

## St Leonard's C of E Primary PSHE and Safeguarding Curriculum September 2021 onwards



This document outlines all the objectives to be covered from years 1-6.

They are split into six themes, one for each half term:

Me and My World

Keeping Me Healthy and Safe

Relationships and Feelings 1

We're Different and that's Amazing!

The World Outside the Classroom

Relationships and Feelings

By providing this curriculum coverage we are also delivering our responsibilities regarding RSHE (See separate Relationships, Sex and Health Education policy and Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance). These objectives are in *italics*.

The three SCIB (Safeguarding Children in Banbury) themes are: Substance Misuse, Online Safety and Child Exploitation and are taught as Whole School themes, one per big term depending upon need. The schemes of work for these can be accessed via the Professionals pages at <https://scib.info/> We also take part in National Anti-Bullying Week and Online Safety Week, and access visiting workshops and online events where appropriate. Support with planning and inputs is available through SCARF <https://www.coramlifeeducation.org.uk/scarf/>

Teacher choice Learning Objectives are available to meet emerging need. Any safeguarding concerns should be passed to the DSL in the usual way. Please refer to the SEMH triangle for the full range of support available within school and through external agencies.

### PSHE Whole School Objectives

KS1		
Theme	Objectives Y1	Objectives Y2

<u>Me and My World</u> Classroom rules  Self worth Belonging to groups Teamwork Learning behaviour  Teacher choice	<u>Me and My World</u> L.O – To know our classroom has rules. (come up with class rules) <i>L.O – To be able to share how I am special/unique.</i> L.O – To understand the range of groups I belong to. L.O – To be able to work as a team. L.O – To know how to show good learning behaviour. (learning powers) L.O – Teacher choice	<u>Me and My World</u> L.O – To understand why our classroom/school has rules. (come up with class rules) <i>L.O – To know how I am special/unique.</i> L.O – To be able to identify groups I belong/don't belong to. L.O – To be able to work as a team. L.O – To know how to show good learning behaviour. (learning powers) L.O - Teacher choice
<u>Keeping Me Healthy and Safe</u> Mental health Physical health  Safer strangers/places Location safety  SCIB – substance abuse Including risks associated with smoking, alcohol Teacher Choice	<u>Keeping Me Healthy and Safe</u> L.O – To know how to keep my brain healthy. L.O – To know what keeps me healthy. (food/exercise/shelter/somewhere safe to sleep) <i>L.O – To understand safer strangers/safer places.</i> L.O – To know how to keep myself safe. (Water? railway? Building site? Road? Choose most app)  L.O - SCIB L.O – SCIB L.O – Teacher Choice	<u>Keeping Me Healthy and Safe</u> L.O – To know how to keep my brain healthy. L.O – To know how to keep myself clean. (personal hygiene, handwashing, spread of germs etc) <i>L.O – To be able to identify safer places and people. (or to phone Childline 0800 1111)</i> L.O – To know how to keep myself safe. (water? Railway? Building side? Road? Choose most app) L.O – SCIB L.O - SCIB L.O – Teacher choice.
<u>Relationships and Feelings 1</u> My family SCIB – online safety and cyber bullying Jealousy	<u>Relationships and Feelings 1</u> <i>L.O – To understand I belong to a family unit. (awareness of different family set ups)</i> L.O – SCIB L.O – To know what jealousy is.	<u>Relationships and Feelings 1</u> <i>L.O – To understand why my family are important to me. (love, care, stability)</i> L.O – SCIB L.O –To understand why I might feel jealous.

