

PSHE Overview and Coverage – Personal Development, British Values and SMSC Links

| Year/ Term | Topic | Strand | Key Objectives | SMSC British Values Personal Development |
|-----------------------|--------------------------------------|---|--|---|
| Year 1 Autumn 1 | Feelings and Special People | Relationships Health | <p>To know how to recognise and talk about emotions and feelings.</p> <p>To know that there is a normal range of emotions.</p> <p>To know whether feelings are appropriate and proportionate.</p> <p>To understand the importance of self-respect.</p> <p>To know how important friendships are to happiness.</p> <p>To know the importance of families.</p> | <p>Home and community Confidence</p> <p>Flourishing/ developing character</p> <p>Social skills</p> <p>Positive relationships</p> <p>Reasoned views</p> <p>Respect</p> |
| Year 1 Autumn 2 | Staying Safe | Relationships Health Living in the Wider World | <p>To understand rights and responsibilities.</p> <p>To know where and how to seek support – including mental health, well-being and emotions.</p> <p>To know about the special people who work in a community.</p> <p>To know how to assess risk and consequences.</p> <p>To know how to respond safely to adults that they don't know.</p> <p>To know facts about legal and illegal harmful substances and risks.</p> <p>To understand why rules are needed to keep everyone safe</p> <p>To know how to recognise feelings of being unsafe.</p> <p>To know how to ask for advice and report concerns.</p> <p>To know that people can behave differently online.</p> <p>To know how to be assertive and take responsibility for own safety.</p> | <p>Home and community Confidence/ responsibility</p> <p>BV – rule of law</p> <p>Mental health</p> <p>Online well-being</p> <p>Dangers of social media</p> <p>RSE</p> <p>Know right and wrong/ law</p> <p>Positive relationships</p> <p>Safeguarding</p> |
| Year 1 Spring 1 | Healthy Me | Health | <p>To understand the benefits of physical exercise/ a healthy lifestyle.</p> <p>To know what constitutes a healthy diet.</p> <p>To know about good dental health and hygiene.</p> <p>To know the benefits of rationing time online.</p> <p>To know where and how to report concerns (link autumn 2)</p> | <p>Home and community Responsibility</p> <p>Preparing for adult life</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Online well-being</p> <p>Dangers of mobiles/ social media</p> <p>Physical health</p> |

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| | | | <p>To know about safe and unsafe exposure to the sun.</p> <p>To know simple self-care techniques.</p> <p>To be able to recognise early signs of physical illness.</p> | Safeguarding |
| Year 1 Spring 2 | All Around Us | Health Living in the Wider World | <p>To understand the benefits of physical exercise/ community service on health and mental well-being.</p> <p>To understand how common household items can be reused.</p> <p>To help construct and follow rules, and understand how these help.</p> <p>To know how rules and laws protect them and others.</p> <p>To know how they can contribute to life in the classroom and school.</p> | <p>Home and community</p> <p>Resilience and responsibility</p> <p>Preparing for adult life</p> <p>Inclusiveness</p> <p>BV – democracy, rule of law, mutual respect</p> <p>Mental health</p> <p>Right/ wrong and the law</p> <p>Consequences and reasoned views</p> <p>Community</p> <p>Common values and parliamentary system</p> |
| Year 1 Summer 1 | Money Matters | Living in the Wider World | <p>To know that money comes from different sources and can be used for different purposes.</p> <p>To know the role that money plays in their lives and how to keep it safe.</p> | <p>Responsibility</p> <p>Preparing for adult life</p> <p>BV – Individual Liberty</p> <p>Careers link</p> <p>Decision making</p> <p>Confidence</p> |
| Year 1 Summer 2 | Consolidation of year 1 objectives; additional links to British Values and Personal Development needs of the cohort | | | |

| Year/ Term | Topic | Strand | Key Objectives | Cultural Capital SMSC British Values Personal Development |
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| Year 2 Autumn 1 | Different Types of Families | Relationships | <p>To understand that families are important when growing up.</p> <p>To know that families can be different.</p> <p>To understand the characteristics of healthy family life.</p> <p>To know that stable, caring relationships may be of different types.</p> <p>To be able to recognise if family relationships are making them feel unhappy or unsafe.</p> | <p>Home and community</p> <p>Preparing for adult life</p> <p>Inclusiveness</p> <p>BV – rule of law/ mutual respect and tolerance</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Physical health</p> |

