

## OUR WELLBEING CURRICULUM AT SCOTT BROADWOOD

### Our Wellbeing Curriculum at Scott Broadwood

#### Intent: Our Vision

We believe that positive wellbeing is something that children need to actively learn about throughout their time at Scott Broadwood. We aim to create learners who feel confident to be themselves and to fulfill their potential. During their time at Scott Broadwood, children will learn the skills to recognise, form and maintain positive relationships, preparing them for their future lives. Through outdoor experiences, engaging stories and collaborative discussion children can safely learn the importance of keeping themselves both physically and mentally healthy. Children who have developed emotional literacy and learnt strategies to recognise and manage their emotions are better prepared to face the challenges of life in modern Britain. By learning about rights and responsibilities, our children know how to be a member of a diverse society and how to contribute positively to their environment both locally and globally.

#### Implementation: How we plan and teach for Wellbeing

Our Wellbeing Curriculum is taught through The Story Project; carefully choosing stories and innovative accompanying resources that enable teachers to develop their classes wellbeing alongside their literacy skills. At Scott Broadwood, Relationships and Health Education is taught as part of the school's Story Project Wellbeing curriculum. Each year, children study 6 carefully chosen books, which meet the statutory RHE objectives alongside our wellbeing objectives. Throughout the children's time at Scott Broadwood, learnt principles are applied and developed across the wider curriculum and in a variety of social contexts.

At Scott Broadwood, we follow the Church of England's approach to RHE and Sex Education, that everyone will be treated with dignity as all people are made in the image of God and loved equally by God. Throughout our Wellbeing curriculum, we aim to promote the spiritual, moral, cultural, mental and physical development of all pupils.

To enhance and enrich our Wellbeing curriculum, we participate in a variety of whole school wellbeing days, including, diversity week, black history month and healthy school's week. Our Wellbeing Curriculum is promoted within the school community through assemblies, wellbeing newsletters and our open door policy.