STOP (anti bullying)	<i>L.O - To understand the meaning of STOP and how to help your friends</i>	<i>L.O – To understand the meaning of STOP and how to help your friends</i>
Friendships	<i>L.O – To know why friendship is important. (happy/secure/how to make and choose friends)</i>	<i>L.O – To know the characteristics of healthy friendships. (mutual respect, truthfulness, trust, loyalty, kindness, generosity, shared interests, support)</i>
Teacher choice	<i>L.O – To know that the same principles of friendship and respect apply online as well as face-to-face</i> <i>L.O – Teacher choice</i>	<i>L.O – To know that the same principles of friendship and respect apply online as well as face-to-face</i> <i>L.O – Teacher choice</i>
<u>We're different and that's amazing!</u>	<u>We're different and that's amazing!</u>	<u>We're different and that's amazing!</u>
How are we different? (personal)	<i>L.O – To be able to identify differences in my class. (physically/interests)</i>	<i>L.O – To understand ways in which we are all different. (background/experiences)</i>
Respecting others (manners)	<i>L.O – To know how to show respect to others. (manners)</i>	<i>L.O – To know how to show respect to others. (manners)</i>
Fair/unfair	<i>L.O – To understand what is fair/unfair.</i>	<i>L.O – To understand that things don't always seem fair.</i>
Problem solving	<i>L.O – To know how to solve problems. (friendships)</i>	<i>L.O – To know how to solve problems. (friendships)</i>
Complements	<i>L.O – To be able to give and receive complements.</i>	<i>L.O – To be able to give and receive compliments.</i>
Teacher choice	<i>L.O – Teacher choice</i>	<i>L.O – Teacher choice</i>
<u>The World Outside the Classroom</u>	<u>The World Outside the Classroom</u>	<u>The World Outside the Classroom</u>
Jobs/aspirations	<i>L.O – To know about a range of jobs.</i>	<i>L.O – To be able to share my aspirations for the future. (jobs)</i>
Learning powers – future	<i>L.O – To know how the learning powers will help me in the future. (link jobs to learning powers)</i>	<i>L.O – To know which learning powers might help me achieve my aspirations for the future.</i>
Caring for the school environment	<i>L.O – To be able to suggest ways to care for our school environment.</i>	<i>L.O – To be able to suggest ways to care for our school environment.</i>
Caring for our community	<i>L.O – To be able to suggest ways to care for our community.</i>	<i>L.O – To be able to suggest ways to care for our community.</i>
Getting help (outside school)		<i>L.O – To know how to make a clear 999 call</i>

<p>Teacher choice</p> <p><u>Relationships and Feelings 2</u></p> <p>Normal range of emotions/zones of regulation</p> <p>SCIB child exploitation</p> <p>SCIB child exploitation</p> <p>Change</p> <p>Feelings about change</p> <p>Teacher choice</p>	<p>L.O – To know some basic first aid techniques. (eg. small cuts, grazes, bee stings)</p> <p>L.O – Teacher choice</p> <p><u>Relationships and Feelings 2</u></p> <p>L.O – To be able to identify a range of common emotions.</p> <p>L.O – SCIB</p> <p>L.O - SCIB</p> <p>L.O – To be able to identify changes in my life.</p> <p>L.O – To be able to express my feelings about change. (transition)</p> <p>L.O – Teacher choice</p>	<p>L.O – Teacher choice</p> <p><u>Relationships and Feelings 2</u></p> <p>L.O – To understand how I may behave when feeling different emotions. (link to zones of regulation)</p> <p>L.O – SCIB</p> <p>L.O - SCIB</p> <p>L.O – To understand how change makes me feel.</p> <p>L.O – To be able to express my feelings about change. (transition)</p> <p>L.O – Teacher choice</p>
	<p><b>Suggested objectives for blank weeks:</b></p> <p>L.O – To be able to share my achievements for this year.</p> <p>L.O – To know the importance of sleep hygiene.</p> <p>L.O – To understand what it means to feel proud.</p> <p>L.O – To be able to share something I am proud of.</p> <p>L.O – To know how to deal with feelings of loss.</p> <p>L.O – To be able to share my worries.</p> <p>L.O – To know who to ask for help. (identify trusted adults)</p> <p>L.O – To understand everyone has a right to learn.</p> <p>L.O – To know that hard work helps us achieve goals.</p> <p>L.O – To understand how to stay safe around fire. (Bonfire night)</p> <p>L.O – To be able to identify when I’m feeling angry.</p> <p>L.O – To know how to cope with feeling angry.</p> <p>L.O – To know how to keep safe in the Sun.</p> <p>L.O – To understand the work of charities.</p>	

	<p>L.O – To be able to set goals.</p> <p>L.O – To be able to celebrate achievements.</p> <p>L.O – To understand the British Values.</p> <p>L.O – To understand the concept of peer pressure.</p>
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**LKS2**