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| | | | To know that marriage represents a legal and formal commitment | Reflect own beliefs Respect faiths Cultural range Value things in common Law |
| Year 2 Autumn 2 | Healthy Bodies | Relationships Health | To know the facts and science relating to allergies, immunisation and vaccination. To know the characteristics and benefits of an active lifestyle. To know simple self-care techniques. To know the importance of building exercise into daily routines. To understand the importance of sufficient good quality sleep. To know about personal hygiene. To know that each person's body belongs to them and the difference between appropriate and inappropriate contact. | Home and community Respect Preparing for adult life Mental health Physical health RSE Influences Right and wrong Positive relationships Safeguarding |
| Year 2 Spring 1 | Feeling Included | Relationships Health | To know the characteristics of friendships. To understand that there is a normal range of emotions. To know that healthy friendships are positive. To know the conventions of courtesy and manners. To know that friendships have ups and downs. To know how to recognise who to trust and not to trust. To understand that they can expect to be treated with respect. To know the importance of respecting others. | Home and community Confidence, resilience, responsibility and respect Preparing for adult life BV – Mutual respect and tolerance Flourishing – developing character Mental health Readiness for next phase Value things in common Social skills Positive relationships |
| Year 2 Spring 2 | Healthy Minds | Health | To understand that mental health and well-being is a normal part of daily life. To know that there is a normal range of emotions. | Home and community Responsibility Preparing for adult life Mental health Online well-being |

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| | | | <p>To understand why some social media and computer games are age restricted.</p> <p>To know simple self-care techniques.</p> <p>To know how to just whether feelings are appropriate/ proportionate.</p> <p>To know simple self-care techniques.</p> <p>To understand that isolation and loneliness can affect children.</p> | <p>Dangers of social media</p> <p>Physical health</p> <p>Right and wrong</p> <p>Social skills</p> |
| Year 2 Summer 1 | Caring for the Environment and Social Responsibility | Relationships Health Living in the Wider World | <p>To know the benefits of physical exercise.</p> <p>To understand the importance of respecting others.</p> <p>To know what improves environments.</p> | <p>Home and community</p> <p>Respect</p> <p>Responsibility</p> <p>Preparing for adult life</p> <p>BV – mutual respect and tolerance/ rule of law</p> <p>Physical health</p> <p>Readiness for next phase</p> <p>Value things in common</p> <p>Right and wrong</p> <p>Community</p> <p>Consequences</p> <p>Reasoned views</p> |
| Year 2 Summer 2 | Consolidation of year 2 objectives; additional links to British Values and Personal Development needs of the cohort | | | |

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| Year 3 Autumn 1 | Safety Online | Relationships Health | <p>To recognise that the internet is an integral part of life.</p> <p>To recognise that the internet can also be negative.</p> <p>To understand that people can behave differently online.</p> <p>To understand the importance of keeping personal information private.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> <p>Preparing for adult life</p> <p>BV – Rule of law</p> <p>Mental health</p> |

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| | | | <p>To understand how information and data is shared.</p> <p>To learn about the concepts of privacy.</p> <p>To learn how to respond safely and appropriately to adult they don't know.</p> <p>To learn how to critically consider online friendships.</p> <p>To understand that the same principles apply to online and real life relationships.</p> <p>To understand what sort of boundaries are appropriate.</p> <p>To know about the benefits of rationing the time spent online.</p> <p>To know why social media and games have age restrictions.</p> <p>To know about the rules and principles of keeping safe online.</p> <p>To know where and how to seek support.</p> <p>To know where and how to report concerns.</p> <p>To learn how to ask for advice.</p> | <p>RSE</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> <p>Reasoned views</p> <p>Positive relationships</p> <p>Online well-being</p> <p>Dangers of mobile/ social media</p> <p>Safeguarding</p> |
| Year 3 Autumn 2 | Celebrating Achievements and Being Resilient | Relationships Health | <p>To understand that mental well-being is a normal part of daily life.</p> <p>To know that all achievements should be celebrated.</p> <p>To understand that it's important to have aspirations and goals.</p> <p>To learn to judge whether feelings and behaviours are appropriate and proportionate.</p> <p>To learn how to recognise and talk about emotions.</p> <p>To learn where and how to seek support for mental health.</p> <p>To understand that it is common for people to experience mental ill health.</p> <p>To learn the benefits of physical exercise.</p> <p>To understand the characteristics of healthy family life.</p> <p>To learn simple self-care techniques.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> <p>Preparing for adult life</p> <p>Equal opportunity and inclusiveness</p> <p>BV – Mutual Respect and Tolerance</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Readiness for next phase</p> <p>Respect faiths/ beliefs</p> <p>Imagination</p> <p>Influences</p> <p>Cultural range</p> |

