



In Year 1, the PSHE curriculum builds upon the skills and knowledge the children have gained during their time in our EYFS. These skills and knowledge are experienced through every aspect of the EYFS curriculum, in particular the Personal, Social and Emotional Development area of learning. The children's interactions with their peers and adults are fundamental to their cognitive development and ability to lead happy, healthy lives. Through their play, interactions and a wider range of experiences, the children are encouraged to manage their emotions, develop a positive sense of self, be confident in their own abilities, and be resilient. They are supported to develop positive relationships, co-operate, and to resolve conflicts peaceably.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>PSED We will write our Class Charter together so that we learn about rules and boundaries, to keep ourselves and others safe. We will learn about routines and expectations and understand why rules are important. We will begin to learn how to become independent in our personal hygiene and self-help skills for example coat on peg, bookbag in box, story vote. We will explore and name our feelings and emotions, through stories such as 'Colour Monster' by Anna Llenas and 'How Do YOU Feel' by Anthony Browne. We will talk about kindness and will choose our Kindness Ambassadors to represent our class throughout school. We will begin to think about what being healthy means. We will introduce 'Run a Mile'.</p> <p>PD We will begin our daily Run a Mile sessions, focusing on the importance of exercise to keep us healthy. We will learn to listen to and follow instructions through playing games such as traffic lights and parachute games, and will develop the ability to work collaboratively.</p>	<p>PSED We will take part in Anti-bullying week and will learn about discrimination and inclusion through stories such as 'This is Our House' by Michael Rosen. We will learn and make links to our right to non-discrimination (UNCRC 2 and 23). We will learn about caring for others and will become more confident to share our experiences with others by taking turns to take Everywhere Bear home for a sleepover. We will learn about and practise working collaboratively. We will help our Kindness Ambassadors to look for children being kind and will talk about the reasons why. We will learn about being a 'Safe Pedestrian' to prepare us for our walking trips – beginning with our Library visit this half term.</p> <p>UtW Through stories such as 'All Families are Special', we will learn about different family dynamics and how every family is special and unique. We will talk about members of our families and our relationship to them, naming and describing them.</p>	<p>C&L To help us to work as part of a group we will be engaging in games and activities where we need to work as a team; listening to each other and sharing our own ideas</p> <p>PSED We will revisit our Class Charter to talk about class expectations and making positive choices. We will learn about healthy eating through stories such as 'Oliver's Fruit Salad' and 'Oliver's Vegetables' by Alison Bartlett and Vivian French. We will invite our grown-ups to join us for a Healthy Eating themed Stay and Play session where we will explore different healthy foods. Within our learning, we will make links to our rights to health and health services (UNCRC 24). We will make healthy choices and manage our own needs in relation to eating and drinking; asking for help when we need it. We will invite our grown-ups to watch our Class Presentation, where we will showcase our learning and achievements and share our feelings of pride.</p> <p>PD We will continue our daily Run a Mile sessions, and will focus on the effect of exercise on our bodies.</p>	<p>PSED We will revisit our Class Charter to talk about class expectations and will think about following instructions and requests. We will learn about the importance of sleep to keep us healthy and well through the book 'Can't You Sleep Little Bear?' by Martin Waddell. We will invite our grown-ups to join us for a bedtime themed Stay and Play session, where we will learn about the importance of a good bedtime routine. We will learn about people who help us through stories such as 'Cops and Robbers' by Janet and Allan Ahlberg and linked non-fiction texts. We will learn about and identify people from our school community and families who can help us and who we can turn to if we are worried. We will begin to learn about keeping our bodies safe and our right to protection of privacy (A 16 article 12 views of the child) using the NSPCC resource 'Pants are Private'. We will begin the process of transition to Year One by having the Year One teacher come to visit us in class to read a story.</p> <p>UtW We will talk about key roles people have in society both in the present and the past. We will name and describe people who are familiar to us within our community eg: police, fire service, doctors, dentist</p>	<p>C&L We will be encouraged to play as part of a group, playing cooperatively and sharing ideas to keep play moving.</p> <p>PSED We will revisit our Class Charter to talk about class expectations and will focus on keeping ourselves safe when using and transporting tools and equipment. We will learn about toothbrushing and visiting the dentist through the British Dental Association recommended stories such as 'Topsy and Tim Meet the Dentist' by Jean and Gareth Adamson and 'Snappy Croc' by Jane Clarke and Georgie Birkett. Within our learning, we will make links to our rights to health and health services (UNCRC 24). We will have a visit from the Dental Nurse. We will invite our grown-ups to join us as we learn about oral health and dental hygiene. This will support them to provide us with guidance and direction as we grow up. (UNCRC A5)</p> <p>We will share stories such as 'Together We Can' by Carly Hart, to explore friendship, diversity and collaboration and teamwork. We will explore and talk about our own abilities. We will try new activities showing resilience and perseverance, developing the understanding that more effort or a different approach may help. We will make our own books about the things that 'I am good at'. We will continue the process of transition to Year One by taking part in joint play times with the Year One children and staff. The Year One children will come into class to talk to us about what it's like being in Year One.</p>	<p>PSED We will revisit our Class Charter to talk about class expectations and will focus on individual responsibilities. We will learn about keeping ourselves safe and healthy when we use our screens at school and home; particularly in making sure that we do not spend too much time on our screen games. We help our grown-ups to learn about this by sharing information and guidance from National Online Safety and on our website so that they can help to keep us safe. We will take part in Sports Day events, working on our strengths and taking steps to challenge ourselves in order to improve our skills and abilities and to achieve our personal bests. (UNCRC A29 Aims of Education Develop every child's personality, talents and abilities). We will be able to dress and undress independently for PE and will manage our own self-care. This will prepare us as independent learners. We will continue the process of transition to Year One by spending a morning in the Year One classroom with the staff.</p> <p>PD We will aim for our personal bests on Sports Day and celebrate our achievements, both individually and in house (colour) groups.</p> <p>UtW We will understand the need to respect and care for the natural environment and all living things</p>

