



Whitesheet Personal Development Curriculum

Behaviour is the term we use to describe the way a person acts or conducts themselves, both in isolation and towards others.

We are not born knowing how to behave; it is something that we start to learn from a very early age as we begin to understand that our actions cause a reaction. Growing into a person is hard and children will break the rules sometimes. Testing limits is how they learn about themselves and the world because if they never learn what's wrong, how will they know what's right? It is our responsibility to teach our pupils how to behave and these important life lessons.

Behaviour is a form of communication and as adults, it is our job to work out what they are trying to say. The diagram below demonstrates what issues could be causing any behaviour that we see. At Shrewton, we manage behaviour by following our behaviour policy (available on our website) underpinned by our vision and with love at the core. We expect all those associated with our community to model 'The Shrewton Way' which is underpinned by our biblical foundation Matthew 5: 1-2, *'When Jesus saw the crowds of people there, he went up on a hill and sat down. His followers came and sat next to him. Then Jesus began teaching the people.'*



'The Whitesheet Way'

At Whitesheet we have the highest expectations of all those associated with our school community.

With the children at the heart, together we have created a simple set of rules linked to our values that we can all abide by.

We call this 'The Whitesheet Way'.

The Whitesheet Way

Climbing to new heights together: "With hope we can soar" Isaiah 40:31

We always respect ourselves and others

Help others in need

In forgiving, we learn

Trying our best in all we do

Everyone perseveres

Show pride in our actions

Hope is in our hearts

Everyday our wisdom grows

Everyone belongs in our school community

Together we climb to new heights

This curriculum is designed to educate children on what behaviour looks like and how to behave through the lens of our Christian Values. In addition to this it links to our PSHE curriculum, protected characteristics understanding and non-cognitive skills to enable pupils to grow emotionally, spiritually and holistically into kind, well-rounded citizens who are accountable for their actions.

Term 1: Themes of the week (by week)						
Cycle A	I have made a good start (Matthew 3. 13-17 Baptism of Jesus – God is with him at the start of his ministry)	I can make others feel welcome (Luke 10. 38-42 Martha and Mary welcome Jesus into their home)	I can show I am part of a community (1 Corinthians 12. 12-31 (concept) The church is a body in which every part is needed)	I like a challenge (Mark 9. 14-29 Jesus heals a boy – challenging his father’s faith)	I show positive learning behaviours (1Corinthians 13. 4-7 Paul on love – the model to live by)	I can work well with others (Feeding the 5000)
Cycle B	I am part of my school community (Matthew 5. 1-12 The Beatitudes)	I am a keen learner (Mark 2. 13-14 People gather round J to learn)	I can ask for and offer help (Mark 9. 24 I believe, help my unbelief)	I can show that I am grateful (Luke 17. 11-19 Leper who says thank you)	I look after our learning environment (Genesis 1 and 2 Story of creation)	I show good manners (Ephesians 6. 1-4 children obey your parents Exodus 20 – Ten Commandments)
Year Group	Early Years		Year 1/2	Year 3/4	Year 5/6	
Value/Behaviour Focus: Friendship	<ul style="list-style-type: none"> I can share I can use kind hands I can use kind words 		<ul style="list-style-type: none"> I can look after a peer I know when I haven’t been a good friend I can listen and collaborate with friends 	<ul style="list-style-type: none"> I know how to repair friendships. I know how to foster new friendships. 	<ul style="list-style-type: none"> I know how to support a friend in need. I can listen and empathise. I can recognise when I’ve not been a good friend and how to change. 	

Protective Characteristic: SEND	I know people have differences.	I know that we learn in different ways.	I know individual people may need individual support.	<ul style="list-style-type: none"> I understand the different personalities in the classroom.
Non-cognitive skill: Self-Perceptions & Motivation	Mirror self-reflection/affirmations.	Teach self-praise - 'I know I have been good at...' 'My friend has done well at...'	<ul style="list-style-type: none"> Friendship circle. 	<ul style="list-style-type: none"> Building in yesterday, being a better version of yourself, Kaisen.
PSHE Unit: Me and My Relationships	<ul style="list-style-type: none"> All about me What makes me special Me and my special people Who can help me? My feelings 	Cycle A <ul style="list-style-type: none"> Why we have classroom rules How are you listening? Thinking about feelings Our feelings Feelings and bodies Good friends Cycle B <ul style="list-style-type: none"> Our ideal classroom (1) Our ideal classroom (2) (OPTIONAL) How are you feeling today? Let's all be happy! Being a good friend Types of bullying Don't do that! 	Cycle A <ul style="list-style-type: none"> As a rule Looking after our special people How can we solve this problem? Tangram team challenge (OPTIONAL) Friends are special Thanks Dan's dare My special pet (OPTIONAL) Cycle B <ul style="list-style-type: none"> Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) 	Cycle A <ul style="list-style-type: none"> Collaboration Challenge! Give and take Communication (OPTIONAL) How good a friend are you? Relationship cake recipe Our emotional needs Being assertive Cycle B <ul style="list-style-type: none"> What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely