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| | | | | Value things in common Social skills |
| Year 3 Spring 1 | Being Part of a Community | Health Living in the Wider World | To understand why they belong to different groups and communities. To help to construct and follow rules. To understand what being part of a community means. To understand the benefits of physical exercise. To understand what improves and harms the environment. | Home and community Respect Preparing for adult life Equal opportunity/inclusiveness BV – mutual respect and tolerance Flourishing – developing character Physical health Influences Cultural range Value things in common Social skills |
| Year 3 Spring 2 | Exercise | Health | To understand the characteristics and benefits of an active lifestyle. To understand the risks of an inactive lifestyle. To know about simple self-care techniques. To know the benefit of physical exercise. To know how and when to seek support. | Home and community Confidence and resilience Preparing for adult life Mental health Physical health Safeguarding |
| Year 3 Summer 1 | Stereotypes | Relationships | To understand stereotypes and how they can be negative. To understand the importance of respecting others. | Home and community Confidence, resilience, responsibility and respect Preparing for adult life Equal opportunity/inclusiveness BV – Mutual Respect and Tolerance Reflect own beliefs/respect faiths Influences Cultural range |

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| | | | | Value things in common Social skills |
| Year 3 Summer 2 | What I Like | Relationships Health | <p>To know simple self-care techniques.</p> <p>To know how to recognise and talk about emotions.</p> <p>To know that there is a normal range of emotions.</p> <p>To understand the importance of respecting others.</p> <p>To understand the importance of self-respect.</p> <p>To understand the importance of permission seeking and giving.</p> <p>To know that each person's body belongs to them.</p> <p>To know how to ask for advice.</p> <p>To know how to report concerns or abuse.</p> <p>To know how to recognise if family relationships are making them unhappy/ unsafe.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> <p>Preparing for adult life</p> <p>Equal opportunity and inclusiveness</p> <p>BV – mutual respect and tolerance</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> <p>Positive relationships</p> <p>RSE</p> <p>Safeguarding</p> |

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| Year 4 Autumn 1 | Nutrition and Dental Health | Health | <p>To know what constitutes a healthy diet.</p> <p>To understand the characteristics of a poor diet.</p> <p>To know the principles of planning and preparing healthy meals.</p> <p>To recognise early signs of physical illness.</p> <p>To know the benefits of oral hygiene.</p> | <p>Home</p> <p>Responsibility</p> <p>Physical health</p> <p>Consequences</p> |
| Year 4 Autumn 2 | Human Rights | Living in the Wider World | <p>To understand that there are basic human rights.</p> <p>To understand why and how laws and rules protect them.</p> <p>To understand that universal rights are there to protect everyone.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> |

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| | | | To realise the consequences of anti-social behaviour. | <p>Preparing for adult life</p> <p>Equal opportunity/inclusiveness</p> <p>BV – democracy; individual liberty; rule of law; mutual respect and tolerance</p> <p>Own beliefs</p> <p>Value things in common/parliamentary system</p> <p>Right and wrong</p> <p>Law and consequences</p> <p>Reasoned views</p> <p>Social skills</p> |
| Year 4 Spring 1 | Emergency Situations | Health Living in the Wider World | <p>To learn about special people who work in the community.</p> <p>To learn how to clearly and efficiently contact the emergency services.</p> <p>To learn how to respond to fire safety issues.</p> <p>To identify water dangers.</p> | <p>Home and community</p> <p>Preparing for adult life</p> <p>Physical health</p> <p>Careers</p> <p>Readiness for next phase</p> <p>Consequences</p> <p>Safeguarding</p> |
| Year 4 Spring 2 | Respect | Relationships Living in the Wider World | <p>To realise the importance of friendships.</p> <p>To identify the characteristics of friendships.</p> <p>To acquire skills to promote positive friendships.</p> <p>To understand how to report feelings of being unsafe.</p> <p>To appreciate the importance of self-respect.</p> <p>To understand that relationships have ups and downs.</p> <p>To understand that healthy relationships are positive.</p> <p>To recognise who to trust and not to trust.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> <p>Preparing for adult life</p> <p>BV – rule of law; mutual respect and tolerance</p> <p>Mental health</p> <p>Online well-being</p> <p>Dangers of social media</p> <p>Physical health</p> <p>RSE</p> |