Whenever relevant, PSHE lessons in Year 1 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 & Blincow) 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**.

AUTUMN TERM *Living in the Wider World – Belonging to a community; Money, work and aspirations*

November: Anti-Bullying Week

Overarching objective:

R5 For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

First lesson(s) of autumn term:

- * 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 *protective factors* 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.

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

Why are rules important?



L1 To learn how they can contribute to the life of the classroom and school

L2 To help construct, and agree to follow, group and class rules and to understand how these rules help them

L3 To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others’ bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)

R4 For pupils to recognise what is fair and unfair, kind and unkind, what is right and wrong

- To describe how they would like their classroom to be
- explain who or what they are responsible for in their classroom
- explain what ‘rules’ mean and how they help all of us
- give suggestions for what could be included in class rules and explain why they are important
- explain why it is important for them to carry out classroom responsibilities and what happens if responsibilities are not carried out

- describe some ways of looking after themselves and others
- explain why we need to be able to take turns and share things and places, and return things that are borrowed
- identify who to tell if they are worried that needs are not being met

- To describe what fair and unfair/right and wrong means to them
- describe acts of kindness and the effect it has on the person and on other people
- recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying when and who to tell

British Values

Democracy

Rule of law

Individual liberty

Mutual respect

Tolerance of faiths and beliefs

Ash Grove Values

Respectful





Caring

Curious

Co-operative

Key questions:

- Why do you need rules?
- How do rules help us?
- What kind of rules do you have to follow outside school?
- How do these rules help keep us safe?
- What is a rule that would help keep everyone in the classroom safe?
- Why is that rule important?
- How do you know if something is ‘right’ or ‘wrong’?
- What does it mean if something is the ‘right’ or ‘wrong’ thing to do?
- How do you make choices about whether something is the right or wrong thing to do?

Online Safety- Media literacy and digital resilience - How can we stay safe online? + Computing curriculum autumn term				
<div>How can we stay safe online?</div> <div><div><div>16</div><div></div><div>PROTECTION OF PRIVACY</div></div><div><div>17</div><div></div><div>ACCESS TO INFORMATION</div></div><div><div>36</div><div></div><div>PROTECTION FROM EXPLOITATION</div></div></div>	<div>H12 To learn rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety</div> <div><ul style="list-style-type: none">• To demonstrate an understanding that they have a right to ‘be safe on the outside’ and ‘feel safe on the inside’• identify rules for keeping safe in a range of familiar situations, including online• describe the things they do in school or at home to keep themselves and others safe</div> <div>Online Safety Class Charter to be made and signed by whole class (including adults) during autumn term, and regularly referred to throughout the year.</div>	<div><div>British Values</div><div>Democracy</div><div>Rule of law</div><div>Individual liberty</div><div>Mutual respect</div><div>Tolerance of faiths and beliefs</div><div>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc</div></div> <div>See Education for a Connected World document, column 2</div> <div>Pages 6 Self image and identity</div> <div>11 Online relationships</div> <div>16 Online reputation</div> <div>21 Online bullying</div> <div>26 Managing information online</div> <div>32 Health, wellbeing and lifestyle</div> <div>37 Privacy and security</div> <div>Explore and discuss some/all of these issues in the context of staying safe online</div>	<div><div>Ash Grove Values</div><div>Respectful</div><div>Caring</div><div>Curious</div><div>Co-operative</div></div>	
	<div>What can we do with money?</div> <div><div>26</div><div></div><div>SOCIAL AND ECONOMIC HELP</div></div>	<div>L6 To learn that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</div> <div>L7 To learn about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices</div>	<div><ul style="list-style-type: none">• To recognise what money looks like and know that it comes in different forms• identify how money is obtained (won, borrowed, found, earned, presents)• give some examples of some of the ways that money can be used (saved as well as spent)• identify what might make someone want to spend or save their money – how people make these choices• the difference between needs and wants – that people may not always be able to have the things they want.• explain how to keep money safe and the different ways of doing this</div>	<div><div>British Values</div><div>Democracy</div><div>Rule of law</div><div>Individual liberty</div><div>Mutual respect</div><div>Tolerance of faiths and beliefs</div></div> <div><div>Ash Grove Values</div><div>Respectful</div><div>Caring</div><div>Curious</div><div>Co-operative</div></div>

