PSHE

Curriculum Handbook



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PSHE Curriculum Statement

Intent	We teach PSHE using the Jigsaw programme of study at Tower Hill Community Primary School for numerous reasons. Firstly, to develop children's understanding that they are in control of their behaviour so that they have the ability to make their own choices and regulate their emotions and the way they respond to others. We also aim to improve children's awareness of their mental health and strategies they can use to improve it. Our pupils are consistently given the tools to develop their resilience and determination to succeed and achieve their potential. Through PSHE, and the Jigsaw scheme, we build children's capacity for learning and equip them for life beyond the school gate. With that, we ensure that children are ready for their life outside of school with strategies for coping with worries and fears, and understanding how they develop and change as they grow. As part of a community school, we provide children with awareness and knowledge of their responsibilities as members of our local community. As members of the community, it is important that we develop children who are respectful towards others, regardless of their race, religion or background. We do this through the consistent promotion of British values through learning about democracy, rules of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Implementation	Tower Hill Community Primary School offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others. The various teaching and learning activities are engaging and mindful of different learning styles and the need for differentiation and the Early Years (EYFS) planning is aligned to the National Early Years Framework (England). Each lesson is built upon a Charter which underpins the behaviour and respect that is the basis for each lesson (one is provided within Jigsaw, but children and their teacher can write their own to ensure mutual respect and ownership). The lessons then split into 6 parts, all of which should be included in every session to ensure that the learning follows the optimum progression. ● **Connect us** ● **Calm me** ● **Open my mind** ● **Tell me or show me** ● **Let me learn** ● **Help me reflect** ● **Closure**
Impact	In order to be confident in the impact of PSHE, the PSHE leader will use book looks and pupil voice to be confident in understanding the learning taking place. To support the teacher in tracking each child, there is a 'Summative Assessment: tracking pupil progress' sheet that can be used. This sheet has three attainment descriptors for each Puzzle. The teacher can then use a 'best-fit' approach to decide whether the child is working towards, working at or working beyond for that Puzzle, highlighting one green and one purple descriptor. The green descriptors will also flag up children who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate. In Piece (lesson) 6 there are also exemplifications to aid teacher judgement for the 'working towards' / 'working at' / 'working beyond' attainment descriptors.

Aims	Our aim for PSHE is to build a sense of belonging and community, that values every individual, for example: celebrating every child's contribution to the school community through the 'end of Puzzle outcome' (a display or whole-school activity that includes everyone's involvement or work).
Inclusion and SEND	At Tower Hill Community Primary School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school enhanced by collaboration between senior leaders, teachers, support staff, external agencies, parents and most importantly, the child. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. Lessons are planned with appropriate scaffolds, adjustments and modifications to ensure that there are no barriers to achievement and progress. Within all PSHE lessons scaffolds are provided for our children with a SEND, these include: tables, picture word banks, specific diagrams and sentence stems. Furthermore, each lesson begins with a review of previous learning, including vocabulary used in prior lessons. This is also included in small pre-teaching sessions that happen at the start of the lesson or just before. Children are provided with an example of what the aim is for the end of the lesson, this gives them a visual representation of expectations of work. Classrooms are organised, well structured and immersive for the children so that they can fully engage in the curriculum.
Assessment	Assessment in Jigsaw is both formative and summative. The two clear learning objectives for each lesson (piece) allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons, and activities are included in each lesson to give the children the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows children of 6 and over the opportunity to identify areas for self-improvement.
Review	This statement will be reviewed regularly by the subject leader.

PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships.	Changing Me.
1	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.
2	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.
3	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.
4	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.
5	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.
6	Being me in my world.	Celebrating Differences.	Dreams and Goals.	Healthy Me.	Relationships	Changing Me.

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
EYFS	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
1	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends	Setting goals Identifying successes and achievements Learning styles Working well and celebrating	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe	Belonging to a family Making friends/being a good friend Physical contact preferences	Life cycles – animal and human Changes in me Changes since being a baby

	Owning the Learning Charter	Celebrating the differences in everyone	achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Medicine safety/safety with household items Road safety Linking health and happiness	People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
2	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
3	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
4	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
5	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image	Self-recognition and self-worth Building self-esteem Safer online communities Rights and	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception

	behaviour affects groups Democracy, having a voice, participating	Material wealth and happiness Enjoying and respecting other cultures	Supporting others (charity) Motivation	Relationships with food Healthy choices Motivation and behaviour	responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	(including IVF) Growing responsibility Coping with change Preparing for transition
6	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

