

Year 3 PSHE Curriculum

Term 1 - Resilience

Lesson 1 (resilience) - Y2 lesson identifies what resilience looks like. Y3 lesson highlights the difference between a resilient response and a reaction that lacks resilience.
 Lesson 2 (emotions) - Y2 lesson helps children identify events that trigger emotions. Y3 lesson illustrates the connection between emotions and actions.
 Lesson 3 (triggers and Tornado Zone) - Y2 lesson illustrates that angry actions can hurt others. Y3 lesson outlines what to do when someone falls into the Tornado Zone.
 Lesson 4 (the arena) - Y2 lesson defines the Arena and explains how pressing pause can help. Y3 lesson emphasises the benefits of the Arena.
 Lesson 5 (road to success) - Y2 lesson points out what to do when you fail. Y3 lesson explains the steps out of the Pit of Failure.
 Lesson 6 (facing mistakes) - Y2 lesson shows children how to recognise a mistake. Y3 lesson states that there are two responses to a mistake.

End Point I know what makes a resilient action	Careers - Creative: Fashion designer (create a new range for children (trainers, bag and football shirt) and pitch to the Nike team) - Transport: Driving instructor (in pairs children teach all of the skills needed to pass a driving test)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1: Resilience I will know what makes a resilient action - Resilience is the ability to be successful when things go wrong - Reactions which demonstrate resilience and a lack of resilience - When things can go wrong. - What should you do if someone is being unkind to you every day?	Being human: cheerful mistakes, unkindness, resilience, resilient, lacks, reaction
2: Emotions I will know how emotions affect my actions - An emotion is what a person is feeling - Identifying different emotions (<i>anger, joy, shy, worried</i>) - How people may act when they feel these emotions - positive or negative actions - Reflect on what makes me feel these emotions - i feel excited when... etc - Look through the Being Human Dictionary to find emotions that will lead to positive and negative actions	Being human: curious emotions, sad, happy, excited, angry, worried, favourite
3: Triggers and Tornado Zone I will know what to do in the Tornado Zone - How we can tell what emotion is what a person is feeling - What it feels like when you are angry	Being human: disgust Tornado Zone, Pressure Zone, Chill Zone, angry, deep breath, finally, press pause

• A tornado does lots of damage - actions that can happen when someone is in the tornado zone • Stages of reflection zone / chill zone / pressure zone / tornado zone • How to avoid acting when we fall into the Tornado Zone ○ 1. recognise the tornado zone (thought tornado, sweating, shaking, heart racing, heavy breathing, red face, tense shoulders) ○ 2. press pause and take a deep breath ○ 3. walk away from the situation ○ 4. only act when you have returned to the safe zone	
4: The Arena I will know the benefits of the Arena • The Arena is the place where you find the courage to have a go. • Examples of getting in the Arena ○ putting your hand up ○ performing in front of others ○ trying something new • Benefits of the Arena: ○ 1. gives you a chance to take part and help you feel as though you belong ○ 2. helps you learn something new and meet people ○ 3. provides an opportunity to build confidence	Being human: hatred Arena, benefits, anxious, thought gremlins, confidence, belong,
5: Road to Success I will know how to get out of the Pit of Failure • Getting stuck in the Pit of Failure makes it very difficult to learn • Thoughts that keep us stuck in the pit of failure • Road to success: 4 steps to get out of the pit of failure: ○ 1. press pause and deep breath ○ 2. embrace failure ○ 3. ask for help ○ 4. practice	Being human: anxious Pit of Failure, embrace failure, shame, disappointed, practice, Road to Success,
6: Facing Mistakes I will know the two responses to a mistake • A mistake is a wrong action • Examples of mistakes: ○ unkind actions ○ damaging something ○ breaking a school rule • The two responses to a mistake: ○ face the mistake (e.g. honest, take responsibility) ○ hide from the mistake (e.g. lie, blame someone else) • The importance of taking responsibility: ○ taking responsibility = helps us to learn from our mistakes. ○ taking responsibility = builds trust in our relationships. ○ taking responsibility = stops us worrying about a mistake	Being human: panic response, lie, blame, honest, hide, face, take responsibility

End Point

- I know what makes a resilient action

Assessment

- PHSE Journals and class discussions

Term 2 - Relationships

Lesson 1 (families and people who care) - Y2 lesson identifies the different types of families. Y3 lesson defines and then outlines the importance of family.