			<ul style="list-style-type: none">• Under pressure	<ul style="list-style-type: none">• Lend us a fiver!• Local councils (OPTIONAL)
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Term 2: Themes of the week (by week)						
Cycle A	I show respect to my education (Diwali) (Luke 10. 1-12, mission of the seventy)	I am thankful (Remembrance) (Philippians 4. 4-7 – be thankful for all things)	I can tell the truth (James 3. 1-12 taming the tongue)	I am generous (Matthew 20. 1-16 parable of the workers in the vineyard)	I am controlled (1 Cor. 13. 4-9 love is self controlled etc)	I can give compliments (Luke 1. 26-38 the annunciation)
Cycle B	I am grateful (Philippians 4. 2-6 Be thankful...)	I respect myself (Revisit 10 commandments)	I am inclusive (John 15.13 Lay down life for friend)	I am calm (Genesis 45:1-15 Joseph being sold to slavery)	I am patient (Matthew 1. 18-23 Joseph's story)	I am positive (Mark 5. 21-end Two people are sure I can help them)
Year Group	Early Years		Year 1/2	Year 3/4		Year 5/6
Value/Behaviour Focus: Respect	<ul style="list-style-type: none"> I can look after my environment I can follow the instructions of an adult I can put others first 		<ul style="list-style-type: none"> I can take care of my things and my classroom. I can listen and act to support others. 	<ul style="list-style-type: none"> I can share responsibility for school equipment. I can self-regulate my own respect. 		<ul style="list-style-type: none"> I can respect myself, peers and adults in and outside of school. I can respect school equipment and my local environment.
Protective Characteristic: Gender	<ul style="list-style-type: none"> I know that there are different genders and we are all allowed to be who we want to be. 		<ul style="list-style-type: none"> I am respectful of peoples genders and understand that people can be who they want to be. 	<ul style="list-style-type: none"> I am aware of gender stereotypes and the impact these can have on people. 		<ul style="list-style-type: none"> I know that people can choose to be who they want to represent. I know gender rules are fluid.

Non-cognitive skill: Social Competencies	Dining scenario – practicing manners.	Dining scenario – practicing manners.	Eye contact when greeting.	Introductory questions.
PSHE Unit: Valuing Difference	<ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring • I am a friend 	<p>Cycle A</p> <ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • Harold's school rules • It's not fair! • Who are our special people? • Our special people balloons <p>Cycle B</p> <ul style="list-style-type: none"> • What makes us who we are? • My special people • How do we make others feel? • When someone is feeling left out • An act of kindness • Solve the problem 	<p>Cycle A</p> <ul style="list-style-type: none"> • Respect and challenge • Family and friends • My community • Our friends and neighbours • Let's celebrate our differences • Zeb <p>Cycle B</p> <ul style="list-style-type: none"> • Can you sort it? • What would I do? • The people we share our world with • That is such a stereotype! • Friend or acquaintance? • Islands 	<p>Cycle A</p> <ul style="list-style-type: none"> • Qualities of friendship • Kind conversations • Happy being me • The land of the Red People • Is it true? • Stop, start, stereotypes • It could happen to anyone (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> • OK to be different • We have more in common than not • Respecting differences • Tolerance and respect for others • Advertising friendships! • Boys will be boys? - challenging gender stereotypes

