





## Year 5

Whenever relevant, PSHE lessons will make explicit reference to linked **British Values** and to **‘protective factors’** - the things that children have or can build in their lives that create a ‘protective shield’ against known risks. The **Resilience Framework** (Hart & Blincoe) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

<b>AUTUMN TERM</b> <i>Living in the Wider World – Belonging to a community; Money, work and aspirations</i> November: Anti-Bullying Week				
<b>Overarching objective:</b> <b>L1</b> For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. - Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point. - PSHE discussions may use the structure <b>A</b> (Agree with the point made, saying why), <b>B</b> (Build on the point with further explanation), <b>C</b> (Challenge the point with a counter-argument). - Counter-arguments (rebuttals) will be made respectfully.				
<b>First lesson(s) of autumn term:</b> * Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval. * Introduce the term <i>protective factors</i> and explain in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy. * Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values. <b>Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs    Respectful, Caring, Curious and Co-operative</b>				
What are our shared responsibilities within our community?	<b>L2</b> For pupils to learn why and how rules and laws that protect themselves and others are made and reinforced, why different rules are needed in different situations and how to take part in making and changing rules  <b>L6</b> To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk ( <i>‘Citizenship’ – what it means to be a good citizen</i> )	<ul style="list-style-type: none"> <li>• To explain that rules and laws exist to keep us safe and healthy</li> <li>• explain why different rules are needed in different situations</li> <li>• explain what is meant by a democracy</li> <li>• describe or demonstrate steps people can take to make and change rules (class/school council, writing to ward councillor, local MP)</li> <li>• To explain what is meant by anti-social behaviour and describe the effect these behaviours can have on emotional and physical health and wellbeing</li> <li>• explain the potential consequences to everyone involved if anti-social or aggressive behaviours continue</li> <li>• identify how they can respond to or challenge, anti-social / aggressive behaviour</li> <li>• identify what someone can do if they are at risk of getting involved in anti-social behaviour themselves</li> <li>• identify appropriate examples of where people can get help, advice and support regarding anti-social behaviour</li> </ul>	<b>British Values</b> <b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance of faiths and beliefs</b>	<b>Ash Grove Values</b> <b>Respectful</b> <b>Caring</b> <b>Curious</b> <b>Co-operative</b>
<ul style="list-style-type: none"> <li>• Why do we have rules?</li> <li>• Why do countries have laws?</li> <li>• What are rules and laws for/designed to do?</li> <li>• Who makes rules and laws?</li> <li>• How are rules and laws enforced?</li> <li>• Why might rules be different in different situations?</li> <li>• What rules do you need to follow to ensure your safety and protection?</li> <li>• What is your opinion about [a particular set of rules/particular laws]?</li> </ul>				