Lesson 2 (online relationships) - Y2 lesson underlines the questions that should not be answered online. Y3 lesson underlines the danger signs of online relationships.

Lesson 3 (bullying behaviour) - Y2 lesson shows the different types of bullying. Y3 lesson highlights the differences between emotional and physical bullying.

Lesson 4 (collaboration) - Y2 lesson requires children to show collaboration skills to complete a range of group tasks. Y3 lesson encourages the use of collaboration skills to build a free-standing tower.

Lesson 5 (stereotypes) - Y2 lesson elicits examples of stereotypes. Y3 lesson builds the awareness for children to recognise a range of different stereotypes.

Lesson 6 (violence) - Y2 lesson lists the different forms of violence. Y3 lesson identifies the causes of violence (not getting what you want, unkindness, jealousy etc.).

End Point

- I know that everyone is worthy of respect
- I know the different types of bullying

Careers

- Environment: Recycling officer (design a poster for year 2 children about why recycling is important)
- Creative: Journalist (Use the notes provided to report on Stafford's largest cake sale)

New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

Skill development

How they will show and apply their new knowledge

Vocabulary**1. Families and People Who Care****I will know the importance of family**

- A family is two or more people related by birth, marriage or adoption
 - marriage is the state of being united in a legal relationship
 - adoption is when a child from one family joins another family permanently
 - fostering is when a child from one family joins another family temporarily
- Why families are important
 - family members should make you feel safe
 - family members should look after you
 - family members should help you learn
 - family members should listen to you
- If you don't feel safe at home, you should talk with a trusted adult
- Childline: 0800 1111

Being human: love

wedding, Childline, safeguarding lead, support safe, foster parents, celebrate, step mum, adopted

2. Online Relationships**I will know the danger signs with online relationships**

- Online relationships: someone you communicate with on the internet
- Face to face relationships
- You have to be careful with online relationships:
 - some people pretend to be someone else
 - some people feel protected by a screen and write negative things
- An online friend should be kind and helpful
- Warning signs when you are speaking with someone online:
 - when they start asking personal questions (*what is your name? Where do you live? When is your birthday? Where do you go to school? Who is in your family?*)
 - when they ask for pictures
 - when they ask to meet you alone
- What you can do if you receive warning sign messages?

Being human: regret

private, strangers, online, relationship, personal, address, information, face-to-face

3. Bullying behaviour**I will know the different types of bullying behaviour**

- What bullying is:
 - upsetting
 - repeated
 - deliberate (on purpose)
- Types of bullying:
 - physical bullying
 - emotional bullying
 - unkind words
 - leaving people out
 - cruel practical jokes
- Decide if scenarios are bullying behaviour or not
- Which type of bullying behaviour (physical or emotional) is more damaging? Justify your answer.

Being human: heartbreak

bullying, repetitive, physical, emotional, upsetting, deliberate, harmful, cruel

4. Collaboration**I will know how to use collaboration to complete a group task**

- Collaboration is when people work together to complete a task:
 - talk with each other
 - listen
 - help each other
- Use the resources (masking tape, newspaper, scissors) to build a free-standing tower

Being human: invisible

collaboration, sharing, skills, tower, listening, positive, free-standing

5. Stereotyping**I will know how to recognise stereotypes**

- Draw a picture and write the name of a police officer, nurse, cleaner and basketball player.
- Identify the stereotypes in the list and justify why each is a stereotype
- A stereotype is a judgement about someone because of how they look
 - stereotypes for girls (*e.g. all girls: like pink, like dancing, like to dress up, like babies, cry a lot*)
 - stereotypes for boys (*e.g. all boys: play football, are smelly, are strong, are naughty, like blue*)