PSHE Progression of Skill

Skills Progression – PSHE

		Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Health and Wellbeing	**Healthy Lifestyles**	I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can tell you some things I can	Understand the difference between being healthy and unhealthy. Know some ways to keep myself healthy and make good choices.	What I need to keep my body healthy and make healthy lifestyle choices. To sort foods into the correct food groups and know which foods my body needs every day to keep me healthy and give me energy. Make healthy snacks and explain why they are good for my body.	Understand how exercise affects my body and know why my heart and lungs are such important organs. Know how complex my body is and how important it is to take care of it.	Understand the facts about smoking and alcohol and its effects on health; including the reasons why some people start to smoke and drink alcohol. Know myself well enough to have a clear picture of what I believe is right and wrong.	Know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help/ be calm in emergencies Understand how the media and celebrity culture promotes certain body types and ensure I accept, value and respect myself for who I am. Understand and explore eating problems (disorders) relating to body image pressures Aware of my own self-image know how to develop my own self esteem.	Know the impact of food on the body and be motivated for my physical and emotional health. Know and can put into practice basic emergency aid procedures and know how to get help in emergency situations. Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness. Identify and admire the most significant people in my life so far.

		do and foods I can eat to be healthy.						
	Emotional Resilience	I can identify something I am good at and understand everyone is good at different things I can tell you about a time I didn't give up until I achieved my goal I can use Calm Me time to manage my feelings	Recognise how it feels to feel proud of an achievement. How to identify my successes and achievements. Ways to tackle a new challenge and understand how this might stretch my learning. The emotions I feel when I am faced with a new challenge How to store the feelings of success in my internal treasure chest. Recognise when I feel frightened/ poorly and know who to ask for help.	Knowing when they feel worried and know where to ask for help. The emotions that they may have throughout the course of a day and whether they feel positive or negative. Ways to persevere even when I find tasks difficult. To show or tell when a feeling is weak or strong; understand and explain feeling stressed and relaxed.	Understanding what it is they need in order for them to learn and develop. Know how to calm myself down and use the 'Solve it together' technique. Express how I feel when my ideas are challenged and willingness to change my ideas sometimes.	Knowing that reflecting on positive and happy experiences can help me to counteract disappointment. Understand what it means to be resilient and to have a positive attitude. Relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others. Understand that we can remember people even if we no longer see them. Express my fears and concerns about changes that are outside of my control and know how to	Facing challenges with a positive attitude. Understand my personal qualities and characteristics; know how to keep building my own self-esteem.	Understand that there are different stages of grief and different types of loss that cause people to grieve. Ability to recognise and manage emotions and feelings of loss. Awareness of my own self-image and how my body image fits into that; know how to develop my own self esteem. Know how to prepare myself emotionally for starting secondary school.

						manage these feelings positively.		
	Keeping Safe	I understand why it is good to be kind and use gentle hands I know which words to use to stand up for myself when someone says or does something unkind I know what a stranger is and how to stay safe if a stranger approaches me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet	How to feel special and safe within their class. How to make the classroom a safe space for all members of the class. I can explain what I think bullying is. I know what to do if I feel I am being bullied. Know how to keep safe when crossing the road, and about people who can help me to stay safe. Understand how germs cause disease/illness. Know that all household products including medicines can be harmful if not used properly.	How to make a place safe and special for me as an individual. Actions that children take can have a positive or negative effect on other children and adults. Consequences may occur if they are doing the wrong thing intentionally. Understanding that bullying is sometimes about difference. Recognise what is right and wrong and know how to look after myself. Use the positive problem solving technique to resolve conflicts. Understand how medicines work in my body and how important it is to use them safely.	Ways of helping to make someone who is bullied feel better. Recognise that some words are used in hurtful ways and understand the effect this can have on others around me. Identify things, people and places that I need to keep safe from. Aware of strategies for keeping myself safe, including who can help me. Know and can use some strategies for keeping myself safe. Take responsibility for keeping myself and others safe at home. Explain my knowledge and attitude towards drugs.	Understanding that sometimes bullying is hard to spot and I know what to do if I think it is going on. Knowing how it might feel to be a witness to, and a target of bullying.	My choices about my own behaviour may result in positive rewards or negative consequences. Explaining differences between direct and indirect bullying Awareness of a range of problem-solving strategies in managing feelings in bullying situations. Know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. Understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. Make an informed decision about whether or not I choose to smoke or drink alcohol and know how to resist pressure.	Know about different types of drugs and their uses and their effects on the body, particularly the liver and heart. Evaluate when alcohol is being used responsibly, anti-socially or being misused and how I might use it when older. Take responsibility for my own safety and well-being.