<b>Themes</b>	<b>Year 3 Objectives</b>	<b>Year 4 Objectives</b>
<u>Me and My World</u> Classroom rules Self worth People who care about me  Teamwork Learning behaviour  Teacher choice	<u>Me and My World</u> L.O – To know why our classroom/school has rules. <i>L.O – To be able to celebrate my strengths.</i> <i>L.O – To know who I can turn to when I need help. (focus on family units)</i> L.O – To be able to work as a team. L.O – To know how to show good learning behaviour. (learning powers) Teacher choice	<u>Me and My World</u> L.O – To know why our classroom/school has rules. <i>L.O – To be able to celebrate my strengths.</i> <i>L.O – To know the characteristics of a healthy family life. (commitment, protection, time, sharing, care)</i> L.O – To be able to work as a team. L.O – To know how to show good learning behaviour. (learning powers) Teacher choice
<u>Keeping Me Healthy and Safe</u> Mental and physical health   Safe/unsafe secrets  Health and prevention	<u>Keeping Me Healthy and Safe</u> L.O – To know how to keep my brain healthy. (Benefits of rest, sleep hygiene, hobbies and interests and rationing screen time) L.O – To know what constitutes a healthy diet  <i>L.O – To understand what a safe/unsafe secret is.</i>  L.O – To understand what an allergy is and how allergies affect people.	<u>Keeping Me Healthy and Safe</u> L.O. To know where to seek help, including at school, if they are worried about their own or someone else’s mental health L.O – To know what constitutes a healthy diet (including understanding calories and other nutritional content) <i>L.O – To understand what a safe/unsafe secret is. (reporting and seeking advice including keep trying until they are heard) (Childline 0800 1111_</i>

<p>SCIB – substance abuse including risks associated with smoking, alcohol and drugs– substance abuse Teacher choice</p> <p><u>Relationships and Feelings 1</u> Confidence</p> <p>SCIB – online safety and cyber bullying</p> <p>Anger STOP (anti bullying) Bullying/unkind behaviour – what’s the difference? Teacher choice</p> <p><u>We’re different and that’s amazing!</u> How are we different?</p> <p>Respecting others</p> <p>Other points of view</p>	<p>L.O – SCIB L.O – SCIB L.O – Teacher choice.</p> <p><u>Relationships and Feelings 1</u> <i>L.O – To know ways in which I can make myself feel confident.</i> L.O – SCIB <i>L.O. – To know that people sometimes behave differently online, including by pretending to be someone they are not</i> L.O –To be able to identify things that make me angry. <i>L.O – To understand the meaning of STOP and know to report concerns</i> <i>L.O – To know the difference between bullying/unkind behaviour.</i> L.O – Teacher choice</p> <p><u>We’re different and that’s amazing!</u> <i>L.O – To understand ways in which we are all different. (beliefs/culture)</i> <i>L.O – To understand why we should respect differences in others. (right to be treated with respect)</i> <i>L.O – To understand that people have different points of view.</i></p>	<p>L.O – To understand how to recognise if I am becoming ill. (weight loss, mood change, unexplained changes to the body) L.O – SCIB L.O – SCIB L.O – Teacher choice.</p> <p><u>Relationships and Feelings 1</u> <i>L.O – To be able to identify situations in which I feel confident.</i> L.O – SCIB <i>L.O – To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i> L.O –To be able to cope with the feeling of anger. <i>L.O – To understand the meaning of STOP and know how to report concerns</i> <i>L.O – To understand how bullying makes people feel.</i> L.O – Teacher choice</p> <p><u>We’re different and that’s amazing!</u> <i>L.O – To be able to identify things we can learn from each other’s differences. (beliefs/ culture/ interests/ strengths)</i> <i>L.O – To understand how we can respect differences in others. (how do we show respect?)</i></p>
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Problem solving	<i>L.O – To know how to solve problems. (friendships)</i>	<i>L.O – To know how to handle differing points of view.</i>
Self respect	<i>L.O – To understand how to respect myself. (eg. positive self talk)</i>	<i>L.O – To know how to solve problems. (friendships)</i>
Teacher choice	L.O – Teacher choice	<i>(never resort to violence)</i>
<u>The World Outside the Classroom</u>	<u>The World Outside the Classroom</u>	<i>L.O – To understand how to respect myself. (eg. avoiding unhealthy/negative relationships)</i>
Jobs/aspirations	L.O – To know about a range of different jobs. (give as wide a range as possible/tackle gender stereotypes)	L.O – Teacher choice
Jobs/aspirations	L.O – To know what skills are important for different jobs. (focus on generic skills such as communication, commitment, reliability, motivation)	<u>The World Outside the Classroom</u>
Caring for our school environment	L.O – To be able to suggest ways to care for our school environment. (recycling – why, how, impact)	L.O – To be able to find out what my personal strengths are. (strengths linked to jobs)
Caring for our community	L.O – To know why we are encouraged to walk to school. (environmental impact)	L.O – To be able to find out about a job that interests me.
Calling 999/first aid	L.O – To know some basic first aid techniques. (minor bleeds/choking)	L.O – To be able to suggest ways to care for our school environment. (NB – energy saving – why, how, impact)
Teacher choice	L.O – Teacher choice	L.O – To know why we are encouraged to recycle. (environmental impact)
<u>Relationships and Feelings 2</u>	<u>Relationships and Feelings 2</u>	L.O – To how to make a 999 call
My body	<i>L.O – To understand my body belongs to me. (private parts of the body/names etc)</i>	L.O – Teacher choice
Safe/unsafe touch	<i>L.O – To know the difference between safe/unsafe touch.</i>	<u>Relationships and Feelings 2</u>
SCIB – child exploitation	L.O – SCIB	<i>L.O – To know I have the right to privacy. (body)</i>
SCIB – child exploitation	L.O – SCIB	<i>L.O – To know how to respond to touch that makes me feel uncomfortable. (reporting)</i>