Being human: shame

stereotype, judgement, judging, harmful, police officer, nurse, gender

○ stereotypes for teachers (<i>e.g. all teachers: are strict, are bossy, know the answer</i>) ● Stereotyping is a bad thing because you are judging someone before you know them ● Stereotyping is a bad thing because it can stop people doing what they love to do	
6. Violence I will know the causes of violence ● Violence is an action that hurts or damages someone or something (<i>e.g. pinching, pushing, kicking/tripping, throwing objects</i>) ● Violence is a bad thing because it causes injuries, leads to consequences and impacts relationships and well-being ● Causes of violence: ○ not getting what you want ○ unkindness ○ an accident ○ jealousy ● We should talk to a trusted adult if we see or experience violence	<i>Being human: jealous</i> violent, pushing, throwing, objects, jealousy, pinching, kicking, causes, injury
End Point ● I know that everyone is worthy of respect ● I know the different types of bullying Assessment ● PHSE Journals and class discussions	

Term 3 - Mental Wellbeing

Lesson 1 (expressing yourself) - Y2 lesson lists the different ways to express emotion. Y3 lesson helps children identify the right person to talk to when they are feeling upset/frustrated/stressed.

Lesson 2 (thought gremlins) - Y2 lesson identifies how to spot a thought gremlin. Y3 lesson lists the different thought gremlins.

Lesson 3 (values) - Y2 lesson explains what a value is. Y3 lesson challenges the children to decide the values that are most important to them.

Lesson 4 (gratitude) - Y2 lesson encourages children to think about what they are thankful for. Y3 lesson gets children to think about the relationships that they are thankful for and why.

Lesson 5 (challenges) - Y2 lesson asks children to focus on life's challenges. Y3 lesson pinpoints three specific challenges (failing, making a mistake and change) that happen to everyone.

Lesson 6 (circle of kindness) - Y2 lesson pinpoints actions that make up the Circle of Kindness. Y3 lesson lists the habits that help reduce the chances of getting sick.

End Point ● I know my trusted adults to help me with different thought gremlins	Careers ● Business and finance: Chef (design an inclusive children's menu and act out what happens in a restaurant) ● Social care: Paramedic (act out and commentate on how to put someone in the recovery position)
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New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1. Expressing Yourself I will know the right person to talk to when I am feeling upset - Talking to someone you trust is the best thing to do when you are feeling sad - Expressing yourself is the best thing to do because it helps to process what you are feeling and reduces the worry - Who the right person is to talk to and why? A good listener, someone who will keep the information to themselves, someone who will not judge you. - There are different ways to express yourself - talking, creating, writing and moving your body	<i>Being human: connection</i> sad, nervous, express, challenges, emotions favourite
2. Thought gremlins (worrying thoughts) I will know how to recognise different thought gremlins - A thought gremlin is an unhelpful thought that can harm our mental health - Know a range of thought gremlins that might occur - Thought gremlins are harmful because they add worry/stress to your life, give you sleep problems, take away your energy and can give you digestive problems. - What thought gremlins come up for me? - How I can deal with thought gremlins? - Steps to manage a thought gremlin: see the gremlin, press pause and take a breath and then challenge the gremlin	<i>Being human: gloomy</i> thoughts, gremlins,
3. Values I will know the values that are important to me - A value is a type of behaviour that we would like to show - Identifying different values including honesty, patience and determined - Acting out a list of values - Deciding the most important values to you	<i>Being human: proud</i> independent, reliable, determined, generous respectful, kind, brave, confident, resilient patient
4. Gratitude I will know to be thankful for the important people in my life - Gratitude is being thankful for the things that we have - What are you grateful for in your life? - We sometimes forget to be thankful for the relationships in our lives - Positive relationships are important because they provide support, make us healthy, help us learn and make life fun - Being thankful helps to boost our mental health	<i>Being human: grateful</i> gratitude, thankful, positive, relationships, negative,
5. Challenges I will know how to identify the challenges of life - A challenge is something tricky that happens to us - Why is life like a roller coaster? - Making a mistake, failing, change and other people are all examples of challenges - Challenges may be uncomfortable but they help us to develop	<i>Being human: stress</i> mistakes, changes, challenges, roller coaster, ups and downs

6. Circle of Kindness I will know the benefits of the Circle of Kindness • The Circle of Kindness is the community we all build to make us feel safe and happy at school. • Kind acts triggers lots of emotions in the recipients • Kind acts also make a positive impact on the person responsible for the kindness • Showing empathy, collaboration and including all are examples of the Circle of Kindness • These kind actions help us to create a positive community	<i>Being human: confident</i> benefits, recipient, responsible, empathy, collaboration, community
End Point • I know my trusted adults to help me with different thought gremlins Assessment • PHSE Journals and class discussions	

Term 4 - Health Education

Lesson 1 (sleep) - Y2 lesson describes how sleep influences behaviour and attitudes. Y3 lesson illustrates the difference in the behaviours between a fresh Otto and a tired Otto.