					Understand that some household substances can be harmful if not used correctly.			
	Growing and changing	I can identify some of the jobs I do in my family and how I feel like I belong I can name parts of the body I understand that we all grow from babies to adults I can share my memories of the best bits of this year in Reception I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can express how I feel about moving to Year 1	Begin to explore the life cycles of animals and humans, and understand that changes happen as we grow whether we want them to or not. Understand that growing up is natural and that everybody grows at different rates. Identify the parts of the body that make boys different to girls and use the correct names for these. Understand that every time I learn something new I change a little bit. Discuss changes that have happened in my life and know some ways to cope with changes	Understand that boys and girls are similar in some ways. Recognise cycles of life in nature (growing from young to old) and understand there are some changes that are outside my control. Explain the physical differences between boys and girls - use the correct names for parts of the body and appreciate that some parts are private. Identify what I am looking forward to when I am in Year 3, changes I will make and know how to go about this.	Understand that in lots of changes happen between conception and growing up, and that usually the female has the baby. Understand how babies grow and develop in the mother's uterus and explain what a baby needs to live and grow. Identify how boys' and girls' bodies change so that when they grow up their bodies can make babies.	Recognise the changing dynamics between people in different groups, and understand the roles I take on in different situations. Understand my personal characteristics have come from my birth parents; I am made from the joining of their egg and sperm. Correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Strategies to help me cope with physical and emotional changes experienced during puberty. Describe how a girl's body changes in order	Describe how boys' and girls' bodies change during puberty and understand this is a natural process and is easily managed. Understand that sexual intercourse can lead to conception and that is how babies are usually made; sometimes people need IVF to help them have a baby. Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities. Discuss changes I will make when I am in	Expressing their hopes and fears for the upcoming year, and giving strategies how they can deal with their worries. Explain how bodies change during puberty; understand the importance of looking after yourself physically and emotionally. Ask the questions I need answered about changes during puberty. Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. Express how I feel about the growing independence of becoming a teenager.

						for her to be able to have babies when she is an adult; menstruation is a natural part of this	Year 6 and know how to go about this.	
Relationships	**Healthy relationships**	I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be. I can tell you how to be a kind friend I can use kind words to encourage people I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends	How their actions can make others feel welcome. Strategies how they can care for other people's feelings. How to name and identify some of their own feelings, as well as some of their peers. Why it can be important to work as a team. Understand there are lots of different types of families and know how it feels to belong in one and care about others. Identify what being a good friend means	Appreciating how it feels to have friends and to be a good friend. Knowing different ways to make friends. Recognise who I work well with and identify why. Understand how working with other people can help me to learn. To work cooperatively with others to problem solve. Identify and understand my family relationships; know why it is important to share, cooperate and accept differences.	Knowing how to make other people feel welcomed and valued. Put into practice some of the skills of friendship and know how to negotiate in conflict situations to try to find a win-win solution. How working as a team can sometimes be better than working independently. Knowing that everybody's family is different and important to them. How to appreciate my family and the	Know how to share in the success of a group. Their attitudes towards a collaborative effort are important. How it feels to be included and how it feels to be excluded. Recognise how different friendship groups are formed, how I fit into them and the friends I value the most. Recognise the changing dynamics between people in different groups, and understand the roles I take on in different situations. Know how it feels to belong to a range of	Understand and explain how to stay safe when using technology to communicate with my friends. Recognise and resist pressures to use technology inappropriately. .	Exploring ways in which one person, or a group, can have power over another. Recognise when people are trying to gain power or control and demonstrate ways to stand up for myself and others. Understand how technology can be used to try to gain power or control; develop and use strategies to prevent this from happening. Use technology positively and safely to communicate with my friends and family

		I am starting to understand the impact of unkind words I know how to be a good friend	and know how to make them. Know appropriate ways of physical contact to greet my friends and know which ways I prefer and which are unacceptable Understand why I appreciate someone who is special to me and express how I feel about them. Recognise my qualities as person and a friend, praise myself.	Understand physical contact within a family, recognise acceptability and know/explain which types I like and don't like. Understand the impact of keeping secrets and the effect this may have. Recognise, appreciate and trust people around me who can help me. Express and accept appreciation for the people in my special relationships Ways they can contribute towards a team effort Rewards may be given to someone who is doing the right thing.	people who care for me.	different relationships and identify what I contribute to each of them. Identify someone I love and can express why they are special to me.		