<p>Feelings about change/transition Teacher choice</p>	<p>L.O – To understand how significant changes make me feel. (link to transition) L.O – Teacher choice</p>	<p>L.O – SCIB L.O – SCIB L.O – To understand how significant changes make me feel. (link to transition) L.O – Teacher choice</p>
<p><b>Suggested objectives for blank weeks:</b></p> <p>L.O – To know how to deal with feelings of loss. L.O – To be able to share my worries. L.O – To know the impact of a poor diet and limited exercise. L.O – To know who to ask for help. (identify trusted adults) L.O – To understand everyone has a right to learn. L.O – To know how to listen actively. L.O – To know that hard work helps us achieve goals. L.O – To understand how to stay safe around fire. (Bonfire night) L.O – To know how and when to make a 999 call. L.O – To know how to keep safe in the Sun. L.O – To understand how germs and bacteria are spread. L.O – To know how to practise good personal hygiene. L.O – To understand the work of charities. L.O – To be able to set goals. L.O – To be able to celebrate achievements. L.O – To understand what it means to be proud. L.O – To understand the meaning of compassion. L.O – To know how to assess risk. L.O – To know the meaning of democracy. L.O – To understand how the rule of law supports communities. L.O – To understand the British Values.</p>		



	L.O – To know the difference between being assertive and aggressive.	
<b>UKS2</b>		
<b>Themes</b>	<b>Year 5 Objectives</b>	<b>Year 6 Objectives</b>
<u>Me and My World</u> Classroom rules  Class Identity/self worth  Roles and Responsibilities  Learning behaviour  Social Media  Teacher choice  <u>Keeping Me Healthy and Safe</u> Mental and Physical health  Healthy eating	<u>Me and My World</u> L.O – To know why our classroom/school has rules. (come up with class rules) <i>L.O – To be able to identify how I contribute to our class. (strengths/weaknesses/self worth)</i> L.O – To know the ways in which I can take responsibility. (home/outside school) L.O – To know how to show good learning behaviour. (learning powers) <i>L.O – To know how social media can impact my mental health. (seeking advice)</i> L.O -Teacher choice  <u>Keeping Me Healthy and Safe</u> L.O – To know that it is common to experience mental health problems and that it is best to seek support early on L.O – To understand simple self-care techniques; the benefits of physical exercise, time outdoors, community participation upon happiness; mindfulness <i>L.O – To respond safely and appropriately to adults they may encounter whom they do not know</i>	<u>Me and My World</u> L.O – To know why our classroom/school has rules. (come up with class rules) <i>L.O – To be able to identify how I contribute to our class. (strengths/weaknesses/self worth)</i> L.O – To know the ways in which I can take responsibility. (jobs in school) L.O – To know how to show good learning behaviour. (learning powers) <i>L.O – To understand how to cope with the pressure of social media and why some social media are age restricted, including addiction( seeking advice)</i> L.O - Teacher choice  <u>Keeping Me Healthy and Safe</u> L.O – To understand immunisation and why we are vaccinated against some illnesses.  L.O -To know the risks of an inactive lifestyle (including obesity)  L.O – To know the characteristics of a poor diet and the risks associated with unhealthy eating eg obesity, tooth decay, alcohol