Lesson 2 (healthy eating) - Y2 lesson lists the different foods we need. Y3 lesson emphasises the importance of fruits and vegetables for our body and wellbeing.

Lesson 3 (exercise) - Y2 lesson focuses on three different types of exercise (strength, stretching and running). Y3 lesson explains how exercise boosts our mood and wellbeing.

Lesson 4 (harmful habits) - Y2 lesson explains what is ok to put on your skin (lipstick, sun cream etc.). Y3 lesson lists the dangers of spending too much time in front of screens (addiction, lack of exercise etc.)

Lesson 5 (internet safety) - Y2 lesson identifies why the internet can be harmful. Y3 lesson recaps the dangers of the internet and then provides strategies to keep safe when online.

Lesson 6 (keeping safe) - Y2 lesson underlines some of the risks found in everyday life. Y3 lesson recaps the dangers in the house (Y1) and then guides children on how to reduce the risks.

End Point • I know how to build a healthy lifestyle, (including sleep, healthy eating and exercise) • I know the dangers of too much screentime	Careers • Business and finance: Events manager (plan Sharday's party from the options and requests provided) • Animal care: Zoologist (children identify the roles of a zoologist from the diary provided)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1: Sleep I will know how tiredness impacts my actions • How much sleep do different people need in the day? You need less sleep the older you get. • Otto 1 does not get much sleep. Otto 2 gets the right amount of sleep. • Otto 1 finds it hard to focus in school, gets triggered easily and gets sick often	<i>Being human: invigorated</i> sleep, tiredness, fresh, behaviour, attitudes, affects, influences

Children have to explain the difference between someone who is tired and someone who is fresh in a range of different scenarios	
<u>2. Healthy Eating</u> I will know the importance of fruits and vegetables - The different food groups - Influence of taste, texture, energy value on what we choose to eat - The impact of eating too much fat - Fat is ok in appropriate healthy amounts - Fruit provides vitamins, minerals and fibre which help your body stay healthy. - The four ways that fruits and vegetables keep us healthy: - Fruits and vegetables help you to digest your food. Fats are much harder to digest and can lead to stomach aches. - Fruits and vegetables keep you healthy and help your body fight sickness. - Fruits and vegetables help to keep you at a healthy weight. - Fruits and vegetables can help protect your skin. - What counts as 5 a day?	<i>Being human: joy</i> fats, fruit, healthy, energy value, impact, 5 a day, digestion, weight
<u>3. Exercise</u> I will know why exercise is good for us - The different types of exercise - Why exercise is beneficial: - gives us a healthy heart - exercise gets the heart pumping blood around the body - exercise is a good thing because it keeps you at a healthy weight. - exercise is a good thing because it can put us in a positive mindset. - How exercise makes me feel good - When you exercise, the body produces endorphins. These are small chemicals that make you feel happy - The link between sleep and exercise and why this is important	<i>Being human: jubilant</i> endorphins, health, heart, pumping blood, weight, healthy, chemicals, sleep, exercise
<u>4: Harmful Habits</u> I will know the dangers of screen time - Screen time is a term used for when you do something in front of a screen - Different types of screen time- video games, iPads/phones and watching television - Dangers of spending too much time on screens: - Spending too much time watching tv or playing video games could lead to obesity. - The light that comes from screens makes the brain think that it is the middle of the day. This leads to sleep problems. - Screens often have inappropriate content that can lead to negative behaviour. - You can also meet strangers on some games. - What to do instead of screen time - learn something new, play games, exercise, read	<i>Being human: down</i> dangers, screen time, television, video games, lights, middle brain, stranger, danger, negative, inappropriate
<u>5: Internet Safety</u> I will know how to stay safe on the internet - Why the internet is a good thing: - Fun	<i>Being human: surprise</i> internet, danger, images, inappropriate, worldwide web, WWW, images, videos, protection, safety