#### Impact: How we evaluate our learning in Wellbeing

The impact of our Wellbeing Curriculum is evident in the confidence our children demonstrate when expressing their emotions and managing their relationships. We see the impact of this learning in our children's engagement with their community and their care for others. The choices our children make to keep themselves safe and both mentally and physically healthy reflect the impact of our Wellbeing Curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Events	Black History Month (October)	CIN/World Kindness day Anti-Bullying Week	Internet Safety Day	Young Carers Action Day Red Nose Day	Healthy Eating Week (Physical and Mental Wellbeing Week)	World Oceans Day School Diversity Week
Reception	<p>The New Small Person by Lauren Child Objectives Covered:</p> <p>1.I can tell you how a new baby can affect a family. 2.I can tell you how babies need to be cared for. 3.I can tell you how to take turns and share equipment. 4.I can tell you how I would make others feel welcome. 5.I can tell you who I would talk to if I feel unsafe or worried.</p>	<p>Luna Loves Library Day by Joseph Coelho Objectives Covered:</p> <p>1.I can tell you who is in my family and why they are important. 2.I can tell you what I like to do with my family. 3.I can tell you how I show love to my family. 4.I can show skills related to active listening e.g. eye contact. 5.I can tell you how to show good manners.</p>	<p>Here We Are by Oliver Jeffers. Objectives Covered:</p> <p>1.I can tell you why it is important to look after our planet. 2.I can tell you how I keep my classroom environment tidy and safe. 3.I can name the parts of my body and tell you some ways I look after my body. 4.I can tell you what I would do if my body doesn't feel well. 5.I can tell you how I show respect to all people</p>	<p>Barbara Throws a Wobbler by Nadia Shireen Objectives Covered:</p> <p>1.I can tell you what makes me feel angry. 2.I can tell you what makes me feel calm. 3.I can tell you the difference between feelings and actions. 4.I can tell you how to treat friends kindly. 5.I can tell you how to have kind hands.</p>	<p>Oliver's Vegetables by Vivian French Objectives Covered:</p> <p>1.I can give some examples of healthy foods that are good for my body. 2.I can tell you how I include healthy foods in my diet. 3.I can tell you where vegetables and fruits come from and how to help them grow. 4.I can tell you why I need to drink water at regular intervals in the day. 5.I can tell you why exercise is important and some types of exercise I enjoy.</p>	<p>The Jar of Happiness Written and Illustrated by Ailsa Burrows Objectives Covered:</p> <p>1.I can tell you what makes me feel happy. 2.I can tell you some ways that I help others to feel happy. 3.I can tell you what makes me feel sad. 4.I can tell you some simple strategies that help me when I feel sad. 5.I can explain how friends and family can make us feel happy.</p>
Year 1	<p>Morris the Mankiest Monster by Giles Andreae Objectives Covered:</p> <p>1.I can tell you how some diseases are spread and can be controlled. 2.I can tell you the importance of personal hygiene.</p>	<p>The Friendship Bench: Objectives Covered:</p> <p>1.I can tell you how people choose and make friends. 2.I can tell you what makes a good friend. 3.I can tell you how my friends make me happy and how I make my friends happy.</p>	<p>Angry Arthur by Hiawyn Oram Objectives Covered:</p> <p>1.I can tell you what appropriate and proportionate behaviour means. 2.I can describe the 5 point scale for basic emotions. 3.I can tell you</p>	<p>Peace at Last by Jill Murphy Objectives Covered:</p> <p>1.I can tell you the consequences of not getting enough sleep. 2.I can tell you some strategies to manage feeling tired.</p>	<p>Look Up by Nathan Byron Objectives Covered:</p> <p>1.I can tell you what makes me individual. 2.I can tell you what my strengths are. 3.I can teach someone else something I am good at.</p>	<p>My Big Fantastic Family by Charlotte and Adam Guillane Objectives Covered:</p> <p>1.I can tell you about different types of families. 2.I can tell you why all families deserve respect. 3.I can tell you about the people important to me in my family.</p>

	<p>3.I can tell you the importance of brushing my teeth in the morning and evening.</p> <p>4.I can tell you the consequences of not making the right choices to live a healthy lifestyle. e.g. I will feel unwell, tired, lack of vitamins</p> <p>5.I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water.</p>	<p>4.I can tell you how I make others feel welcome and included. 5. I know what to do if a friend is making me unhappy</p>	<p>why someone might have an inappropriate reaction and how they can recognise if they need support.</p> <p>4.I can tell you the importance of giving my brain a rest and some ways I like to relax.</p> <p>5.I can tell you how I take responsibility for my school environment. Including toilets/ shared spaces..</p>	<p>3.I can tell you what helps me to get a good night's sleep.</p> <p>4.I can tell you some ways I can help myself when I feel fidgety. e.g. taking brain breaks, doing exercises before extended sitting, yoga etc.</p> <p>5.I can tell you why permission-seeking is important and I can say no when I don't want to do something</p>	<p>4.I can tell you some of the effects of spending too much time on devices.</p> <p>5.I can tell you how to keep safe on the roads</p> <p>.</p>	<p>4.I can tell you how families can change and some of the emotions related to this. 5.I can tell you how families help each other in times of difficulty</p>
Year 2	<p>The New Girl by Nicola Davies Objectives Covered:</p> <p>1.I can tell you the importance of my name and cultural identity.</p> <p>2.I can tell you what it means to be unique and why it is important to respect people's differences.</p> <p>3.I can tell you some of the feelings associated with starting something new.</p> <p>4.I can tell you how I make others feel welcome.</p> <p>5.I can tell you how to judge who is a being a good friend.</p>	<p>Aliens Love Underpants by Claire Freedman Objectives Covered:</p> <p>1.I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls.</p> <p>2.I can tell you why pants are private.</p> <p>3.I can tell you what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond if I am uncomfortable.</p> <p>4.I can tell you what I can do if I feel unsafe in variety of situations.</p>	<p>Chicken Clicking by Jeanne Willis and Tony Ross Objectives Covered:</p> <p>1.I can tell you the benefits of going online.</p> <p>2.I can tell you how to recognise the dangers of being online.</p> <p>3.I can tell you the rules and principles for keeping safe online.</p> <p>4.I can tell you how to report problems I have online.</p> <p>5.I can tell you the value of the things that I buy</p>	<p>Ravi's Roar, by Tom Percival Objectives Covered:</p> <p>1.I can explain that it is ok to feel all emotions.</p> <p>2.I can explain why it is important to reflect on how I manage my emotions.</p> <p>3.I can tell you what strategies help me to calm down.</p> <p>4.I can tell you what is fair/ unfair, right/ wrong and kind/ unkind.</p> <p>5.I can tell you why it is good that people are different.</p>	<p>The Girl Who Never Made Mistakes by Mark Pett and Gary Rubinstein Objectives Covered:</p> <p>1.I can explain why mistakes help my learning.</p> <p>2.I can tell you how I have learnt from my mistakes.</p> <p>3.I can tell you how respecting myself and being kind to myself can help me to be happy.</p> <p>4.I can tell you what the word perseverance means.</p> <p>5.I can tell you what helps me to persevere.</p>	<p>Grandads Camper by Harry Woodgate Objectives Covered:</p> <p>1.I can tell you some of the feelings associated with times of change and loss.</p> <p>2.I can tell you some strategies I have for dealing with times of change and loss.</p> <p>3.I can tell you how I could get help if I or someone I care about was struggling with times of change or loss.</p> <p>4.I can tell you about some of the different relationships I have with people in my family and why they are important.</p>