Adults we do not know	<i>L.O – To recognise and report feelings of being unsafe or feeling bad about an adult</i>	<i>L.O – To respond safely and appropriately to adults they may encounter (including online) whom they do not know, including recognising and reporting feelings of being unsafe or feeling bad about an adult</i>
Domestic Violence	L.O – To understand what constitutes healthy family relationships and how to report concerns	L.O – To know how to cope with domestic violence. (incl what constitutes healthy family relationships and how to report concerns.)
Isolation and loneliness	L.O – To understand the signs of isolation and loneliness.	L.O – To know ways to combat isolation/loneliness and who to seek advice from.
IMPS / Junior Citizen SCIB – substance abuse including risks associated with smoking, alcohol and drugs	L.O – SCIB L.O – SCIB	L.O. –To know how to assess risk; IMPS, Junior Citizen L.O – SCIB L.O – SCIB
<u>Relationships and Feelings 1</u> Dealing with conflict	<u>Relationships and Feelings 1</u> <i>L.O – To be able to recognise when a relationship/friendship is making me unhappy. ( who to turn to)</i> <i>L.O – SCIB</i> L.O – To know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	<u>Relationships and Feelings 1</u> <i>L.O – To understand how friendships and relationships involve give and take.</i>  <i>L.O – SCIB</i> L.O- To know how information and data is shared and used online, and why you must never send naked photographs of yourself L.O. To know that the internet can be a negative place where online abuse, trolling and bullying can take place, and ways to report concerns and get support
SCIB – online safety and cyber bullying		
Stress		

<p>STOP (anti bullying) Peer pressure Privacy</p>	<p>L.O –To be able to identify things that cause me stress. <i>L.O – To understand the meaning of STOP.</i> <i>L.O – To understand the impact of peer pressure.</i> <i>L.O – To understand personal boundaries (privacy, including in a digital context) and what to do if a friend or stranger makes you feel uncomfortable</i></p>	<p>L.O –To know ways I can cope with stress. (link to SATS) <i>L.O – To understand the meaning of STOP.</i> <i>L.O – To know how to cope with peer pressure.</i> <i>L.O – To consider the concept of privacy including that it is not always right to keep secrets if they relate to being safe</i></p>
<p><u>We're different and that's amazing!</u></p>		
<p>Celebrating differences</p>	<p><u>We're different and that's amazing!</u></p>	<p><u>We're different and that's amazing!</u></p>
<p>Celebrating differences</p>	<p><i>L.O – To understand that others' families may be different to my own. (different family set ups)</i></p>	<p><i>L.O – To understand that not everyone has the same experiences as me. (immigration or refugees)</i></p>
<p>Different points of view</p>	<p><i>L. O – To understand ways in which we are all different. (disabilities/Invictus Games/Paralympics)</i></p>	<p><i>L.O – To understand how people's experiences may affect them.</i></p>
<p>Courtesy/Respect</p>	<p><i>L.O – To understand that people have different points of view. (focus on the concept)</i></p>	<p><i>L.O – To understand that people have different points of view. ( how to deal with this)</i></p>
<p>Stereotypes</p>	<p><i>L.O – To know how to show courtesy to those I disagree with.</i></p>	<p><i>L.O – To understand that we all have the right to be treated with respect.</i></p>
<p>Teacher choice</p>	<p><i>L.O – To understand the concept of stereotyping.</i></p>	<p><i>L.O – To understand how stereotyping can be unfair/negative.</i></p>
<p><u>The World Outside the Classroom</u></p>	<p>L.O – Teacher choice</p>	<p>L.O – Teacher choice</p>
<p>Jobs/aspirations</p>	<p><u>The World Outside the Classroom</u></p>	<p><u>The World Outside the Classroom</u></p>
<p>Jobs/aspirations</p>		<p>L.O – To be able to identify jobs I might be interested in.</p>
<p>Permission-seeking</p>		