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| | | | To understand why and how rules and laws protect them. | Safeguarding Right and wrong Law Consequences Reasoned views Positive relationships |
| Year 4 Summer 1 | Money Matters | Living in the Wider World | To know that money comes from different sources. To know the role that money plays in our lives. To develop an initial understanding of interest, loan, debt and tax. | Home and community Responsibility Readiness for next phase Social skills Preparing for adult life |
| Year 4 Summer 2 | Falling Out and Making Up | Relationships Living in the Wider World | To know the importance of friendships to happiness To know the characteristics of friendships To understand that friendships have ups and downs. To realise the consequences of anti-social behaviour. To understand that healthy relationships are positive. To recognise who to trust and not to trust. To know what boundaries are important. | Home and community Confidence, resilience, responsibility and respect Preparing for adult life BV – mutual respect and tolerance Flourishing – developing character Mental health Value things in common Right and wrong Law Consequences Reasoned views Social skills Positive relationships |

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| Year 5 Autumn 1 | Body Image | Relationships Health | To understand the importance of respect. To understand the risks of inactive lifestyles. To understand the importance of self-respect. | Home and community Confidence, resilience, responsibility and respect |

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| | | | <p>To know that body image has changed throughout the ages.</p> <p>To know that the internet can be a negative place.</p> <p>To know what constitutes a healthy diet.</p> <p>To know how to become a discerning consumer of information.</p> <p>To understand the importance of respecting others.</p> | <p>Preparing for adult life</p> <p>Equal opportunity/inclusive</p> <p>BV – mutual respect and tolerance</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Online well-being</p> <p>Dangers of mobile/social media</p> <p>Physical health</p> <p>Respect own beliefs</p> <p>Respond positively</p> <p>Social skills</p> <p>Positive relationships</p> <p>RSE</p> |
| Year 5 Autumn 2 | Bereavement and Loss | Relationships Health | <p>To be able to recognise and talk about emotions.</p> <p>To appreciate the characteristics of healthy family life.</p> <p>To know that families can be different.</p> <p>To explore the ways that other cultures celebrate life and loss.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility, and respect</p> <p>Preparing for adult life</p> <p>Equal opportunity/inclusiveness</p> <p>BV – democracy/ mutual respect and tolerance</p> <p>Mental health</p> <p>Respect beliefs and faith</p> <p>Influences, cultural range, valuing things in common</p> <p>Positive relationships</p> |
| Year 5 Spring 1 | Fake News | Health Living in the Wider World | <p>To critically examine what is presented in social media.</p> <p>To understand how to be a discerning consumer.</p> <p>To know where and how to report concerns.</p> <p>To know what a stereotype is.</p> | <p>Home and community</p> <p>Respect</p> <p>Preparing for adult life</p> <p>BV – individual liberty</p> <p>Mental health</p> <p>Online well-being</p> |

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| | | | | <p>Dangers of mobile and social media</p> <p>Readiness for next phase</p> <p>Reflect own beliefs</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> <p>Reasoned views</p> |
| Year 5 Spring 2 | Life in Plastic | Living in the Wider World | <p>To understand what improves and harms the environments.</p> <p>To understand the way that plastics affect the planet.</p> <p>To understand the benefits of physical exercise.</p> <p>To identify the ways that resources can be reduced and recycled.</p> <p>To understand that people and living things have rights.</p> | <p>Home and community</p> <p>Responsibility and respect</p> <p>Preparing for adult life</p> <p>Physical health</p> |
| Year 5 Summer 1 | Puberty | Relationships Health | <p>To know the key facts about puberty.</p> <p>To know about personal hygiene and germs.</p> <p>To know that each person's body belongs to them.</p> | <p>RSE</p> <p>Confidence</p> <p>Preparing for adult life</p> <p>Physical health</p> <p>Readiness for next phase</p> <p>Positive relationships</p> <p>Respect</p> <p>Safeguarding</p> |
| Year 5 Summer 2 | Changes in Friendships | Relationships | <p>To identify the characteristics of friendships.</p> <p>To know how important friendships are in making us happy.</p> <p>To know how to report concerns or abuse.</p> <p>To understand that the internet can be negative.</p> | <p>Home and community</p> <p>Confidence, resilience, responsibility and respect</p> <p>Preparing for adult life</p> <p>BV – mutual respect and tolerance</p> <p>Flourishing – developing character</p> <p>Mental health</p> <p>Dangers of mobile/ social media</p> <p>Value things in common</p> <p>Social skills</p> |