Term 3: Themes of the week (by week)						
Cycle A	I am determined (Matthew 7. 13-14: choose the narrow gate)	I can make sensible choices (Deuteronomy 30. 15-20: choose life (Jewish people at start of life in promised land – Moses offers choice of way to live there)	I support others (Luke 18. 1-8 parable of the persistent widow – she keeps on praying)	I can solve problems (Genesis 37 / 41 Story of Joseph – interprets dreams – solves problem of meaning)	I believe in myself (Matthew 14. 22-33 Peter does not believe enough to walk on water)	I offer kindness (Mark 4. 1-20 Parable of sower – in the middle Jesus explains that you have to be open to learn...)
Cycle B	I am kind (Wise Men Matthew 2.1-12 Festival of Epiphany)	I show kindness (1 Corinthians 12. 12-26 The body model)	I am honest (Mark 4. 10-12 Jesus teaches in parables so that people have to look and learn)	I am humble (1 John 4. 7-12 (letter of John) John 1.1-18 (gospel) – good bits of theology)	I am persistent (Luke 18. 9-14 The parable of the tax collector & the Pharisee)	I am optimistic (Luke 18. 1-8 The parable of the persistent widow)
Year Group	Early Years		Year 1/2	Year 3/4		Year 5/6
Value/Behaviour Focus: Hope	<ul style="list-style-type: none"> I can say that with hope I can have confidence I know that my teachers believe in me 		<ul style="list-style-type: none"> I know that with high hopes I can achieve for myself and my school 	<ul style="list-style-type: none"> I know that with hope my goals are possible and achievable 		<ul style="list-style-type: none"> I know that with hope I can resolve challenging situations
Protective Characteristic: Age	<ul style="list-style-type: none"> I know that I need to respect people of all ages. 		<ul style="list-style-type: none"> I know that I can be a role model for 	<ul style="list-style-type: none"> I am beginning to understand the 		<ul style="list-style-type: none"> I understand age ranges will showcase different

		those who are younger than me.	changes that come with aging.	abilities and perspectives. <ul style="list-style-type: none"> I am aware of age ranges are to be respected accordingly.
Non-cognitive skill: Creativity	Painting.	Exploring materials.	Charcoal drawing Writing from another's perspective	I recognise creativity can be presented in a number of forms. (dance, voice, paint, sculpture etc.)
PSHE Unit: Keeping Safe	<ul style="list-style-type: none"> What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe 	<p>Cycle A</p> <ul style="list-style-type: none"> Super sleep Who can help? (1) Good or bad touches? Sharing pictures What could Harold do? Harold loses Geoffrey <p>Cycle B</p> <ul style="list-style-type: none"> Harold's picnic How safe would you feel? What should Harold say? I don't like that! Fun or not? Should I tell? 	<p>Cycle A</p> <ul style="list-style-type: none"> Safe or unsafe? Danger or risk? The Risk robot Super Searcher Help or harm? Alcohol and cigarettes: the facts Raisin challenge (1) (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label 	<p>Cycle A</p> <ul style="list-style-type: none"> Spot bullying Play, like, share Decision dilemmas Ella's diary dilemma Vaping: healthy or unhealthy? Would you risk it? 'Thunking' about habits (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> Think before you click! It's a puzzle (OPTIONAL) To share or not to share? Rat Park What sort of drug is...?

			<ul style="list-style-type: none"> Know the norms (OPTIONAL) 	<ul style="list-style-type: none"> Drugs: it's the law! Alcohol: what is normal?
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Term 4: Themes of the week (by week)						
Cycle A	I am talented (Luke 19. 11-27 using your talents rather than wasting)	I support others' talents (Luke 18. 9-14 the parable of the Pharisee and the tax collector – seeing the good in others)	I am loyal (Luke 19. 11-27 using your talents rather than wasting)	I am truthful to others (Matthew 21. 28- 31 parable of the two sons – which told the truth?)	I am tolerant (Luke 18. 15-17 people try to stop people bringing children to Jesus but he let them)	I am understanding (Mark 11. 1-11 Palm Sunday)
Cycle B	I am proud (Psalm 139 God knows us through and through)	I am different (Luke 10. 38-42 Martha and Mary – different parts to play)	I can give me opinion (Matthew 16. 13- 20 'who do YOU say that I am?')	I can listen to others opinions (Acts 15, the debate in Jerusalem by the early church)	I can admit when I am wrong (Luke 16. 1-13 The parable of the dishonest manager)	I can own my choices (Palm Sunday – Luke 19. 28-40)
Year Group	Early Years		Year 1/2	Year 3/4	Year 5/6	
Value/Behaviour Focus: Wisdom	<ul style="list-style-type: none"> I can use my knowledge to make the right choices. 		<ul style="list-style-type: none"> I can use my knowledge to make the right choices and decisions. 	<ul style="list-style-type: none"> I know that with wisdom I can offer others advice and support 	<ul style="list-style-type: none"> I can use my wisdom to be a good leader. 	
Protective Characteristic: Religion	<ul style="list-style-type: none"> I am respectful to people of all religions. 		<ul style="list-style-type: none"> I can ask questions about religion and understand that we 	<ul style="list-style-type: none"> I can ask responsible questions about the 	<ul style="list-style-type: none"> I recognise people may hold religious beliefs. 	