SPRING TERM Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

February: Safer Internet Day

Overarching objective:

R5 For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

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 makes a family?



R9 To identify their special people, know what makes them special, and know how special people should care for one another

R1 For pupils to communicate their feelings to others, to recognise how others show feelings and how to respond

- To identify special people in their lives and those who look after them in school and outside of school (immediate family or wider family networks)
- describe what makes them special
- describe ways people care for each other
- know how families differ from each other (including that not every family has the same family structure)
- know how features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

- To give examples of feelings, demonstrate how faces and bodies show different feelings, and use simple descriptions to describe how they, or others are feeling
 - recognise it is important to share feelings and give examples of appropriate ways of doing so
 - suggest ways they can make themselves and others feel better
 - recognise that we can affect how others feel (family, friends, classmates)
- EMOTIONS WALL** to be co-created and displayed during Spring Term 1 and referred to throughout the year.

- know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
- recognise that it is very important to tell someone if they are worried about something, and identify who they can go to
- demonstrate ways they can attract the attention of people who care for them and make sure they are listened to

British Values

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Respectful
Caring
Curious
Co-operative

- Who encourages or supports us at home and in school?
- How do we feel when someone supports or encourages us?
- How can you show support or encouragement to someone when they need it?
- What makes you feel good/not so good?
- How do our feelings affect our behaviours?
- How can we cope with strong feelings?
- Where can we get help with coping with feelings?
- Who can we ask for help with coping with feelings?
- How can we help others cope with their feelings?







Online Safety - Media literacy and digital resilience - How can we stay safe online?

How can we stay safe online?

H2 Online safety context To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.

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<div><div>16</div><div></div><div>PROTECTION OF PRIVACY</div></div> <div><div>17</div><div></div><div>ACCESS TO INFORMATION</div></div> <div><div>36</div><div></div><div>PROTECTION FROM EXPLOITATION</div></div>	<ul style="list-style-type: none">• To describe what they like and what they dislike• recognise what a choice is• identify some choices they can make to help improve how they feel	<p>Tolerance of faiths and beliefs <i>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc</i></p> <p>See Education for a Connected World document, column 2 Pages 6 <i>Self image and identity</i> 11 <i>Online relationships</i> 16 <i>Online reputation</i> 21 <i>Online bullying</i> 26 <i>Managing information online</i> 32 <i>Health, wellbeing and lifestyle</i> 37 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of staying safe online</p>	
<p>How can we be a good friend?</p> <div><div>2</div><div></div><div>NO DISCRIMINATION</div></div> <div><div>19</div><div></div><div>PROTECTION FROM VIOLENCE</div></div> <div><div>13</div><div></div><div>SHARING THOUGHTS FREELY</div></div>	<p>R8 To identify and respect the differences and similarities between people</p> <p>R6 To learn to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)</p> <p>R7 To learn to offer constructive support and feedback to others</p> <p>H4 To learn about good and not so good feelings, a vocabulary to describe their feelings to others, and simple strategies for managing feelings</p>	<ul style="list-style-type: none">• To identify similarities between themselves and others• identify differences between themselves and others• describe basic differences and similarities between class members• recognise that we all have things in common with other people, even if we think we are very different• recognise that everyone is equal• To describe what it feels like to be listened to/not listened to, and describe or demonstrate how to listen to other people• suggest things we can do to get on with other people• demonstrate how to play cooperatively with others• describe how it feels when others offer kind and helpful support, and give examples of when they might offer this kind of support• To name feelings they have had, both good and not so good• explain what makes them feel good and what makes them feel not so good• identify where in their bodies they have these feelings and demonstrate how our faces and bodies show these feelings to others• identify some ways to feel better if feeling not so good	<div><div>British Values Democracy Rule of law Individual liberty Mutual respect Tolerance of faiths and beliefs</div><div>Ash Grove Values Respectful Caring Curious Co-operative</div></div> <ul style="list-style-type: none">• <i>What is cooperation, and what does it look like?</i>• <i>How can you resolve disagreements?</i>• <i>How do you know if a situation is fair, and how do you resolve it if it's not?</i>• <i>What makes you feel good/not so good?</i>• <i>How do our feelings affect our behaviours?</i>• <i>How can we cope with strong feelings?</i>• <i>Where can we get help with coping with feelings?</i>• <i>Who can we ask for help with coping with feelings?</i>• <i>How can we help others cope with their feelings?</i>

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

May: Mental Health Awareness Week

Overarching objective:

R5 For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

H1 To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, and dental health

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

What can we do to stay healthy and safe?