	<p><b>H11</b> To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<ul style="list-style-type: none"> <li>• To describe ways they are becoming become more independent as they are growing up</li> <li>• identify occasions where they are responsible for the safety of themselves and/or others</li> <li>• recognise that risk is part of everyday living</li> <li>• assess the level of risk in different situations and identify how risk can be reduced or managed in relation to keeping safe</li> </ul>	
<b>Online Safety - Media literacy and digital resilience - How can we share data safely? + Computing curriculum autumn term</b>			
<p>How can we share data safely?</p>   	<p><b>Online Safety Class Charter</b> to be made and signed by whole class (including adults) during autumn term, and regularly referred to throughout the year.</p> <p><b>H25</b> How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p> <ul style="list-style-type: none"> <li>• To explain the types of personal information that should not be shared online and explain why this is important (e.g. passwords, bank card details, home addresses etc.)</li> <li>• give examples of the sorts of images that are ok to photograph to share with others and what might not be appropriate</li> <li>• recognise that just because someone thinks a photograph or picture is nice or funny, someone else (including the person in the photograph) might not</li> <li>• explain (in simple terms) that an image (or text) might be shared to many people, even though it was only sent to one person</li> <li>• identify the impact that sharing an inappropriate image might have (on the person who shared it, the person in the image, their family and friends)</li> <li>• explain how to respond if someone they don't know asks them to send an image of themselves or others or if someone wants them to send an inappropriate image</li> </ul>	<p><b>British Values</b></p> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b>  <b>Tolerance of faiths and beliefs</b></p> <p>See <b>Education for a Connected World</b> document, column 3  Pages 7 <i>Self image and identity</i>  12 <i>Online relationships</i>  17 <i>Online reputation</i>  22 <i>Online bullying</i>  27 <i>Managing information online</i>  38 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of image sharing/consent  See <b>Be Internet Legends</b> curriculum for activity ideas.</p>	<p><b>Ash Grove Values</b></p> <p><b>Respectful</b>  <b>Caring</b>  <b>Curious</b>  <b>Co-operative</b></p>
<p>How do people contribute economically to society?</p> 	<p><b>L13</b> To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</p> <p><b>L14</b> For pupils to develop an initial understanding of the</p>	<ul style="list-style-type: none"> <li>• To identify the role finance (money) plays in different aspects of people's lives (e.g. where they live, their job, their social life, the products they buy)</li> <li>• explain that some jobs pay more than others and that money is one factor for people in choosing a career/job</li> <li>• identify how shops and manufacturers use 'deals' (such as three for the price of two) to entice consumers to purchase more</li> <li>• decide which similar items are the best 'value for money' and explain their view</li> <li>• To give reasons why people may borrow money (e.g. loans, credit cards)</li> <li>• identify the differences between credit and debt and what is meant by 'interest'</li> </ul>	<p><b>British Values</b></p> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b>  <b>Tolerance of faiths and beliefs</b></p> <p><b>Ash Grove Values</b></p> <p><b>Respectful</b>  <b>Caring</b>  <b>Curious</b>  <b>Co-operative</b></p>

	<p>concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<ul style="list-style-type: none"> <li>• recognise the difference between a manageable and an unmanageable debt</li> <li>• describe how people might feel if they have debt, including unmanageable debt</li> <li>• recognise that there are scams or false claims in relation to spending or borrowing money, so people must take care if borrowing money</li> <li>• identify where people can get good money advice from</li> <li>• recognise why the government takes a certain amount of money from what we earn (tax) give examples of how the government might use tax (pay for hospitals, schools, take care of the environment, roads)</li> </ul>	
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### SPRING TERM Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

February: Safer Internet Day

#### Overarching objective:

- L1** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
  - PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).
  - Counter-arguments (rebuttals) will be made respectfully.

#### First lesson(s) of spring term:

- \* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
  - \* Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
  - \* Revise the term *protective factors* in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.
  - \* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.
- Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs    Respectful, Caring, Curious and Co-operative**

What is peer pressure?



**R2** To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

**EMOTIONS WALL** to be co-created and displayed during Spring Term 1 and referred to throughout the year.

- To describe different kinds of friendships and families, what makes them special/unique and how the people involved show they value each other
- identify the essential constituents of a positive, healthy relationship
- explain what this means in an emotional and physical sense
- describe the skills that each person within the relationship needs to ensure that relationships stay positive and healthy
- recognise that relationships can change (as we grow up or as circumstances change)
- recognise that sometimes relationships may change or end, that this is natural and often no one is to blame

