



St. Benedict's Primary School PSHE Overview 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Enchanted Woodlands Science - plants Suggest how they could</p> <p>World Recognise how people have a responsibility to care for their local, natural and built environments.</p> <p>Rights Respecting: Global Goal 15: Life on Land Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</p> <p><i>Article 24</i> Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a</p>	<p>Bright Lights Big City Geography - The UK, maps and direction</p> <p>Standalone World Recognise that they are many different jobs that people can do.</p> <p>Rights Respecting: Global Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.</p> <p><i>Article 27</i> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p>	<p>Superheroes PE Fantasy and real heroes.</p> <p>World Describe how they can contribute to the life of the class and school.</p> <p>Well-being Learn about what keeping healthy means; different ways to keep healthy.</p> <p>Learn about foods that support good health and the risks of eating too much sugar.</p> <p>Learn about how physical activity helps us to stay healthy; and ways to be physically active every day.</p> <p>Learn about why sleep is important and different ways to rest and relax.</p> <p>Learn to recognise what makes them special.</p>	<p>Beachcombers Science - seashore</p> <p>Standalone Well-being Identify strengths and set simple but challenging goals.</p> <p>Rights Respecting: Global Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable</p> <p>Standalone through daily dashboard. <i>Article 28</i> Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.</p>	<p>Paws Claws and Whiskers Art and Design animals and their features</p> <p>Standalone Well-being Recognise that people's bodies and feelings can be hurt by the activities, events and people encountered in everyday life and online.</p> <p>Rights Respecting: Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p>	<p>Dinosaur Planet History - dinosaurs and fossils</p> <p>Standalone World Recognise the difference between needs and wants.</p> <p>Rights Respecting: Global Goal 5: Achieve gender equality and empower all women and girls.</p> <p>Standalone through daily dashboard. <i>Article 15</i> Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights</p>



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	<p>clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>		<p>Learn to identify what they are good at, what they like and dislike.</p> <p><i>Article 24</i> Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this</p>			
Year 2	<p>Street Detectives Geography - exploring the local community</p> <p>World Learn how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Learn about things they can do to help look after their environment.</p> <p>Learn about the different groups they belong to.</p>	<p>Land Ahoy Geography Captain Cook, boats and sea rescues</p> <p>World Learn about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>Learn about things they can do to help look after their environment.</p> <p>Learn about the different roles and responsibilities people have in their community.</p>	<p>Muck, Mess and Mixtures Science/Art Materials and their properties through art</p> <p>Well-being Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Learn about rules and age restrictions that keep us safe.</p> <p>Learn to recognise risk in simple everyday situations</p>	<p>Towers, Tunnels and Turrets D&T/History Castles, towers and tunnels.</p> <p>World Learn about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>Well-being Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p>	<p>Scented Gardens Science - flowers and their parts, growing things</p> <p>World Learn about things they can do to help look after their environment.</p> <p>Learn how people and other living things have different needs; about the responsibilities of caring for them.</p> <p>Well-Being</p>	<p>Wriggle and Crawl Science - minibeasts and their habitats</p> <p>World Learn about what rules are, why they are needed, and why different rules are needed for different situations.</p> <p>Well-being Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p>



