



PSHE Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Pre-3			<p>Self-Regulation/ Understanding emotions KLP:</p> <ul style="list-style-type: none"> • Separate from close carers and explore new situations with support and encouragement. • May show anxiety in the presence of strangers. • Can be overwhelmed by emotions. • Seek comfort from familiar adults when needed and distracts themselves. <p>Managing Self/ Sense of Self KLP:</p> <ul style="list-style-type: none"> • Own ideas, preferences, making choices and decisions. • Assert their ideas and preferences and making choices and decisions. • Hygiene role play, tooth brushing. • Toileting and washing hands. • Healthy foods. <p>Building relationships KLP:</p> <ul style="list-style-type: none"> • Build relationships with special people. • Begin to be able to cooperate (familiar people and environments). 		<p>Self-Regulation/ Understanding emotions KLP:</p> <ul style="list-style-type: none"> • Express the self-aware emotions (pride and embarrassment). • Think about feelings and develop the connections that help them manage their emotions. • Stop themselves from doing something they should not. • Build collective cooperation of routines and some boundaries. <p>Managing Self/ Sense of Self KLP:</p> <ul style="list-style-type: none"> • Start to develop understanding/ interest in differences of gender, ethnicity and ability. • Experiment with own and other people’s views of who they are through their play. • Gradually learn that actions have consequences. <p>Building relationships KLP:</p> <ul style="list-style-type: none"> • Shows some understanding that other people have perspectives, ideas and needs. • Show empathy and concern for people who are special to them by partially matching others’ feelings. • Seek out others to share experiences with and may choose to play with a familiar friend. 	
Nursery	<p>Self-Regulation KLP:</p> <ul style="list-style-type: none"> • Separate happily from carer. • Show some confidence in new social situations. <p>Managing Self KLP:</p> <ul style="list-style-type: none"> • Learning some daily routines. • Settle to Nursery activities. • Use resources with help achieve a goal. • Hygiene role play, tooth brushing. • Building skills in toileting and washing hands. • Healthy Foods. • Develop positive attitudes to differences in people & countries (India). <p>Building relationships KLP:</p> <ul style="list-style-type: none"> • Play with one or more adults and peers. • Begin to take turns understanding yours and mine. • Take part in role play. 		<p>Self-Regulation KLP:</p> <ul style="list-style-type: none"> • Be more outgoing in familiar situations. <p>Managing Self KLP:</p> <ul style="list-style-type: none"> • Enjoy small tasks within the provision. • Increasingly follow rules. • Healthy choices in snack time. • Know tooth brush routines (Oral educator visit). • Developing independent toileting and washing hands. • Understand a healthy lifestyle, food choices, exercise and hygiene routines. <p>Building relationships KLP:</p> <ul style="list-style-type: none"> • Develop turn taking through small group work. • Start to negotiate solutions to conflict. 		<p>Self-Regulation KLP:</p> <ul style="list-style-type: none"> • Become confident, independent learners across all areas within the school setting. <p>Managing Self KLP:</p> <ul style="list-style-type: none"> • Communicate freely about home and community. • Do not always need adult reminders of rules. • Mostly independent care needs. • Make healthy choices for a healthy lifestyle e.g. safety in the sun. • Develop positive attitudes to differences in people & countries (Africa). • Transition visits and talks. <p>Building relationships KLP:</p> <ul style="list-style-type: none"> • Negotiate solutions to conflict. • Take on other roles. 	