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| | | | | Positive relationships Preparing for the next phase Safeguarding |
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| Year 6 Autumn 1 | Drugs and Alcohol Education | Health | <p>To know the facts about legal and illegal harmful substances.</p> <p>To know what is meant by the term 'habit'.</p> <p>To know that pressure to misbehave can come from many sources.</p> <p>To know how to make informed choices.</p> <p>To understand the role that money plays.</p> | <p>Home and community</p> <p>Confidence, responsibility, respect</p> <p>Preparing for adult life</p> <p>BV – rule of law</p> <p>Mental health</p> <p>Online well-being</p> <p>Dangers of mobile/social media</p> <p>Physical health</p> <p>Careers</p> <p>Readiness for next phase</p> <p>Influences</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> <p>Reasoned views</p> |
| Year 6 Autumn 2 | Sex Education | Relationships Health | <p>To know key facts about puberty.</p> <p>To know that families are important to children.</p> <p>To know that each person's body belongs to them.</p> <p>To know practical steps to improving relationships.</p> <p>To know how to report concerns or abuse.</p> | <p>RSE</p> <p>Home</p> <p>Responsibility and respect</p> <p>Preparing for adult life</p> <p>BV – individual liberty; mutual respect and tolerance</p> <p>Physical health</p> <p>Safeguarding</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> <p>Positive relationships</p> |

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| <p>Year 6 Spring 1</p> | <p>Mental and Emotional Health</p> | <p>Health</p> | <p>To understand that mental well-being is a part of everyday life. To understand that there is a normal range of emotions. To know that it is common for people to experience mental ill health. To know how to judge if feelings are appropriate and proportionate. To know some simple self-care techniques. To understand the benefits of physical exercise. To know the benefits of an active lifestyle. To know the importance of regular exercise. To understand the importance of sufficient good quality sleep. To understand that isolation and loneliness can affect children. To know where and how to seek support.</p> | <p>Home Confidence, resilience Preparing for adult life Flourishing – developing character Mental health Physical health Readiness for next phase Preparing for adult life Safeguarding</p> |
| <p>Year 6 Spring 2</p> | <p>Global Sustainable Development Goals</p> | <p>Living in the Wider World</p> | <p>To understand what improves and harms the environment. To understand that there are basic human rights shared by people and societies. To understand that resources can be allocated in different ways. To understand that they have different kinds of responsibilities.</p> | <p>Home and community Responsibility and respect Preparing for adult life BV – mutual respect and tolerance Respect for faiths Influences Cultural range Value things in common Right and wrong Consequences</p> |
| <p>Year 6 Summer 1</p> | <p>E-Safety and Social Media</p> | <p>Relationships</p> | <p>To know that the internet is an integral part of life. To recognise that the internet can also be negative. To understand the importance of keeping personal information private. To begin to understand the concept of privacy.</p> | <p>Home and community Confidence, resilience, responsibility and respect Preparing for adult life</p> |

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| | | | <p>To understand the rules and principles for keeping safe online.</p> <p>To know how information and data is shared.</p> <p>To know that the same principles apply to online relationships.</p> <p>To consider the effect of their online actions on others.</p> <p>To critically consider their online friendships.</p> <p>To understand that people can behave differently online.</p> <p>To consider the benefits of rationing time spent online.</p> | <p>BV – mutual respect and tolerance</p> <p>Flourishing – developing character</p> <p>Online well-being</p> <p>Dangers of mobile/ social media</p> <p>Readiness for next phase</p> <p>Right and wrong</p> <p>Consequences</p> <p>Positive relationships</p> <p>Safeguarding</p> |
| Year 6 Summer 2 | Anti- social Behaviour and the Role of Police and the Law | Living in the Wider World | <p>To realise the consequences of anti-social behaviour.</p> <p>To understand that there are basic human rights shared by all.</p> <p>To understand that there are universal rights to protect everyone.</p> <p>To understand what being part of a community means.</p> <p>To know about the special people who work in the community.</p> <p>To develop strategies for getting support.</p> | <p>Home and community</p> <p>Responsibility and respect</p> <p>Preparing for adult life</p> <p>Equal opportunity/ inclusive</p> <p>BV – democracy; rule of law; mutual respect and tolerance</p> <p>Careers</p> <p>Readiness for next phase</p> <p>Value things in common</p> <p>Right and wrong</p> <p>Law</p> <p>Consequences</p> |