		are all allowed to have our own views.	religious beliefs of others.	<ul style="list-style-type: none"> I can ask respectful questions to understand more.
Non-cognitive skill: Self-control	Don't eat the chocolate.	Don't eat the chocolate.	I can set realistic targets of self control.	I recognise what I want and how not to be impulsive.
PSHE Unit: Rights and Respect	<ul style="list-style-type: none"> Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe 	<p>Cycle A</p> <ul style="list-style-type: none"> Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid <p>Cycle B</p> <ul style="list-style-type: none"> Getting on with others When I feel like erupting Feeling safe Playing games Harold saves for something special Harold goes camping (OPTIONAL) How can we look after our environment? 	<p>Cycle A</p> <ul style="list-style-type: none"> Helping each other to stay safe Recount task Our helpful volunteers Can Harold afford it? Earning money Harold's environment project Let's have a tidy up! (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? 	<p>Cycle A</p> <ul style="list-style-type: none"> What's the story? Fact or opinion? Mo makes a difference Rights, respect and duties Spending wisely Lend us a fiver! Local councils (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> Two sides to every story Fakebook friends What's it worth? Jobs and taxes (OPTIONAL) Happy shoppers - caring for the environment Action stations! (OPTIONAL)

				<ul style="list-style-type: none"> • Project Pitch (parts 1 & 2) (OPTIONAL) • Democracy in Britain 1 - Elections
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Term 5: Themes of the week (by week)						
Cycle A	<p>I can show responsibility to my learning</p> <p>(We Are Together by Britta Teckentrup)</p>	<p>I can show responsibility for my peers</p> <p>(Matthew 3. 13-17 Baptism of Jesus – God is with him at the start of his ministry)</p>	<p>I am a responsible member of my community</p> <p>(Luke 10. 38-42 Martha and Mary welcome Jesus into their home)</p>	<p>I can give to others</p> <p>(1 Corinthians 12. 12-31 (concept) The church is a body in which every part is needed)</p>	<p>I am accepting of others</p> <p>(Mark 9. 14-29 Jesus heals a boy – challenging his father’s faith)</p>	<p>I am selfless</p> <p>(1Corinthians 13. 4-7 Paul on love – the model to live by)</p>
Cycle B	<p>I am proud of my community</p> <p>(The workers in the vineyard. Matthew 20:1-6)</p>	<p>I am a responsible global citizen</p> <p>(1 Corinthians 12. 12-31 (concept) The church is a body in which every part is needed)</p>	<p>I know my actions have consequences</p> <p>(Matthew 3. 13-17 Baptism of Jesus – God is with him at the start of his ministry)</p>	<p>I celebrate others</p> <p>(Barnabas Acts 11:24)</p>	<p>I am a courageous advocate</p> <p>(The story of Simeon. Luke 2: 22-35)</p>	<p>I can make a difference</p> <p>(Learn to do right. Seek justice. Isaiah 1:17)</p>
Year Group	Early Years	Year 1/2		Year 3/4		Year 5/6

Value/Behaviour Focus: Community	<ul style="list-style-type: none"> • I can make good friendships • I can show sensitivity to my own and others needs • I can see myself as a valuable individual 	<ul style="list-style-type: none"> • I value all members of our school community • I can develop a positive attitude about the differences between people 	<ul style="list-style-type: none"> • I can be a good and supportive friend to all ages. • I value everyone as individuals and recognise their contributions to our community. 	<ul style="list-style-type: none"> • I am a valuable member of the school community who shows respect to people both in our school and wider community. • I understand that my community is part of a democratic country.
Protective Characteristic: Race	<ul style="list-style-type: none"> • I am aware that people can come from different countries, cultures and religions. 	<ul style="list-style-type: none"> • I understand that we are all different and that people come from all over the world, and I should be respectful of them. 	<ul style="list-style-type: none"> • I can research the customs of other nationalities that are culturally varied. 	<ul style="list-style-type: none"> • I can understand and recognise the variety of races and cultural change.
Non-cognitive skill: Metacognitive Strategies	Asking for help.	Using learning aids and strategies.	Gapped learning.	Reflective learning.
PSHE Unit: Being my best	<ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • My healthy mind • Move your body • A good night's sleep 	Cycle A <ul style="list-style-type: none"> • I can eat a rainbow • Eat well • Harold's wash and brush up • Catch it! Bin it! Kill it! • Harold learns to ride his bike 	Cycle A <ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • Body team work • For or against? • I am fantastic! • Top talents 	Cycle A <ul style="list-style-type: none"> • It all adds up! • Different skills • My school community (2) • Independence and responsibility • Star qualities?