Reception	<p><u>Self-regulation</u> KLP:</p> <ul style="list-style-type: none"> Feelings about new social situations and unfamiliar people. Resilience/ trust in safe people. <p><u>Managing Self</u> KLP:</p> <ul style="list-style-type: none"> Valuable individual: own play interests, choose areas and take turns. Handwashing, healthy body, sleep, teeth, meal and screen time. <p><u>Building Respectful Relationships</u> KLP:</p> <ul style="list-style-type: none"> Learning routines and expectations. 	<p><u>Managing self</u> KLP:</p> <ul style="list-style-type: none"> Talk about own interests and family activities to identify as an individual personality. Independent toileting, washing hands and dressing for outdoors. <p><u>Building relationships</u> KLP:</p> <ul style="list-style-type: none"> Be aware of others' views/ perspective; through story characters and through cultural differences and traditions. 	<p><u>Self-regulation</u> KLP:</p> <ul style="list-style-type: none"> Identify emotions in conflict and uncomfortable feelings. Feelings of sharing and kindness with others. Play in other groupings than friendship. <p><u>Managing Self</u> KLP:</p> <ul style="list-style-type: none"> Understand that exercise, eating, sleeping and hygiene (including dental) can contribute to good health. Perseverance in making mistakes and evaluating. Special people and our safe people including Emergency Services. <p><u>Building relationships</u> KLP:</p> <ul style="list-style-type: none"> Finding a compromise. 	<p><u>Self-regulation</u> KLP:</p> <ul style="list-style-type: none"> Perseverance in trying repeatedly and evaluating. Describe self in positive terms and talk about personal goals. <p><u>Managing self</u> KLP:</p> <ul style="list-style-type: none"> Managing own needs and understanding. Helping each other and taking turns. Exploring, talking about and trying new vegetables, eat a healthy range of foodstuffs and understand variety. Independence in routines: dressing and changing, toileting and hygiene and mealtimes. NSPCC 'Underpants rules'. <p><u>Building relationships</u> KLP:</p> <ul style="list-style-type: none"> Team skills/goals. Taking account of one another's ideas to organise an activity. 	<p><u>Self-regulation</u> KLP:</p> <ul style="list-style-type: none"> Show a sense of valuable individual: talk about own interests and emotions. <u>Managing self</u> <p><u>KLP:</u></p> <ul style="list-style-type: none"> Narrating own personal food choice of healthy range of foodstuffs and understand need for variety in food. <p><u>Building relationships</u> KLP:</p> <ul style="list-style-type: none"> Needs of all living things: care and concern for animals including healthy foodstuffs. 	<p><u>Self-regulation</u> KLP:</p> <ul style="list-style-type: none"> Explore and describe feelings of overcoming fear. Identify feelings about new social situations and unfamiliar people. Express feelings using descriptive language. Build resilience to trust in new safe people. <p><u>Managing self</u> KLP:</p> <ul style="list-style-type: none"> Independent self-care and awareness of sun safety. <p><u>Building relationships</u> KLP:</p> <ul style="list-style-type: none"> Understanding the needs of all living things: basic needs of plants. Perspective of others: confidence in own ability through story characters. Following linked instructions as a team.
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		Autumn			Spring			Summer			
		Relationships			Living in the wider world			Health and Wellbeing			
		Families and Close Relationships	Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a Community	Media, Literacy and Digital Resilience	Money and Work	Physical and Mental Wellbeing	Growing and Changing	Keeping Safe
				Anti-bullying Week November			E-Safety Day		Children's Mental Health Phunky Food Lessons		Firework/Bonfire Night Safety Workshop (KS2-October)
Year 1	What a family is (including difference and diversity between families), and why families are important and special	Forming friendships and how kind or unkind behaviours impact other people	Our bodies and the amazing things they can do. Learning the correct names for different body parts	Similarities and differences between people and how to respect and celebrate these	Identifying who our special people are and how they keep us safe	Media literacy and Digital resilience Using the internet and digital devices; communicating online	Money and Work Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Growing from young to old and how we have changed since we were born	How rules and age restrictions help us; keeping safe online	
	End Points:	End Points:	End Points:	End Points:	End Points:	End Points:	End Points:	End Points:	End Points:	End Points:	
	<ul style="list-style-type: none"> Know who is in my family, the special people in my life. Know some similarities 	<ul style="list-style-type: none"> Know what makes a good friend. Know what to do if a friendship makes them unhappy 	<ul style="list-style-type: none"> Know the different parts of our body and describe what they do. Know the correct words 	<ul style="list-style-type: none"> Know what make us special. Know what the term unique means. 	<ul style="list-style-type: none"> Know and can follow the classroom rules. Know who can help us if we are worried or scared. 	<ul style="list-style-type: none"> Know what we use the Internet for. Know how the Internet can help us. Know how much screen 	<ul style="list-style-type: none"> Know what their individual strengths are. Know and describe different jobs 	<ul style="list-style-type: none"> Know the different ways that we can stay healthy. Know how we keep safe from the sun. 	<ul style="list-style-type: none"> Know how babies grow into an adult. Know the different things a baby needs. 	<ul style="list-style-type: none"> Know some of the rules in the home. Know some of the rules that you follow online. 	