		5.I can tell you the difference between secrets and nice surprises and the importance of not keeping any secret that makes me feel uncomfortable or afraid.				5.I can tell you how helping others helps make me happy.
--	--	---	--	--	--	--

## Progression within each of the wellbeing areas of the Wellbeing Curriculum

Purple – Sex Education Objective – parental right to withdraw Green – Statutory Health Education Objectives Red – Statutory Relationships Objectives

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<p><b>Physical and Sensory Wellbeing</b></p> <p><b>My physical and sensory wellbeing includes everything to with having a healthy and happy body.</b></p>	<p>I understand the importance of personal hygiene.</p> <p>I understand the importance of brushing my teeth in the morning and evening.</p> <p>I know and can label/ point to the different parts of the human body.</p> <p>I understand the difference between what I could do as a baby, what I can do now and what I will be able to do when I grow up.</p> <p>I understand the importance of sleep/ rest and the consequences of not getting enough sleep.</p> <p>I have some ideas for how to help myself when I feel fidgety. e.g. taking brain breaks, doing exercises before extended sitting, yoga etc.</p> <p>I understand how to keep myself safe on the roads.</p> <p>I know how to make a clear and efficient call to emergency services if necessary.</p>	<p>I understand how some diseases are spread and can be controlled.</p> <p>I can say the names of the different parts of the body (including external genitalia) and the differences between boys and girls. (Can be taught with PANTS)</p> <p>I can describe the right choices to make to live a healthy lifestyle e.g. healthy food, rest, exercise, brushing teeth, water.</p> <p>I understand the consequences of not making the right choices to live a healthy lifestyle. e.g. I will feel unwell, tired, lack of vitamins.</p> <p>I know that household products, including medicines, can be harmful if not used properly.</p> <p>I understand that humans and animals reproduce and have offspring. I know that baby offspring will grow into adults.</p>	<p>I know what is meant by the term habit and why habits can be hard to change.</p> <p>I go to the toilet in break and lunchtimes without prompting unless there is an emergency.</p> <p>I understand the term 'balanced lifestyle' e.g.. I know what foods I should have a lot of and what I should just have a little of.</p> <p>I understand the effects of legal drinks on my health e.g. energy drinks on my heart rate, sugary drinks on my teeth, caffeine on my energy levels etc.</p> <p>I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>I understand the role of the doctor/ GP and why I might need to visit them. (Including: What are some of the common things a doctor may need to do, why and how it helps me; and I can manage any anxiety I may have around medical visits).</p>	<p>I know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>I can make choices about the food I eat and I can recognise what affects the choices I make e.g. taste, friends, media.</p> <p>I know the school rules about health and safety, basic first aid and how to get help in an emergency situation.</p> <p>I understand the basics of rail, water and fire safety.</p> <p>I know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>I understand about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>	<p>I understand the effects that puberty will have on my hygiene and will start washing my body more often/ buying deodorant.</p> <p>I understand the term 'body image' and how my opinion of my body can affect my confidence.</p> <p>I understand that bodies come in all shapes and sizes and I can celebrate my body for how it is and the amazing things it can do.</p> <p>I understand that images in the media do not always reflect reality and can affect my body image.</p> <p>I know the key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health.</p>	<p>I have learnt about sexual reproduction. I understand what sex is, why people have sex, the risks involved and how this is a healthy part of a loving relationship for people who are old enough. (More detail to be provided in SRE policy)</p> <p>I understand the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>I understand that drugs/ alcohol affect everyone differently.</p> <p>I can keep myself safe on the roads, including bikeability.</p>