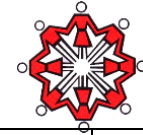
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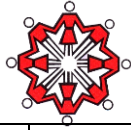
<p>World Learn that everyone has different strengths.</p> <p>Well-being Learn about the people who help us to stay physically healthy.</p> <p>Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Learn about the people whose job it is to help keep us safe.</p> <p>Learn about what to do if there is an accident and someone is hurt.</p> <p>Learn how to get help in an emergency (how to dial 999 and what to say).</p> <p>Rights Respecting Global Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable</p>	<p>Learn what money is; forms that money comes in; that money comes from different sources.</p> <p>Learn that people make different choices about how to save and spend money.</p> <p>Learn that money needs to be looked after; different ways of doing this.</p> <p>World Learn that jobs help people to earn money to pay for things.</p> <p>Well-being Learn how to keep safe in the sun and protect skin from sun damage.</p> <p>Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Learn about rules and age restrictions that keep us safe.</p> <p>Learn to recognise risk in simple everyday situations</p>	<p>and what action to take to minimise harm.</p> <p>Learn about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).</p> <p>Learn that household products (including medicines) can be harmful if not used correctly.</p> <p>Learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>Learn about what to do if there is an accident and someone is hurt.</p> <p>Rights Respecting: Global Goal 3: Ensure healthy lives and promote well-being for all at all ages</p> <p><i>Article 24</i> Every child has the right to the best possible health.</p>	<p>Rights Respecting: Global Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>Standalone through daily dashboard. Article 17 Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p>	<p>Learn to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>Rights Respecting: Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p><i>Article 32</i> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</p>	<p>Rights Respecting: Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss</p> <p>Standalone through daily dashboard. <i>Article 22</i> If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child. Governments must help in trying to reunite child refugees with their parents</p>
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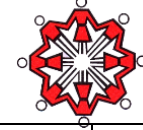
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	<p><i>Article 27</i> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.</p>	<p>and what action to take to minimise harm.</p> <p>Learn that household products (including medicines) can be harmful if not used correctly.</p> <p>Learn ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.</p> <p>Rights Respecting: Global Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development</p> <p>Standalone through daily dashboard.</p> <p><i>Article 30</i> Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p>	<p>Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>			
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<p>Year 3</p>	<p>Heroes and Villains Music, moral dilemmas</p> <p>World Learn to recognise there are human rights, that are there to protect everyone.</p> <p>Learn about the relationship between rights and responsibilities.</p> <p>Learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>Well-being Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health. Learn to recognise that feelings can change over</p>	<p>Predator Science food chains, fossils and predatory plants</p> <p>Standalone</p> <p>World Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Rights Respecting Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</p> <p>Standalone through daily dashboard. <i>Article 30</i></p>	<p>Tremors Geography /History - natural disasters, earthquakes and volcanoes</p> <p>Well-being Learn how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>Learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Learn reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>Learn strategies for keeping safe in the local</p>	<p>Mighty Metals Science - materials, forces, magnets and robots</p> <p>Standalone</p> <p>Well-being Learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p> <p>Rights Respecting: Global goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.</p> <p>Standalone through daily dashboard. <i>Article 22</i> If a child is a refugee or is seeking refuge, governments must make sure that they have the same rights as any other child.</p>	<p>Scrumdiddlyumptious! D&T - Food, nutrition and cooking</p> <p>Well-being Learn how to make informed decisions about health.</p> <p>Learn about the elements of a balanced, healthy lifestyle</p> <p>Learn about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>Right Respecting</p>	<p>Tribal Tales History- Stone Age, Bronze Age and Iron Age history</p> <p>Well-being Learn to recognise that feelings can change over time and range in intensity.</p> <p>Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Learn to recognise their individuality and personal qualities.</p> <p>Learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Learn reasons for following and complying</p>



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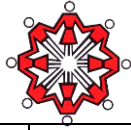
<p>time and range in intensity.</p> <p>Learn a varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>Learn to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p> <p>Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>Learn to recognise their individuality and personal qualities.</p>	<p>Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p>	<p>environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>Rights Respecting: Goal 13: Take urgent action to combat climate change and its impacts</p> <p>Standalone through daily dashboard. <i>Article 17</i> Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.</p>	<p>Governments must help in trying to reunite child refugees with their parents.</p>	<p><i>Article 24</i> (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy Global Goal 3: Ensure healthy lives and promote well-being for all at all ages</p>	<p>with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.</p> <p>Learn about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p> <p>Learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.</p> <p>World Learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p>
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	<p>Learn to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth.</p> <p>Rights Respecting; Global Goal 10: Reduce inequality within and among countries</p> <p><i>Article 12:</i> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p>					<p><i>Article 12</i> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p><i>Article 32</i> Governments must protect children from work that is dangerous or might harm their health or education.</p>
Year 4	<p>I Am Warrior The Roman Empire</p> <p>Well-being Outline aspirations and ways to achieve them, including how to manage setbacks.</p> <p>Learn strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p>	<p>Potions Solids, Liquids and Gas</p> <p>Standalone Well-being Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>Rights Respecting; Global Goal 12: Ensure sustainable consumption and production patterns</p>	<p>Traders and Raiders Here come the Saxons</p> <p>World Learn to value the different contributions that people and groups make to the community.</p> <p>Rights Respecting: <i>Article 17</i> Every child has the right to reliable information from the media. This should be information that children can understand.</p>	<p>Burps, Bottoms and Bile Inside your Body</p> <p>Well-being Learn about the elements of a balanced, healthy lifestyle.</p> <p>Learn about choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>Learn about what good physical health means;</p>	<p>Misty Mountain Sierra Mighty Mountains</p> <p>Well-being Learn about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and</p>	<p>Blue Abyss The Ocean World</p> <p>Standalone Well-being Learn how to predict, assess and manage risk in different situations.</p> <p>Rights Respecting Global Goal 14: Conserve and sustainably through daily dashboard <i>Article 15</i> Every child has the right to meet with</p>