	<ul style="list-style-type: none"> and differences between families. Know why families are important. 	<ul style="list-style-type: none"> Know how to resolve conflict. Know how to share and take turns. 	<ul style="list-style-type: none"> to describe private parts. Know the similarities and the differences between people's bodies. Know the different ways that we can take care of our bodies. 	<ul style="list-style-type: none"> Know the different ways that we can show and tell people how we feel. 	<ul style="list-style-type: none"> Know different ways which we can look after the environment. 	<ul style="list-style-type: none"> time is healthy. Know the risks when we go online. Know what to do if something online makes us feel worried or scared. 	<ul style="list-style-type: none"> Know what skills are needed for different jobs. 		<ul style="list-style-type: none"> Know what to do if someone makes you sad, scared or worried online. 	
	The different people in our families, and how families vary	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations	Recognising hurtful behaviour	Exploring different strengths and abilities. Understanding and challenging stereotypes	The different communities and groups we belong to and how we help and support one another within these	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting	Ways to stay healthy, including safe and unsafe use of household products and medicines
Year 2	<p>End Points:</p> <ul style="list-style-type: none"> Know and name the different members of a family. Know what makes a family relationship healthy and happy. Know what some family traditions are. Know some similarities and differences between families. 	<p>End Points</p> <ul style="list-style-type: none"> Know what makes a friendship happy. Know how to demonstrate kindness. Know the difference between safe and unsafe touch and how these can make us feel. Know what to do if someone makes us feel unsafe. Know how worries can make us feel and what to do to ease worries. 	<p>End Points:</p> <ul style="list-style-type: none"> Know what bullying behaviour is. Know what to do if I am being bullied. 	<p>End Points:</p> <ul style="list-style-type: none"> Know what strengths and abilities. Know and identify our own and others strengths and abilities. Know what a stereotype is. Know and identify gender stereotypes within jobs. 	<p>End Points:</p> <ul style="list-style-type: none"> Know who can keep us safe in the community and in school. Know what keeps us safe in school and in the community. Know the different groups and communities that they belong to. 	<p>End Points:</p> <ul style="list-style-type: none"> Know what personal information is. Know how we can stay safe online. Know how we can use the internet to communicate with others. Know how we show respect and kindness online. Know that not everything we see online is true. 	<p>End Points:</p> <ul style="list-style-type: none"> Know how we can keep money safe. Know how people earn money. Know the difference between want and need. 	<p>End Points:</p> <ul style="list-style-type: none"> Know why sleep is important. Know that things that we put into our body and onto our skin can affect how we look and feel. Know what big feelings are and how we can manage them. 	<p>End Points:</p> <ul style="list-style-type: none"> Know how we grow from young to old. Know and describe our aspirations. 	<p>End Points:</p> <ul style="list-style-type: none"> Know how different emotions make us feel. Know how medicines help us and how to use them correctly. Know and describe ways to keep ourselves safe. Know how to help someone feel better.

Year 3	Different types of committed relationships and the basic characteristics of these	Being a good friend and respecting personal space. Strategies for resilience	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting and valuing differences. Shared values of communities	Our responsibilities and ways we can care and show respect for others	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean	Coping with feelings around the changes in our lives	Risks and hazards; safety in the local environment and unfamiliar places
	<p>End Points:</p> <ul style="list-style-type: none"> Know the characteristics of a healthy relationship. Know what commitment means and why it is important. Know how to show commitment in relationships. Know and describe changes that can affect families. Know different ways to manage change. 	<p>End Points:</p> <ul style="list-style-type: none"> Know and describe the qualities of a happy, healthy friendship. Know the importance of demonstrating listening to others. Know the meaning of resilience. Know ways to develop resilience. 	<p>End Points:</p> <ul style="list-style-type: none"> See Families and Positive Relationships. 	<p>End Points:</p> <ul style="list-style-type: none"> Know and describe some differences between people. Know what a community is and identify some communities that we belong to. Know that we belong to a school community and how this community is formed. Know what it feels like to feel respected and valued. Know ways to show people that they are respected and valued. 	<p>End Points:</p> <ul style="list-style-type: none"> Know what being responsible means and why it important to act responsibly. Know and describe what ours and others responsibilities are. Know what personal space is and what to do if our personal space feels crowded. Know our responsibilities to care for and help others. Know the meaning of empathy and why it is important. 	<p>End Points:</p> <ul style="list-style-type: none"> Know what we use the Internet for. Know how the Internet affects our lives. Know how can we show kindness and respect online. Know what we can do if we see unkind behaviour online. Know the risks of chatting to others online. Know the difference between knowing someone offline and knowing someone online. 	<p>End Points:</p> <ul style="list-style-type: none"> Know and describe what my goals are. Know what stereotypes are in jobs and how to challenge them. 	<p>End Points:</p> <ul style="list-style-type: none"> Know why sleep is important and describe a good sleep routine. Know why having a healthy diet is important. Know the different types of food that makes up a healthy diet. Know what germs are and what they can do to our body. Know how germs spread between people and how we can reduce the spread of these germs. 	<p>End Points:</p> <ul style="list-style-type: none"> Know how change can impact us. Know what empathy is and how we can demonstrate empathy. Know and describe ways that we can support others that feel sad. Know and identify positive things in our lives and the lives of others. 	<p>End Points:</p> <ul style="list-style-type: none"> Know and define the term independence. Know what new responsibilities we have as we grow older. Know about the risks and hazards we can face every day. Know what we can do if we think we're in a dangerous situation. Know and describe ways to stay safe in unfamiliar places.