		<ul style="list-style-type: none"> • Pass on the praise! • Inside my wonderful body! (OPTIONAL) <p>Cycle B</p> <ul style="list-style-type: none"> • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • What does my body do? • My body needs... (OPTIONAL) • Basic first aid 	<p>Cycle B</p> <ul style="list-style-type: none"> • What makes me ME! • Making choices • SCARF hotel • Harold's Seven Rs • My school community (1) • Basic first aid • Volunteering is cool (OPTIONAL) 	<ul style="list-style-type: none"> • Basic first aid, including Sepsis Awareness <p>Cycle B</p> <ul style="list-style-type: none"> • This will be your life! • Our recommendations • What's the risk? (1) • What's the risk? (2) • Basic first aid, including Sepsis Awareness • Five Ways to Wellbeing project
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Term 6: Themes of the week (by week)						
Cycle A	<p>I know my learning helps me grow</p> <p>(Mark 10. 17-27 Rich young man who could not change)</p>	<p>I know my learning helps me change</p> <p>(Matthew 6. 25-34, Sermon on the mount – value what matters)</p>	<p>I value the important things</p> <p>(Luke 17. 11-19 the one leper who returns to say thank you)</p>	<p>I am positive about change</p> <p>(Matthew 21. 28-32 parable of the two brothers – doing something rather than nothing / keeping your word)</p>	<p>I can reflect on my learning experiences</p> <p>(Acts 8. 26-40: An Ethiopian servant asks Philip to explain the OT to him – he longs to learn)</p>	<p>I am ready for change</p> <p>(Genesis 45:1-15 Joseph being sold to slavery)</p>
Cycle B	<p>I do not quit</p> <p>(Hebrews 12:1-2)</p>	<p>I know who to ask for help</p> <p>(Shipwreck! Acts 25-27)</p>	<p>I know that I learn from my mistakes</p> <p>(Queen Esther. Esther 4-8)</p>	<p>I can celebrate my personal growth</p> <p>(A time to build – Nehemiah 1-7)</p>	<p>I can accept change is inevitable</p> <p>(Samuel & David. 1 Samuel 16:1-13)</p>	<p>I value the opportunity change brings</p> <p>(Jesus brings hope. The woman who touched Jesus. Mark 5: 25-34)</p>

Year Group	Early Years	Year 1/2	Year 3/4	Year 5/6
Value/Behaviour Focus: Resilience	<ul style="list-style-type: none"> - I can try my best and know that I should never give up. • I am able to give things more than once chance. 	<ul style="list-style-type: none"> • I can think of different ways to solve my problems independently. • I am able to distract myself from 'I can't'. 	<ul style="list-style-type: none"> • I can set personal milestones that lead to a larger goal. • I can recognise the specific areas in which I need to improve. 	<ul style="list-style-type: none"> • I can recognise how perseverance can achieve a greater 'whole result.' • I am aware when to stop and ask for help.
Protective Characteristic: LGBTQ+	<ul style="list-style-type: none"> • I am aware that people can be who they want to be. 	<ul style="list-style-type: none"> • I appreciate that love is love. 	<ul style="list-style-type: none"> • I can respect the variety of all. 	<ul style="list-style-type: none"> • I can respect love, emotion, feelings and people come in all forms.
Non-cognitive skill: Resilience and Coping	I can work with people that I don't know very well.	I can complete problem solving games without giving up.	I can learn from failed attempts and use this to step closer to success.	I can adapt / grow from success and failed attempts.
PSHE Unit: Growing and Changing	<ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<p>Cycle A</p> <ul style="list-style-type: none"> • Healthy me • Then and now • Taking care of a baby • Who can help? (2) • Surprises and secrets • Keeping privates private <p>Cycle B</p> <ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy 	<p>Cycle A</p> <ul style="list-style-type: none"> • Relationship tree • Body space • None of your business! • Secret or surprise? • My changing body • Basic first aid <p>Cycle B</p> <ul style="list-style-type: none"> • Danger, risk or hazard? • How dare you! • Keeping ourselves safe 	<p>Cycle A</p> <ul style="list-style-type: none"> • How are they feeling? • Taking notice of our feelings • Dear Ash • Growing up and changing bodies • Changing bodies and feelings • Help! I'm a teenager - get me out of here! <p>Cycle B</p>

		<ul style="list-style-type: none"> • <u>Some secrets should never be kept</u> 	<ul style="list-style-type: none"> • <u>Raisin challenge (2)</u> • <u>Picture wise</u> • <u>Medicines: check the label</u> • <u>Know the norms (OPTIONAL)</u> • <u>Traffic lights (OPTIONAL)</u> 	<ul style="list-style-type: none"> • <u>I look great!</u> • <u>Media manipulation</u> • <u>Pressure online</u> • <u>Helpful or unhelpful?</u> • <u>Managing change</u> • <u>Is this normal?</u> • <u>Making babies</u>
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