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<p>Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools. Learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p> <p>Learn how to predict, assess and manage risk in different situations. Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>World Recognise their individuality, personal qualities and strengths, skills, achievements, interests and identify personal goals.</p> <p>Rights Respecting; Global Goal 5: Achieve gender equality and</p>	<p>Standalone through daily dashboard. <i>Article 38</i> Governments must do everything they can to protect and care for children affected by war. Governments must not allow children under the age of 15 to take part in war or join the armed forces.</p>	<p>Governments must help protect children from materials that could harm them.</p>	<p>how to recognise early signs of physical illness.</p> <p>Learn that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Learn how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p> <p>Learn about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being</p>	<p>spending time with family and friends can support mental health and wellbeing.</p> <p>Learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p> <p>Learn how to predict, assess and manage risk in different situations.</p> <p>Learn about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe.</p> <p>World Learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>Rights Respecting:</p>	<p>other children and to join groups and organisations, as long as this does use the oceans, seas and marine resources for sustainable development French; The Weather</p> <p>Standalone not stop other people from enjoying their rights.</p>
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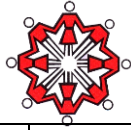
	<p>empower all women and girls</p> <p>Standalone through daily dashboard.</p> <p><i>Article 6</i> Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential.</p>			<p>involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p> <p>Rights Respecting: Global Goal 3: Ensure healthy lives and promote well-being for all at all ages</p> <p><i>Article 24</i> Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>	<p>Global Goal 6: Ensure availability and sustainable management of water and sanitation for all.</p> <p>Standalone through daily dashboard</p> <p><i>Article 25</i> If a child lives away from home (in care, hospital or in prison, for example,), they have the right to a regular check of their treatment and the way they are cared for.</p>	
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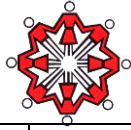
<p>Year 5</p>	<p>Stargazers The solar system and space</p> <p>Standalone World Recognise the difference between the concepts of 'interest', 'loan', 'debt' and 'tax'.</p> <p>Rights respecting: Global goal 13: Take urgent action to combat climate change and its impacts.</p> <p>Global goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all.</p>	<p>Off with her head The Tudors</p> <p>World Recognise how and why rules and laws that protect them and others are made and enforced.</p> <p>Well being Learn to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>Rights respecting: Global goal 5: Achieve gender equality and empower all women and girls.</p> <p>Links to PSHE lessons Article 40: A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to help from a lawyer and a fair trial that takes account of their age or situation. The child's privacy must be respected at all times.</p>	<p>Alchemy Island A fantasy world</p> <p>Standalone World Recognise that human rights can be 'absolute', 'limited' or 'qualified' in certain circumstances.</p> <p>Rights Respecting: <i>Article 31:</i> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>Beast Creator Minibeasts</p> <p>Rights respecting: Global Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.</p> <p>Global goal 12: Ensure sustainable consumption and production patterns.</p>	<p>Pharaohs Ancient Egypt</p> <p>Rights respecting: Global goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable.</p> <p>Links to PSHE Lessons <i>Article 30:</i> Every child has the right to learn and use the language, customs and religion of their family, regardless of whether these are shared by the majority of the people in the country where they live.</p> <p><i>Article 14:</i> Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the</p>	<p>Allotment Food origins and farming</p> <p>World Explain how to manage money and the importance of being a critical consumer.</p> <p>Explain how to manage money and the importance of being a critical consumer.</p> <p>Well being Recognise how and why rules and laws that protect them and others are made and enforced.</p> <p>Rights Respecting: Global goal 12: Ensure sustainable consumption and production patterns.</p> <p><i>Article 29:</i> Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for</p>
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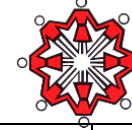
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		<p><i>Article 41: If the laws of a particular country protect children better than the articles of the Convention, then those laws must stay in place.</i></p>			<p>rights of parents to give their children information about this right.</p>	<p>human rights, as well as respect for their parents, their own and other cultures, and the environment.</p>
Year 6	<p>A Child's War World War 2</p> <p>world Learn to recognise there are human rights, that are there to protect everyone. Learn about the relationship between rights and responsibilities.</p>	<p>Blood Heart Human circulatory system</p> <p>Health and wellbeing Learn about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a</p>	<p>Frozen Kingdom Polar Regions</p> <p>World Learn to recognise there are human rights, that are there to protect everyone.</p> <p>Learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use</p>	<p>Darwin's Delights Evolution and Inheritance</p> <p>World Learn to recognise there are human rights, that are there to protect everyone.</p> <p>Learn that people's spending decisions can affect others and the</p>	<p>Hola Mexico Mayan Civilisation</p> <p>Stand alone world Recognise and challenge stereotypes.</p> <p>Identify what kind of job or career they might like to do in the future and how they might achieve this</p>	<p>Gallery Rebels Significant Artists</p> <p>Health and well being Analyse and develop strategies to manage feelings during transition to secondary school.</p> <p>Recognise that anyone can experience mental ill health.</p>



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<p>Learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p>Learn ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).</p> <p>Learn about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p> <p>Learn that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use</p>	<p>habit which can be difficult to break.</p> <p>Learn to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p>Learn about why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p> <p>Learn about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.</p>	<p>plastics, or giving to charity).</p>	<p>environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p>	<p>goal, including skill development.</p> <p>Identify what kind of job or career they might like to do in the future and how they might achieve this goal, including skill development.</p>	<p>Understand the importance of facing new challenges to achieve a goal or an aspiration and how to manage setbacks and reframe unhelpful thinking.</p>
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	<p>plastics, or giving to charity).</p> <p>Learn to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.</p> <p>Health and wellbeing Learn problem solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p>Learn about how to manage setbacks/perceived failures, including how to reframe unhelpful thinking.</p>					
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