Year 4	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Identity and diversity. Seeing different perspectives and not making judgements based on appearance	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child	How data is shared and used	Making decisions about money; using and keeping money safe	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices	How our bodies change as we enter puberty, including hygiene needs and menstruation	Medicines and household products; drugs common to everyday life

	<p>End Points:</p> <ul style="list-style-type: none"> • Know about our different relationships and the differences between them. • Know about appropriate behaviours and boundaries within relationships. • Know about the rule and expectations that families might have. • Know why rules are necessary to keep us safe and healthy. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know the qualities of a good friendship and identify key values of a good friendship. • <i>Know ways to resolve difficulties in a friendship.</i> • Know how to healthy friendships. • Know where to get help if someone is experiencing bullying or an unhealthy friendship. • Know how we give and receive permission and how we can withdraw this permission at any time. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what to say, and who to say it to, if they encounter something online that makes them feel uncomfortable. • Know ways to help if they witness a bullying incident. • Know the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable. • Know how to manage peer pressure associated with dares. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know and identify stereotypes • Know why stereotypes be unhelpful and inaccurate. • Know what being British means to individuals. • Know the importance of considering other people's points of view. • Know ways to maintain healthy relationships with others when we have different points of view. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know some of our rights and why we have them. • Know some of the rights that children have under the UN Convention on the Rights of the Child. • Know about the responsibilities that come with rights. • Know some of the consequences of not accepting our responsibilities. • Know about the different roles and responsibilities within families and describe how sharing roles and responsibilities helps family relationships. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know how we can use online information responsibly. • Know what information we should never share online. • Know why it is important not to share personal information. • Know what can we do to ensure we feel safe and happy online. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what is meant by influence in terms of money. • Know the importance of planning and keeping track of money. • Know how we can pay for things. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what influences our everyday choices. • Know what to do if someone tries to influence us to make unhealthy choices. • Know what strong feelings are and what may cause them. • Know how to deal with strong feelings. • Know what healthy choices are and that they can keep our bodies and minds healthy. 	<p>End Points:</p> <ul style="list-style-type: none"> • <i>Know how our bodies have changed since Reception.</i> • Know the physical changes that happen during puberty and distinguish between the changes that happen to girls and boys. • Know the importance of bodily hygiene as we grow and change. 	<p>End Points:</p> <ul style="list-style-type: none"> • <i>Know the importance of taking medicines correctly and using household products safely.</i> • Know about the risks in relation to the use of medicines and household products and suggest what action to take to help prevent or minimise harm. • Know how to ask for help when using medicines. • Know the risks of caffeine, cigarettes, e-cigarettes/vaping and alcohol. • Know some of the laws and guidelines in regards to caffeine, cigarettes, e-cigarettes/vaping and alcohol.