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Social Wellbeing</b>  <b>My social wellbeing includes everything to do with having healthy and happy relationships and positive interactions with the people around me.</b>	<p>I understand that all families are different and that all deserve respect.</p> <p>I know how people choose and make friends.</p> <p>I understand the importance of permission-seeking.</p> <p>I have been shown a variety of games I can play in the playground and can choose to play them independently.</p> <p>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>I can say 'no' when I don't want to do something.</p> <p>I understand the word 'tell-tale' and understand the consequences of telling tales. e.g.. boy who cried wolf.</p> <p>I understand the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping any secret that makes me feel uncomfortable or afraid.</p>	<p>I know that there are lots of different relationships in my family and how they are important to me.</p> <p>I know the characteristics of a good friend, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with difficulties.</p> <p>I recognise different types of teasing and bullying and have strategies to resist this/ know who to go to, to get help. I understand that sometimes bullying happens online.</p> <p>I understand the importance of self-respect and how this links to my own happiness.</p> <p>recognise what is fair/ unfair, right/ wrong and kind/ unkind.</p> <p>I can identify and respect what is similar and different between me and my friends.</p> <p>I can judge what type of physical contact is acceptable/ comfortable/ unacceptable/ uncomfortable and how to respond. Including PANTS campaign.</p> <p>I know what to do if I feel unsafe in variety of situations.</p>	<p>I know what to do if a family member is making me feel unsafe or unhappy.</p> <p>I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>I know the difference between times where I need to get help with bullying/ friendship issues and when I should look for my own solutions.</p> <p>I understand the responsibility of bystanders to help prevent bullying.</p> <p>I know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>I can recognise and manage 'dares'.</p> <p>I understand that countries can speak different languages and the benefits of learning a language.</p> <p>I can offer constructive support and feedback to others e.g. through one star and a wish. I also understand how this can affect others feelings.</p>	<p>I understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>I am able to recognise who to trust and who not to trust and can judge when a friendship is making me feel unhappy or uncomfortable.</p> <p>I understand the importance of respecting others, even when they are very different from me (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>I understand that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>I understand what is meant by the word 'confidential' and know when I should keep something confidential.</p>	<p>I understand that marriage and civil partnerships are a public demonstration of the commitment made by two people who love and care for each other and want to spend their lives together and are of the legal age to. I know that not all people in love have to get married. I understand that marriage is always a choice and a forced marriage is illegal.</p> <p>I understand that some marriages may break down and lead to a divorce. I am aware of some reasons for this and the feelings associated for families experiencing this.</p> <p>I can work collaboratively towards a shared goal.</p> <p>I know how to critically consider online friendships and sources of information including awareness of the risks associated with people I have never met.</p> <p>I know how information and data is shared and used online.</p>	<p>I have strategies to manage conflict situations and know how to seek help or advice from others, if needed.</p> <p>I understand that people can have different sexual orientations. I also understand that people can be discriminated in relation to this and I can challenge this.</p> <p>I understand the terms associated with sex and gender identity. I also understand that people can be discriminated in relation to this and I can challenge this.</p> <p>I know about, understand and accept a wide range of family arrangements.</p> <p>I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>I can give rich and constructive feedback. I understand how giving feedback also helps me.</p>

