud and gambling and how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk <i>and</i> how to get help if they are concerned about gambling or other financial risks</p>	<p>managing feelings <i>and</i> how feelings can often be helpful, whilst recognising that they sometimes need to be overcome <i>and</i> identify where they and others can ask for help and support with mental wellbeing in and outside school <i>and</i> the importance of asking for support from a trusted adult</p> <p><b>Lesson 3 – Changes including bereavement</b> about the changes that may occur in life including death, and how these can cause conflicting feelings <i>and</i> that changes can mean people experience feelings of loss or grief <i>and</i> about the process of grieving and how grief can be expressed</p> <p><b>Lesson 4 – Screen Time</b> how balancing time online with other activities helps to maintain their health and wellbeing and strategies to manage time spent online and foster positive habits e.g. switching phone off at night <i>and</i> what to do and whom to tell if they are frightened or worried about something they have seen online</p>	<p>change and transition e.g. practising the bus route to secondary school</p> <p><b>Lesson 3 – Sexual Intercourse</b> identify the links between love, committed relationships and conception and what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults</p> <p><b>Lesson 4 – Pregnancy</b> how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb <i>and</i> about the responsibilities of being a parent or carer and how having a baby changes someone's life</p>	<p>impact of this might be <i>and</i> what to do if they take, share or come across an image which may upset, hurt or embarrass them or others <i>and</i> how to report the misuse of personal information or sharing of upsetting content/ images online <a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a></p> <p><a href="#">Search and Access Resources ▶ Year Group ▶ Year Six   ProjectEVOLVE</a></p> <p><b>Lesson 3 – Drugs</b> about the risks and effects of different drugs <i>and</i> about the laws relating to drugs common to everyday life and illegal drugs <i>and</i> to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs <i>and</i> about the organisations where people can get help and support concerning drug use and <i>how</i> to ask for help if they have concerns about drug use</p> <p><b>Lesson 4 – First Aid Choking</b> how to deal with common injuries using basic first aid techniques – Choking</p>
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**Jersey Curriculum Statements**

<p><b>Health and Wellbeing</b> Key Stage 1 and 2 Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. what is meant by a healthy lifestyle</li> <li>2. how to maintain physical, mental and emotional health and wellbeing</li> <li>3. how to manage risks to physical and emotional health and wellbeing</li> <li>4. ways of keeping physically and emotionally safe</li> <li>5. about managing change, including puberty, transition and loss</li> <li>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</li> <li>7. how to respond in an emergency</li> <li>8. to identify different influences on health and wellbeing.</li> </ol>	<p><b>Relationships</b> Key Stage 1 and 2 Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts</li> <li>2. how to recognise and manage emotions within a range of relationships</li> <li>3. how to recognise risky or negative relationships including all forms of bullying and abuse</li> <li>4. how to respond to risky or negative relationships and ask for help</li> <li>5. how to respect equality and diversity in relationships.</li> </ol>	<p><b>Living in the wider world (Economic wellbeing, careers, the world of work and being a responsible citizen)</b> Key Stage 1 and 2 Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community</li> <li>5. about the importance of respecting and protecting the environment</li> <li>6. about where money comes from, keeping it safe and the importance of managing it effectively</li> <li>7. how money plays an important part in people's lives</li> <li>8. a basic understanding of enterprise.</li> </ol>	<p><b>Citizenship</b> Key Stage 1 and 2 Pupils should be taught:</p> <ol style="list-style-type: none"> <li>1. about respect for self and others and the importance of responsible behaviours and actions</li> <li>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</li> <li>3. about different groups and communities</li> <li>4. to respect equality and to be a productive member of a diverse community.</li> </ol>
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