<p>Caring for the school environment Caring for our community</p>	<p>L.O – To be able to identify jobs I might be interested in. L.O – To understand there may be challenges in me achieving my goals. (linked to job aspirations) L.O – The importance of permission-seeking and giving in relationships with friends, peers and adults L.O – To be able to suggest ways to care for our school environment. (saving water – how, impact)</p>	<p>L.O – To be able to find out how I might achieve my aspirations. (routes, focus for the future, experience) L.O – The importance of permission-seeking and giving in relationships with friends, peers and adults L.O – To be able to suggest ways to care for our school environment. (composting waste – how, impact)</p>
<p>Managing money Teacher choice</p>	<p>L.O – To be able to suggest ways to care for our community. (energy saving – how, why, impact)</p>	<p>L.O – To be able to suggest ways to care for our community. (reducing pollution – how, impact)</p>
<p><u>Relationships and Feelings 2</u> Families/Marriage</p>	<p>L.O – To be able to plan a simple budget. L.O – Teacher choice</p>	<p>L.O – To be able to plan a simple budget. L.O – Teacher choice</p>
<p>SRE – School Nurse Visits</p>	<p><u>Relationships and Feelings 2</u> <i>L.O – To know family relationships are not always easy. (where to turn if feeling unsafe/unhappy)</i></p>	<p><u>Relationships and Feelings 2</u> <i>L.O – To understand that marriage is a legal commitment. (incl opposite/same sex/ religious/ civil)</i></p>
<p>SRE – School Nurse Visits</p>	<p><i>L.O. – To know about changes in the body related to puberty, such as periods and voice breaking (science curriculum)</i></p>	<p><i>L.O. – To know about changes in the body related to puberty, such as periods and voice breaking (science curriculum)</i></p>
<p>SCIB – child/criminal exploitation Reporting concerns</p>	<p><i>L.O. – To know when these changes are likely to happen, how they may cause young people anxiety and how they can deal with these (science curriculum)</i> <i>L.O – SCIB</i> <i>L.O - SCIB</i></p>	<p><i>L.O. – To know how a baby is conceived and born (not statutory - parents have right to withdraw)</i> <i>L.O – SCIB</i> <i>L.O – SCIB</i></p>
<p>Transition</p>	<p><i>L.O – To know where to seek advice eg family, school or other sources</i></p>	<p><i>L.O – To know how to report concerns or abuse, for self and others, and the vocabulary and confidence needed to do so</i></p>
<p>Project 10</p>		

	<p>L.O – To be able to share my feelings about moving into year 6. (NB – worries/hopes/questions)</p>	<p>L.O – To be able to consider my experience at St Leonard’s.</p> <p>L.O – To learn about the age of criminal responsibility and aspects of anti-social and risk-taking behaviour (<b>Project 10</b>) (Several different aspects will be studied, depending upon needs of the cohort)</p>
	<p><b>Suggested objectives for blank weeks:</b></p> <p>L.O – To know how to deal with feelings of loss.</p> <p>L.O – To be able to share my worries.</p> <p>L.O – To know how to keep my body healthy. (personal hygiene/food/exercise)</p> <p>L.O – To know who to ask for help. (identify trusted adults)</p> <p>L.O – To know how to listen actively.</p> <p>L.O – To know that hard work helps us achieve goals.</p> <p>L.O – To understand how to stay safe around fire. (Bonfire night)</p> <p>L.O – To know how and when to make a 999 call or Childline 0800 1111.</p> <p>L.O – To know how to keep safe in the Sun.</p> <p>L.O – To know about good dental hygiene.</p> <p>L.O – To understand and recognise early signs of illness eg. weight loss.</p> <p>L.O – To be able to set goals.</p> <p>L.O – To be able to celebrate achievements.</p> <p>L.O – To understand the meaning of compassion.</p> <p>L.O – To know how to assess risk.</p> <p>L.O – To know the meaning of democracy.</p> <p>L.O – To understand how the rule of law supports communities.</p> <p>L.O – To understand the British Values.</p> <p>L.O – To know the difference between being assertive and aggressive.</p> <p>L.O – To know how I can be a positive role model.</p>	

	<p>L.O – To know how to work together as a team.</p> <p>L.O – To be able to take pride in my actions/work.</p> <p>L.O – To understand appropriate/inappropriate touch.</p> <p>L.O – To understand that marriage is a formal and legal commitment, and should be entered into willingly</p> <p>L.O – To understand the concept of forced marriage.</p> <p>L.O – To understand the difference between points of view and radical viewpoints (which might be forced upon others)</p> <p>L.O – To know principles of planning and preparing a range of healthy meals.</p>
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