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Mental and Emotional Wellbeing</b>  <b>My mental and emotional wellbeing includes everything to do with keeping my brain happy and healthy.</b>	I can recognise and express the feelings: scared, surprised, proud, excited.	I can recognise and express the feelings: bored, sleepy, confident, important.	I can recognise and express the feelings: lonely, worried, positive, creative.	I can recognise and express the feelings: rage, grief, grateful, content, disappointment.	I can recognise and express the feelings: embarrassed, guilty, powerful, secure.	I can recognise and express the feelings: Determined, vulnerable, hopeful, jealous.
	I understand that everyone experiences a range of emotions.	I understand the benefits of physical exercise on my mental wellbeing.	I understand the benefits of community participation on my mental wellbeing.	I understand the benefits of time in nature on my mental wellbeing.	I understand the effect that bullying can have on mental wellbeing.	I have high aspirations for myself and can set myself challenging goals.
	I know how to judge what I am feeling and whether my behaviour is appropriate and proportionate.	I can tell you what strategies help me to calm down.	I recognise that I may experience conflicting emotions, and I know when I need to listen to or resist these.	I understand how my feelings/emotions might change during puberty.	I can tell you how I regulate my feelings.	I can break goals down into smaller manageable steps.
	I understand that there are different levels of emotions and can act out the 5 point scale for basic emotions.	I understand that everyone experiences negative emotions and experiencing these do not make me a bad person.	I understand that everyone experiences 'worries', but I need to get help if these become overwhelming. I know where I can get help.	I am aware of a range of feelings words and understand that I can experience more than one feeling at a time.	I understand the term self-esteem and know strategies to help boost my self-esteem.	I understand and can articulate how I feel about the transition to secondary school.
	I recognise what makes me individual.	I can set myself simple, but challenging goals.	I understand how music can help me with my emotions.	I understand the term peer pressure and I have the skills to resist anything that is dangerous, unhealthy, and uncomfortable or feels wrong.	I know what an affirmation is and can write one for myself.	I have some strategies that will help me to manage the transition to secondary school.
	I can recognise and celebrate my strengths.	I can reflect and learn from my experiences and understand that mistakes are a part of learning.	I understand the term growth mindset and how this can impact my learning.	I can use the learning muscles independently.	I can use the learning muscles independently.	I am able to manage any stress and anxiety I may feel about the SATs exams.
	I can teach someone else something I am good at.	I know some strategies for dealing with times of change and loss including: moving house, losing toys, pets or friends.	I can use a 5 point scale to tell you how hard I am finding the work and I have some strategies to use to help me when something is hard.	I understand who might pressure me and how to recognise this.	I have some simple self-care techniques to manage my wellbeing.	
	I understand the word perseverance and can tell you strategies that help me persevere.	I understand the term 'mindfulness' and can build this into my day.	I understand what a Young Carer is and know whether I am a young carer. I understand how this can affect people's wellbeing.	I understand what is meant by the term risk and know when it is appropriate to take risks and how this can build up my resilience.	I know that it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.	
	I understand the importance of giving my brain a rest and know some ways to relax.			I can use a 5 point scale to tell you how risky something is.		
	I understand what yoga is and how it helps me.					
	I know the difference between showing I am proud and boasting.					