H2 To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences

H6 To learn the importance of and how to maintain personal hygiene.

H7 To learn how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.

R3 To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid

- To identify choices they can make about their health and wellbeing
- know what being healthy means and who helps them to stay healthy (eg, parent, doctor, dentist)
- identify some of the consequences of different choices, both good and not so good
- describe how it feels to make a choice that is good for our bodies

- To know why hygiene is important and how simple hygiene routines can stop germs from being passed on
- To know how to take care of themselves on a daily basis (eg washing and brushing hair and teeth, getting enough sleep, toilet hygiene and routines)

- To explain what a secret is and what it means to keep a secret
- explain what a surprise is and what it means to surprise someone
- recognise that no one should ask someone to keep a secret or surprise that will be hurtful to themselves or someone else
- identify who they can go to in school if they are worried about a surprise or a secret

British Values





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Caring
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- What sorts of choices do you make?
- What choices have you made this year/this week/today etc?
- How do you make your choices?
- What do you need to know to make a choice?
- How do you know if a choice is a good one?

- What is ‘personal space’?
- What kind of personal space do I feel comfortable with?
- How do I feel if someone invades my personal space?

	<p>R10 To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p> <p><i>Principle of consent</i></p>	<ul style="list-style-type: none"> • To identify different types of touch (cuddles, kisses, punches, kicks, pinches, pokes, tugs, strokes) • describe how it feels when people try to touch us in ways we do not like or that make us feel uncomfortable • recognise they have a choice about being touched and the right to say 'no' and to tell someone if they don't feel comfortable 	<ul style="list-style-type: none"> • <i>How can I show and tell someone if they are invading my personal space/making me feel uncomfortable?</i> • <i>How can I show respect for someone else's personal space?</i> • <i>From who or where can I get help if someone is making me feel uncomfortable or hurting me?</i>
Online Safety - Media literacy and digital resilience - How can we stay safe online?			
<p>How can we stay safe online?</p>   	<p>H15 Online safety context To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p><i>Principle of consent</i></p> <ul style="list-style-type: none"> • explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') • identify who they can go to if they are worried about something • demonstrate ways they can attract the attention of people who care for them and make sure they are listened to • recognise that it is very important to tell someone if they are worried about something 	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p><i>Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc</i></p> <p>See Education for a Connected World document, column 2</p> <p>Pages 6 <i>Self image and identity</i></p> <p>11 <i>Online relationships</i></p> <p>16 <i>Online reputation</i></p> <p>21 <i>Online bullying</i></p> <p>26 <i>Managing information online</i></p> <p>32 <i>Health, wellbeing and lifestyle</i></p> <p>37 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of staying safe online</p>	<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
<p>What have been our greatest achievements this year?</p> 	<p>H3 To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</p> <p>H5 To understand about change and loss and the associated feelings (including moving home, changing year group, losing toys, pets or friends)</p>	<ul style="list-style-type: none"> • To identify what they are good at and explain what they are learning / getting better at • identify what they need help with and set simple targets for moving up into Year 2 • identify ways of celebrating achievements and how it feels to do this • To give examples of times when people experience change (eg: new baby brother or sister, moving to a new class) and identify how this can feel • understand that change can feel scary or strange, and know how this can make someone behave • describe what they can do to be kind to others who may be feeling nervous or unhappy about a change or loss <p><i>Ongoing work this half term around transition/move up day etc and the feelings and behaviours associated with this.</i></p>	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p> <ul style="list-style-type: none"> • <i>What would you like to achieve this/next week? ('My goal this week is ...') (in school, at home)</i> • <i>What do you need to do to achieve your goals?</i> • <i>How do you feel when you achieve a goal?</i> • <i>What kinds of characteristics do people need to achieve their goals?</i>



Year 1 Ash Grove Academy PSHE Education Curriculum

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

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

Resilience Framework: adapted from Hart & Blincow 2007 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	
		Tap into good influences	Engage mentors for children/YP	Solving problems	
	Being safe	Keep relationships going		Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	The more healthy relationships the better	Map out career or life plan	Fostering their interests	
		Take what you can from relationships where there is some hope		Calming down & self-soothing	Help the child/YP take responsibility for her/himself
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Remember tomorrow is another day	
	Exercise and fresh air	Responsibilities & obligations		Highlight achievements	Lean on others when necessary
		Focus on good times and places	Develop life skills		Have a laugh
	Enough sleep	Make sense of where child/YP has come from			
	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