	Valuing difference	I understand how it feels to belong and that we are similar and different. I understand that being different makes us all special I know we are all different but the same in some ways	Identify similarities and differences between people in my class. Tell some ways which I am the same as my friends. I can tell how I am different to other members of my class. I know these differences make me special and unique.	Understanding differences between me and my friends. Appreciating differences which all make us unique and special. Sometimes people make assumptions about others based upon their gender.	Values are something that each person has and can work towards. Understand that differences and conflicts sometimes happen among family members.	Understanding that, sometimes, we make assumptions based on what people look like. Knowing how to accept people for who they are. Realising what influences me to make assumptions based on how people look. Respecting people for who they are and appreciate the unique features of mine, and others, physical appearance.	Appreciating what they value about their school and family life. Understanding cultural differences sometimes cause conflict and a developed awareness of my own culture. What racism is and different attitudes towards different cultures. Experience and respect of a variety of cultures, including my own. Know that communicating with someone in a different culture means we can learn from each other.	Realising there are different perceptions about what normal means Empathising with people who are living with disabilities Awareness of their attitudes towards people with disabilities. Confidently appreciate and give examples of people with disabilities who lead amazing lives. Explain ways in which difference can be a source of conflict and a cause for celebration. Knowing how it can feel to be excluded or treated badly by being different in some way.

Living in the world	**Rights and responsibilities**	I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means	Know that they belong to their class. Understand their role within the school community. Know who can help me in my school community and how.	Confidence to say what I like and don't like and can ask for help. Understand there are different types of touch and explain which ones I like and don't like.	Appreciating why rules are necessary within the community as well as within our school. Recognising people who have faced difficult challenges and achieved success. Identify my own and others roles and responsibilities and reflect on the expectations for males and females.	Explain different points of view on an animal rights issue, including own Know how to show love and appreciation to the people and animals who are special to me. Understand that losing a special pet brings feelings that can be hard to cope with; we can mark loss by celebrating special things.	Understanding their rights and responsibilities as a British citizen Empathising with others who do not have the same rights as me. Highlighting their rights as a child within our community. Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. Explore and appreciate the contributions made by people in different jobs.	There are universal rights for children, but for many these are not met. Comparing their wants and needs with other children in other less fortunate communities. Their actions can affect others on a global scale. Comparing their lives, including rights and responsibilities with another community. My behaviour may affect my rights and responsibilities
	Setting and Achieving Goals	I understand that if I persevere I can tackle challenges I can set a goal and work towards it I can say how I feel when I achieve a goal	How to set simple goals and work out how to achieve it. Understanding how I learn best. How to identify my successes and achievements.	How to choose a realistic goal and think about ways to achieve it. Identify my successes and achievements and how this feels. Identify my strengths as a learner.	Recognising their own personal worth and achievements they have accomplished. Setting themselves goals or targets. Identify a dream/ambition that is important and	What their role is within a community project. How democracy works and a democratic result might not be the result that I wanted. Empathising with others when they don't	Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. Understand the dreams and goals of young people in a culture different to mine and	Know my learning strengths and set challenging but realistic goals for myself. Understand why it is important to stretch the boundaries of my current learning.

		and know what it means to feel proud	Ways to tackle a new challenge and understand how this might stretch my learning. To identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them.		imagine how I will feel when I achieve it. Know how to break down a goal into a number of steps and how others could help me to achieve it. Motivation and enthusiasm about achieving new challenges. Responsibility for my own learning and use of my strengths. Evaluation of my own learning process and identify how it can be better next time.	get their way, or choice. Realising that people can be motivated by rewards and consequences. Realise how democracy works on a school level and a national level with the voting system. Explain my hopes and dreams and understand the feelings created. Understand that sometimes hopes and dreams do not come true and that this can hurt. How to work out the steps to take to achieve a goal, and can do this successfully as part of a group.	reflect on how these relate to my own.	Set success criteria so that I will know whether I have reached my goal. Give praise and compliments to other people when I recognise their contributions and achievements.
	Money matters	I understand the link between what I learn now and the job I might like to do when I'm older			Explain how some of the actions and work of people around the world help and influence my life,		Comparing my life with people in the developing world Skills to appreciate the value of happiness,	Identify problems in the world that concern me and talk to other people about them.

					including affecting my choices.		regardless of material wealth. Understand that I will need money to help me achieve some of my dreams.	Learn to work with other people to help make the world a better place.