Year 5	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older	Identity and peer pressure off- and online. Positive emotional health and wellbeing	Physical contact and feeling safe	Celebrating strengths, setting goals and keeping ourselves safe online	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change Science links	Keeping safe in different situations, including responding in emergencies, first aid and FGM

	<p>End Points:</p> <ul style="list-style-type: none"> • Know what is important in a healthy and positive relationship. • Know the characteristics of a healthy and positive relationship. • Know how to identify if a relationship is unhealthy, or unsafe. • Know about and demonstrate respect towards diverse families. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what is meant by 'identity' what aspects make up our own and others identities. • Know what prejudice are and identify ways that they can be challenged. • Know and describe peer pressure. • Know ways to resist peer pressure. • Know about the signs and symptoms of anxiety and how to manage this. • Know where to go for help or support if we or someone we know needs it. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know when it is right to share a secret. • Know and describe what to do if physical contact makes us feel unsafe. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know and describe our own strengths. • Know what we are all unique and have different strengths. • Know what skills are required for my own interests. • Know how to set a goal and plan ways to achieve these. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what loneliness is and how it can affect people's health and wellbeing. • Know what we can do if we feel lonely. • Know ways to help others if they are feeling lonely or isolated. • Know what volunteering is and explain some of its positive benefits. • Know some of the different ways in which people can get more involved in their local communities. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know how the Internet be used positively and negatively. • Know how we look after our mental health and emotional wellbeing when spending time online. • Know the potential risks of being online and using digital technology. • Know how we can get help for any concerns we have. • Know what respectful and healthy online relationships look like. • Know the signs of an inappropriate online relationship. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what different opportunities are available to us as we become older. • Know what stereotypes are and explain how they can have a negative impact. • Know the different routes into careers. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what self-image is and how this can affect our feelings, behaviour and wellbeing. • Know and describe our positive attributes. • Know the difference between legal and illegal substances. • Know ways alcohol, caffeine and smoking can affect the body and mind. • Know how bacteria and viruses are spread and treated. • Know what vaccination and immunisations are and how they prevent disease. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know the changes that happen during puberty and why they happen. • Know the different ways we can manage these changes, and where to get help if needed. • Know that emotions may change and how to respond to these changes. • Know where to go for help and advice if we need it. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know how to deliver basic First Aid. • Know how to respond in an emergency situation. • Know what is meant by FGM and that it is illegal. • Know how to tell someone if they are worried about the risks of FGM for themselves.
Year 6	Different family structures and explore the positive features of family life	Covered in Safe Relationships	Identity behaviour online and offline. Reflecting on how people feel when they don't 'fit in'	Ways to manage the increasing responsibilities and emotional effects of life changes	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health	Human reproduction, including different ways to start a family	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions
	<p>End Points:</p> <ul style="list-style-type: none"> • Know the features of a family life. • Know about different family structures. 	<p>End Points:</p> <ul style="list-style-type: none"> • Covered in Safe Relationships. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know why someone may create an online identity. • Know how to manage 	<p>End Points:</p> <ul style="list-style-type: none"> • Know ways in which external influences can influence and affect 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what is meant by inclusion and discrimination. • Know ways in which we can 	<p>End Points:</p> <ul style="list-style-type: none"> • Know the benefits of using social media. • Know the risks of social media. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what gambling is and the legal age of gambling. • Know and explain what 	<p>End Points:</p> <ul style="list-style-type: none"> • Know what self-respect is and how it can affect our mental health and wellbeing. 	<p>End Points:</p> <ul style="list-style-type: none"> • Know and explain the facts of human reproduction. • Know and explain the 	<p>End Points:</p> <ul style="list-style-type: none"> • Know the ways of resisting pressure that threatens personal safety

<ul style="list-style-type: none"> • Know ways to manage changes in families and some strategies to resolving conflicts. 		<p>online situations that may be risky.</p> <ul style="list-style-type: none"> • Know what cyber bullying is and how it differs from offline bullying. • Know ways in which to communicate respectfully online. • Know how to support someone who is struggling with identity and worried about fitting in. 	<p>the way people view themselves.</p> <ul style="list-style-type: none"> • Know and describe our positive attributes. • Know that puberty can have an impact on our relationships. • Know different ways to manage and resolve impact in our relationships 	<p>challenge discrimination.</p>	<ul style="list-style-type: none"> • Know how to use social media responsibly. • Know what online bullying looks like and how to tell if it is happening. • Know how to stop online bullying. • Know what 'fake news' is and how to stop it spreading. • Know how we can tell if something online is reliable or not. 	<p>risk is involved in gambling.</p> <ul style="list-style-type: none"> • Know how winning and losing can affect a person's feelings. 	<ul style="list-style-type: none"> • Know what to do if we see something online that worries us. • Know what is meant by mental health and describe some symptoms. • Know ways in which to look after our mental health. 	<p>impact that having a baby can have.</p> <ul style="list-style-type: none"> • Know why it is important that people are ready for and committed to this new change. • Know the age restrictions for particular activities and why we have them identify. • Know the age of consent for sexual intercourse and its importance in helping children stay safe from risk and harm. 	<ul style="list-style-type: none"> • Know what skills help us to be assertive against pressure to take risks. • Know and describe ways that change can affect our friendships. • Know and identify our values around relationships. • Know the reasons why we might feel a range of mixed emotions and that this happens to everyone.
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