#### British Values



**Democracy**  
**Rule of law**  
**Individual liberty**  
**Mutual respect**  
**Tolerance of faiths and beliefs**


#### Ash Grove Values

**Respectful**  
**Caring**  
**Curious**  
**Co-operative**

	<p><b>R3</b> To recognise ways in which a relationship can be unhealthy and who to talk to if they need support</p> <p><b>R15</b> To recognise and manage 'dares'</p> <p><b>H14</b> To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p>	<ul style="list-style-type: none"> <li>• To recognise that everyone has the right to feel safe and happy within a relationship</li> <li>• identify some signs that a relationship is not healthy</li> <li>• recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends</li> <li>• recognise the importance of telling if they (or others) feel they are being put under pressure to do something that makes them feel uncomfortable or unsafe within a relationship</li> <li>• identify who they can go to if they are unsure about whether a relationship is healthy and positive, or unable to resolve problems with relationships, and how to ask for help</li> <li>• To suggest possible reasons for giving 'dares'</li> <li>• identify feelings when giving or receiving a 'dare'</li> <li>• explain why daring someone to do something dangerous or harmful is wrong – explain why if we put someone under pressure, we share the responsibility if something goes wrong</li> <li>• describe or demonstrate steps they can take to manage dares</li> <li>• identify people to talk to/ where go to for help and advice and demonstrate how to ask for help</li> <li>• To identify different influences on the behaviour of children their age</li> <li>• identify how peers' behaviour and other sources can influence their own behaviour</li> <li>• explain that they may feel a pressure from the 'inside' to copy their peers to gain acceptance or approval</li> <li>• explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable, or that they believe to be wrong</li> <li>• identify where and how to ask for help, advice and support</li> </ul>	<ul style="list-style-type: none"> <li>• How does someone demonstrate perseverance and determination?</li> <li>• How can you face a challenge or difficulty in an optimistic, rather than defeatist, way?</li> <li>• What does it mean to keep an open mind about a difficulty?</li> <li>• How do you decide when to step back from a difficulty or ask for help?</li> <li>• Where can you get help with difficulties or challenges?</li> </ul>
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### Online Safety- Media literacy and digital resilience - How can we share data safely? + Computing curriculum autumn term

<p>How can we share data safely?</p>  	<p><b>H24</b> The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night, safe data sharing etc)</p> <ul style="list-style-type: none"> <li>• To recognise situations where mobile phone safety might be compromised</li> <li>• explain ways they can help keep their phone safe and prevent mobile phone theft</li> <li>• describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)</li> <li>• identify positive mobile phone user habits to help maintain health and wellbeing (such as switching their phone off at night)</li> <li>• recognise the importance of managing their own use of their mobile phone</li> </ul>	<p><b>British Values</b></p> <p><b>Democracy</b></p> <p><b>Rule of law</b></p> <p><b>Individual liberty</b></p> <p><b>Mutual respect</b></p> <p><b>Tolerance of faiths and beliefs</b></p> <p>See <b>Education for a Connected World</b> document, column 3</p> <p>Pages 7 <i>Self image and identity</i></p> <p>12 <i>Online relationships</i></p> <p>17 <i>Online reputation</i></p> <p>22 <i>Online bullying</i></p> <p>27 <i>Managing information online</i></p>	<p><b>Ash Grove Values</b></p> <p><b>Respectful</b></p> <p><b>Caring</b></p> <p><b>Curious</b></p> <p><b>Co-operative</b></p>
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	<p>* recognise the need to be responsible for how they use their mobile phone (eg sharing images or videos, message content, accessing appropriate material)</p>		<p>38 Privacy and security</p> <p>Explore and discuss some/all of these issues in the context of using mobile phones safely and appropriately</p> <p>See <b>Be Internet Legends</b> curriculum for activity ideas.</p>
<p>What does it mean to have empathy?</p>	<p><b>R1</b> To recognise and respond appropriately to a wider range of feelings in others</p> <p><b>R7</b> To learn that their actions affect themselves and others</p> <p><b>R10</b> To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</p>	<ul style="list-style-type: none"><li>• To explain how to recognise a wide range of feelings in others</li><li>• explain how it feels when others respond appropriately / not appropriately to our feelings</li><li>• demonstrate language and strategies to use if not sure how others may be feeling</li><li>• give examples of ways we can respond positively to others' feelings</li></ul> <ul style="list-style-type: none"><li>• To explain how someone's actions might have consequences for themselves, family, friends, wider community</li><li>• identify the consequences of positive behaviour on themselves and others</li><li>• identify the consequences of negative behaviour on themselves and others</li><li>• explain the importance of 'stopping', 'taking a step back' and asking 'What if...'</li></ul> <ul style="list-style-type: none"><li>• To respond respectfully to other people's points of view in class or that they read about</li><li>• describe ways to recognise and care about other people's feelings when communicating</li><li>• describe or demonstrate different ways to challenge viewpoints or raise their own concerns with others</li></ul>	<p><b>British Values</b></p> <p><b>Democracy</b> <b>Rule of law</b> <b>Individual liberty</b> <b>Mutual respect</b> <b>Tolerance of faiths and beliefs</b></p> <p><b>Ash Grove Values</b></p> <p><b>Respectful</b> <b>Caring</b> <b>Curious</b> <b>Co-operative</b></p> <p>How can your feelings affect the way you behave or respond to a situation?</p> <ul style="list-style-type: none"><li>• What are some examples of emotional responses?</li><li>• What are some healthy/unhealthy ways of coping with emotional responses?</li><li>• How can different responses make us feel about ourselves?</li></ul>

## SUMMER TERM Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

May: Mental Health Awareness Week

### Overarching objective:

**L1** For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.

- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).