○ Learn new things ○ Contact people all over the world ● The dangers of the internet: ○ Inappropriate images ○ Inappropriate videos ○ Inappropriate comments ○ Inappropriate people ● How I can protect myself from the dangers of the internet - do not watch anything with an age limit and do not communicate with anyone you do not know.	
6: Keeping Safe I will know how to reduce the risk of hazards at home ● Hazards at home and how the risks can be reduced ○ falling down the stairs ○ dangerous pills ○ sharp objects ○ a slippery floor ● Call 999 in an emergency	Being human: tense risks, reduce, pills, hazards, emergency, sharp objects
End Point ● I know how to build a healthy lifestyle, <i>(including sleep, healthy eating and exercise)</i> ● I know the dangers of too much screentime Assessment ● PHSE Journals and class discussions	

Term 5 - Caring Friendships

Lesson 1 (friendships) - Y2 lesson lists what makes a good friend. Y3 lesson pinpoints the difference between a healthy and unhealthy friendship.

Lesson 2 (empathy) - Y2 lesson defines and explores how we can show empathy. Y3 lesson builds empathy skills to recognise how someone is feeling.

Lesson 3 (reporting) - Y2 lesson focuses on when to report on someone. Y3 lesson builds on Y2 by asking children to decide whether to report someone in a range of scenarios.

Lesson 4 (honesty) - Y2 lesson explains why lying is harmful. Y3 lesson unpicks why people are not always honest (to avoid trouble or to impress someone).

Lesson 5 (peer pressure) - Y2 lesson shows why peer pressure can be harmful. Y3 lesson examines what peer pressure looks like.

Lesson 6 (conflict) - Y2 lesson highlights how conflict can start. Y3 lesson provides strategies to manage moments of conflict.

End Point ● I know the difference between a healthy and unhealthy relationship ● I know how peer pressure can change behaviour	Careers ● Education: Headteacher (set a school's vision and then interview a prospective teacher) ● Healthcare: Physio (read three case studies, which elicit the importance of physios)
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New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1. Friendships I will know the difference between a healthy and unhealthy relationship - What makes a healthy relationship? - good listening - empathy - sharing - being positive - What makes an unhealthy relationship? - unkindness - someone who only speaks about themselves - saying rude things about others - someone who does not listen to you - Children read scenarios and identify whether a relationship is healthy or unhealthy - Disagreeing about something does not mean that you are in an unhealthy relationship	<i>Being human: lonely</i> friendship, unhealthy, comfortable, grumpy, healthy, ignores, risks
2. Empathy I will know how to use empathy to understand what someone is feeling - Empathy is knowing how someone else is feeling - Exploring examples of empathy - Identify what someone is feeling based on their facial expression - Children are given a facial expression and event and have to explain why someone might be feeling that way. - Empathy will improve relationships and help you make good decisions with your friends	<i>Being human: shy</i> empathy, confused, justify, emotion, frustrated, selection
3. Reporting I will know the right time to report someone - Reporting is when you tell someone about something. - Explore whether someone should always be reported if they do something wrong. - Clarify the incidents that always need to be reported and discuss what might not need to be reported. - Children are given scenarios and decide whether they report the incident. These decisions need to be justified.	<i>Being human: brave</i> reporting, sometimes, hurt, justify, always, never, danger
4. Honesty I will know why people are not always honest - Honesty is when we are truthful in what we say and do. - Explore the reasons for lying - to avoid trouble - to impress someone	<i>Being human: trust</i> lying, dishonest, believe, impress, lies, trust, avoid

- Children identify reasons and then explain why being honest is important in relationships. - People lie to impress someone or to avoid trouble. - Lying is harmful because you will feel regret/guilt/shame and you will lose the trust of people in your life.	
5. Peer Pressure I will know how peer pressure can change behaviour - Brief story about how peer pressure altered the behaviour of a child at school - Peer pressure is when people your age try to make you act in a certain way - Act out examples of peer pressure - Peer pressure can be harmful because it can push you to make bad decisions, which can ruin friendships and make you feel regret/shame - Steps to deal with peer pressure - take a breath - give yourself time - think of consequences	<i>Being human: fitting in</i> peer pressure, harmful, regret, influence, decisions
6. Conflict I will know how to manage conflict - Conflict is a disagreement between people - Examples of actions that cause conflict - snatching - unkindness - copying - being first - losing - Examples of conflict - Steps to manage conflict - Press pause and breathe, to give yourself time and space to respond - Listen carefully - try not to interrupt - Put yourself in their shoes and try to find a solution - Children act out the scenarios and try to model how to find a solution	<i>Being human: uncertain</i> conflict, solution , Tornado Zone, empathy, disagreement, decision, interrupt
End Point I know the difference between a healthy and unhealthy relationship I know how peer pressure can change behaviour Assessment - PHSE Journals and class discussions	