	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Environmental Wellbeing</b>  <b>My environmental wellbeing includes everything to do with ensuring the environment/ space I am in is happy and healthy. This includes my classroom, the wider school, my home, my community, my country and the world.</b>	<p>I understand the word community and know what communities I am part of.</p> <p>I understand the word 'borrowed and know how to return borrowed items.</p> <p>I understand what improves or harms my local, natural and built environments.</p> <p>I take responsibility for my school environment. Including toilets/ shared spaces.</p>	<p>I can nominate myself for the school council if I want to.</p> <p>I understand the role of the school council and how they can help me share my point of view.</p> <p>I understand that the school council has a similar function to the government for our country.</p> <p>I understand that all living things have rights and that everyone has a responsibility to respect those rights.</p>	<p>I am able to research, discuss and debate topics that are of interest to me.</p> <p>I understand how different groups can help support my community, including different voluntary groups.</p> <p>I understand that we live in a democratic society and when I am older I will be able to vote for who is in power.</p> <p>I know what is interesting about my local community (Dorking) and can tell you about it.</p>	<p>I understand why and how rules and laws that protect me and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child and that these universal rights are there to protect everyone and have primacy both over national law and family and community practices.</p>	<p>I understand the role of the BFG/ Playleader and can choose to apply for this role.</p> <p>I am able to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people</p> <p>I appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>I consider the lives of people living in other places, and people with different values and customs (this could be centred around teaching on marriage/ weddings).</p>	<p>I have a job to complete around the school in my lunch time.</p> <p>I understand how to complete my job to a good standard and understand why this is important.</p> <p>I know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)</p> <p>I understand the names of different political parties in the UK and have some understanding of their viewpoints. (particularly relevant in election years).</p> <p>I understand how the media can affect how we think about different things in society and I understand why it is important to reflect on the accuracy of media.</p>
	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Economic Wellbeing</b>  <b>My economic wellbeing includes everything to do with having a healthy and happy relationship with money and understanding how this affects my life.</b>	<p>I recognise the different types of money that are used in the UK.</p> <p>I understand the purpose of money.</p>	<p>I understand that money comes from different sources and know that most people make money through a job.</p> <p>I understand the concepts of saving and spending money.</p> <p>I can tell you what I would like to save money for.</p>	<p>I understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p>I understand what it means to be a critical consumer and can think/ look around before I make a purchase.</p> <p>I can fundraise for a cause that is important to me.</p>	<p>I know what is meant by enterprise and have begun to learn some enterprising skills.</p>	<p>I have developed an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>I have an understanding of different socioeconomic statuses.</p> <p>I have an interest in different types of jobs and understand that all jobs carry different wages.</p>



	By the end of Year 2:		By the end of Year 4:		By the end of Year 6:	
<b>Spiritual Wellbeing</b>  <b>My spiritual wellbeing includes everything to do with religion and what I believe in. This includes my school religion and personal beliefs.</b>	<p>I include time for reflection in my school day.</p> <p>I have an understanding of what God means to me.</p> <p>I understand prayer and why it is important to me.</p>	<p>I can explain why time for reflection is important.</p> <p>I can give examples of different ways to reflect.</p>	<p>I include time for reflection in my day and understand the difference between overthinking about something and reflecting on something.</p> <p>I understand that not everyone is Christian and I can tell you some other world religions.</p> <p>I understand and respect diversity in religion.</p>	<p>I include time for reflection in my school day and can make changes to my future based on my reflection.</p> <p>I have visited a place of religion that is different to my own.</p> <p>I can respectfully question different beliefs.</p>	<p>I include time for reflection in my day and understand how I can use positive reflection to boost my self-esteem.</p> <p>I understand the term culture and can tell you about my family or community culture.</p>	<p>I include time for reflection in my day and understand how reflection time can help me to relax in times of stress.</p> <p>I can tell you what I believe in and what is important to me.</p>