- Counter-arguments (rebuttals) will be made respectfully.



### First lesson(s) of summer term:

- \* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- \* Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- \* Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- \* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.


**Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs    Respectful, Caring, Curious and Co-operative**

<p>How does a balanced lifestyle help to keep us safe?</p>	<p><b>H1</b> To understand what positively and negatively affects their physical, mental and emotional health</p> <p><b>H2</b> To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’</p> <p><b>H21</b> To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)</p> <p><b>H11</b> To recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p>	<ul style="list-style-type: none"> <li>• To understand what is meant by health: physical, mental and emotional health</li> <li>• explain what can affect health and wellbeing</li> <li>• identify choices that can have positive, neutral and negative consequences on a person’s health and wellbeing</li> <li>• identify the everyday choices people can make to help take care of their body and mind</li> <li>• identify the benefits of a balanced lifestyle (discuss in its broadest sense, including food, physical exercise, sleep, and screen time)</li> <li>• To identify potential risks in different environments</li> <li>• explain safety rules for different places</li> <li>• explain how people can be prepared for danger and how to keep safe in different places</li> <li>• describe situations when following the safety rules might be more challenging</li> <li>• identify language, strategies and skills needed to deal with challenging situations and to recognise when to get help or support</li> <li>• identify when, how and who to alert if safety is (potentially might become) compromised</li> </ul>	<p><b>British Values</b></p> <p><b>Democracy</b></p> <p><b>Rule of law</b></p> <p><b>Individual liberty</b></p> <p><b>Mutual respect</b></p> <p><b>Tolerance of faiths and beliefs</b></p> <p><b>Ash Grove Values</b></p> <p><b>Respectful</b></p> <p><b>Caring</b></p> <p><b>Curious</b></p> <p><b>Co-operative</b></p> <ul style="list-style-type: none"> <li>• Why do you make the choices you do?</li> <li>• Who or what influences your choices?</li> <li>• What could be the consequences of making one choice or another? (positive and negative)</li> <li>• What do you need to know before you make a choice?</li> <li>• How and where can you get information about choices?</li> </ul>
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### Online Safety- Media literacy and digital resilience - How can we share data safely? + Computing curriculum autumn term