Term 6 - Living in the Wider World

Lesson 1 (tolerance) - Y2 lesson lists the difference between us. Y3 lesson highlights the reason that everybody should be treated equally.

Lesson 2 (care for community) - Y2 lesson highlights how we can care for our communities. Y3 lesson asks children to describe the difference between a caring and uncaring community.

Lesson 3 (work) - Y2 lesson identifies lots of different jobs/careers. Y3 lesson starts to explain the traits required for different jobs/careers.
 Lesson 4 (money) - Y2 lesson explains that money can be spent or saved. Y3 lesson explains the difference between needs and wants when it comes to spending money.
 Lesson 5 (winning and losing) - Y2 lesson examines the feelings that are triggered when you win or lose. Y3 lesson examines why some people make bad decisions when they lose (envy, let family down etc.).
 Lesson 6 (change) - Y2 lesson explores all of the different changes in life. Y3 lesson highlights what happens to emotions/thoughts when there is change.

End Point - I know how to recognise diversity - I know that change can be a positive thing	Careers - Business and finance: Estate agent (create an advert for a house on the market and then give a tour of that house) - Social care: Police officer (produce a short recruitment video that explains the different roles of the job)
New Knowledge Content What will the pupils know at the end of this unit that they didn't know before? Skill development How they will show and apply their new knowledge	Vocabulary
1. Appreciating Difference / Tolerance I will know how to recognise diversity - Diversity means different. People can be diverse in many ways. - How can people be diverse? - gender - ethnicity - age - height - beliefs - Why is diversity a good thing? - Children discuss the reason why everyone should be treated equally.	Being human: compassion compassion, diversity, ethnicity, religion, difference, appearance, opinions
2. Caring for Community I will know the difference between a caring and uncaring community - Community is a group of people living or working together in the same area. - Ways to care for the community - hang up jackets - keep classroom tidy - look after resources - show kindness - Describe the differences between a caring and uncaring community. - What does it feel like to be a member of an uncaring community?	Being human: belong caring, community, tidy, belonging, kindness, resources, kindness

3. Work I will know how a person suits a job ● Review the definition of values and skills. ● Listing a range of different occupations. ● Identifying the different skills and values required to do specific jobs. ● Discussion based on the most desirable values and skills for employment.	<i>Being human: thrilled</i> values, resilient, journalist, job, skills, patient, photographer
4. Money I will know that we buy things for different reasons ● People spend money on food, bills, holidays, clothes etc. ● Knowing the difference between our needs and wants. ● Children identify the products which they need and the products that they want. ● Link the learning to the Tornado Zone when a child does not get something that they want.	<i>Being human: inspired</i> money, need, coins, trigger, items, want, notes, Tornado Zone
5. Winning and Losing I will know why losing can be painful ● Elicit the emotions and thoughts triggered by winning and losing. ● Actions of a bad loser ○ acting in the Tornado Zone ○ blaming someone else ○ accusing someone of cheating ○ giving up ○ lying about the result ● People are bad losers because they do not feel good enough, they feel envy and they might feel as though they have let their friends and family down. ● Describe the actions of someone who is dealing with losing in a positive way? ● Link losing to the Pit of Failure	<i>Being human: humble</i> Tornado Zone, winning, accusing, losing, painful, lying
6. Change I will know how to deal with change ● Emotions triggered when there is change ○ anxiety ○ excitement ○ disappointment ○ shame ○ regret ● Children position each scenario of change on the Change Spectrum. ● There are times when a scary change can end up being fantastic. ● We need to be prepared for change because it happens to everyone.	<i>Being human: exhilarated</i> change, triggered, spectrum, lottery, emotion, position, life, reminder, curse
End Point ● I know how to recognise diversity ● I know that change can be a positive thing Assessment	

- PHSE Journals and class discussions