<p>How can we share data safely?</p>  	<p><b>H13</b> To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know, online influences, and the media</p> <ul style="list-style-type: none"> <li>• To identify different influences on the behaviour of children their age</li> <li>• identify how peers’ behaviour and other sources can influence their own behaviour</li> <li>• explain that they may feel a pressure from the ‘inside’ to copy their peers to gain acceptance or approval</li> </ul>	<p><b>British Values</b></p> <p><b>Democracy</b></p> <p><b>Rule of law</b></p> <p><b>Individual liberty</b></p> <p><b>Mutual respect</b></p> <p><b>Tolerance of faiths and beliefs</b></p> <p><b>Ash Grove Values</b></p> <p><b>Respectful</b></p> <p><b>Caring</b></p> <p><b>Curious</b></p> <p><b>Co-operative</b></p> <ul style="list-style-type: none"> <li>• What are values?</li> <li>• Where do people’s values come from?</li> <li>• Can you identify and describe different values that people may have?</li> </ul>
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	<ul style="list-style-type: none"><li>• explain or demonstrate skills they can use if they feel under pressure to do something dangerous, unhealthy, that makes them feel uncomfortable or that they believe to be wrong</li><li>• identify where and how to ask for help, advice and support</li></ul>		<ul style="list-style-type: none"><li>• How do someone's beliefs or opinions help to form their values?</li><li>• How do values affect choices and behaviour?</li></ul>	
How does empathy help us cope with change?	<p><b>H5</b> For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p><b>H8</b> To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p> <p><b>H18</b> For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p>	<ul style="list-style-type: none"><li>• To identify what they are good at and their achievements (in and out of school) and describe how these were /are celebrated</li><li>• describe what they admire in others and their achievements</li><li>• give an example of when having high aspirations helped someone to achieve</li><li>• describe their aspirations for end of term / end of year / later in life</li><li>• explain positive steps they can take to help achieve their goals</li></ul> <ul style="list-style-type: none"><li>• To describe times that involve change and transition, including changing schools, classes or friendship groups</li><li>• identify a range of feelings that someone might have during these times</li><li>• recognise what grief is and how this can feel for people</li><li>• describe ways that people can explore and express feelings at times of change</li><li>• identify the importance of treasuring and sharing memories</li><li>• identify where to ask for advice or support at times of change</li></ul> <p><i>Ongoing work this half term around transition/move up day etc and the feelings and behaviours associated with this</i></p>	<div><div><b>British Values</b> <i>Democracy</i> <i>Rule of law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance of faiths and beliefs</i></div><div><b>Ash Grove Values</b> <i>Respectful</i> <i>Caring</i> <i>Curious</i> <i>Co-operative</i></div></div> <ul style="list-style-type: none"><li>• What would you like to achieve in your life?</li><li>• What do you need to do to achieve your goals and aspirations?</li><li>• Which characteristics help people achieve their goals and meet their aspirations?</li><li>• How can you develop the characteristics you need to achieve your goals and aspirations?</li></ul> <ul style="list-style-type: none"><li>• What are your 'early warning signs' when you feel uncomfortable, anxious or stressed?</li><li>• How do you know if someone is feeling a certain way?</li><li>• How can you respond to someone's feelings in a way that will help them?</li><li>• <b>Retrieval</b> - What is empathy?</li><li>• How can you demonstrate empathy towards others?</li></ul>	<p><b>GROWING AND CHANGING</b></p> <p><b>Christopher Winter lesson plans and resources</b></p>

Protective factors from *Department for Education: Mental Health and Behaviour in schools 2018*

PROTECTIVE FACTORS	
<b>INDIVIDUAL FACTORS</b>	
<ul style="list-style-type: none"> <li>* A feeling of control over one's life</li> <li>* A sense of cohesion with others</li> <li>* A positive sense of self</li> <li>* Close relationships with competent adults</li> <li>* Connections to organisations that have positive outcomes for the individual</li> <li>* Tolerance of delayed gratification</li> <li>* A sense of humour</li> <li>* Emotional literacy – the ability to recognise your own emotions and those of others.</li> </ul>	
<b>FAMILY FACTORS</b>	
<ul style="list-style-type: none"> <li>* Good parenting skills</li> <li>* Trusting relationships</li> <li>* Well-defined family roles and responsibilities</li> <li>* Opportunities to learn to deal with criticism, rejection, boredom and silence</li> </ul>	
<b>COMMUNITY FACTORS, INCLUDING SCHOOL</b>	
<ul style="list-style-type: none"> <li>* Participation in school, work and community with a sense of belonging</li> <li>* A sense of making a positive contribution to school or the community</li> <li>* A social network of peers</li> <li>* An opportunity to learn to handle challenges and set-backs</li> <li>* Knowing how and where to seek support in times of need</li> </ul>	

Resilience Framework: adapted from Hart & Blincow 2007 [www.boingboing.org.uk](http://www.boingboing.org.uk) See also pack of related resources linked to five areas.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	Support the child/YP to understand other people's feelings
		Tap into good influences	Engage mentors for children/YP	Solving problems	
	Being safe	Keep relationships going	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better		Fostering their interests	
		Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Healthy diet	Get together people the child/YP can count on		Remember tomorrow is another day	
	Exercise and fresh air	Responsibilities & obligations	Highlight achievements	Lean on others when necessary	Foster their talents
		Focus on good times and places		Have a laugh	
	Enough sleep	Make sense of where child/YP has come from	Develop life skills		There are tried and tested treatments for specific problems, use them
Play & leisure	Predict a good experience of someone or something new				
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

## The Mental Health Continuum Model

