

Shottery St Andrew's C of E Primary School

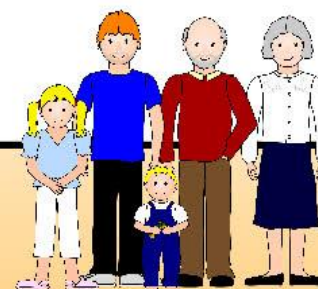
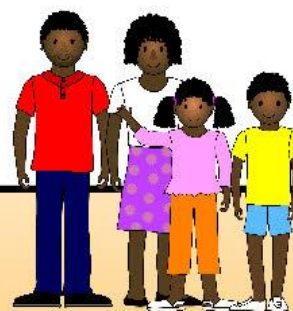
PSHE Curriculum Plan

2024-2025

Kapow
Primary™



Anchored in faith we shine!



2024-2025						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>Self-regulation: My feelings children learn to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p> <p>Explicit teaching of the full Behaviour curriculum Content: 3 school rules for behaviour; routines – silent signaller, fantastic walking, fantastic listening, fantastic contributing, transitions, manners, playground and lunchtime behaviours, classroom expectations, end of day routines and general expectations.</p> <p>My community – police, fire and nurse</p> <p>School Council hustings</p> <p>Animals including Humans: Ourselves</p>	<p>Family and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair.</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>My community – police, fire and nurse</p> <p>Democracy – We have the opportunity to play with who we want to.</p> <p>Rule of Law – We know right from wrong.</p> <p>Shutter Stars Individual Liberty – We are all respected as individuals.</p> <p>Tolerance and Respect – We are kind, considerate and helpful to others.</p>	<p>Citizenship Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy</p> <p>Protective Behaviours curriculum</p> <p>Longer recap of the behaviour curriculum</p> <p>Children's Mental Health week</p> <p>Democracy – We respect everyone and we value their different ideas and opinions.</p> <p>Rule of Law – We understand the importance of telling the truth.</p> <p>Shutter Stars Individual Liberty – We respect all people and their beliefs.</p>	<p>Health and wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>Democracy – We respect everyone and we value their different ideas and opinions.</p> <p>Rule of Law – We recognise that we are accountable for our actions.</p> <p>Shutter Stars</p> <p>Individual Liberty – Anti-bullying culture</p> <p>Healthy me</p>	<p>Safety and the changing body Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe</p> <p>Longer recap of the behaviour curriculum</p> <p>Multi-Cultural week</p> <p>Democracy – We listen with intrigue and value and respect the opinion of others.</p> <p>Rule of Law – We can work together as a team when necessary</p> <p>Shutter Stars Individual Liberty –</p>	<p>Economic wellbeing Learning about a range of money and bank functions including cash safety, spending, saving and jobs.</p> <p>Ongoing revision of content</p> <p>Protective Behaviours review before the summer break</p> <p>Enterprise half term Careers' Carousel</p> <p>Democracy – We listen with intrigue and value and respect the opinion of others.</p> <p>Rule of Law – We can cope with disagreements and fall outs with friends.</p> <p>Shutter Stars Individual Liberty – We all have the right to have our own views.</p> <p>Tolerance and Respect – We are starting to</p>

	<p>Democracy – We all have a right to be listened to.</p> <p>Rule of Law – We know that we need rules at school. Class Charter Shottery Stars</p> <p>Individual Liberty – We are all unique. e-safety</p> <p>Tolerance and Respect – We follow the principles of the Class Charter.</p>		<p>Tolerance and Respect – Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p>	<p>Tolerance and Respect – Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p>	<p>Taking responsibility for own actions</p> <p>Tolerance and Respect – We are starting to understand what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p>	<p>understand what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p>
Year 2	<p>Families and Relationships Understanding ways to show respect for different families. Understanding that families offer love, care and support. Understanding difficulties in friendships and discussing action that can be taken. Learning how other people show their feelings and how to respond to them.</p>	<p>Health and Wellbeing Exploring the effect that food and drink can have on my teeth. Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy, balanced diet. Suggesting how to improve an unbalanced meal. Learning breathing exercises to aid relaxation. Exploring strategies to manage different emotions. Developing empathy. Identifying personal goals and</p>	<p>Protective Behaviours Curriculum</p> <p>Longer recap of the behaviour curriculum</p> <p>Children's Mental Health week</p> <p>Animals including humans</p> <p>Democracy – Introduction to civil rights movement</p>	<p>Safety and the changing body Discussing the concept of privacy. Exploring ways to stay safe online. Learning how to behave safely near the road and when crossing the road. Exploring what people can do to feel better when they are ill. Learning how to be safe around medicines. To know the PANTS rule. To know that I should tell</p>	<p>Citizenship Explaining why rules are in place. Identifying positives and negatives about the school environment. Learning how to discuss issues of concern to me. Recognising the importance of looking after the school environment. Identifying ways to help look after the school environment.</p>	<p>Economic Wellbeing Explaining adult money sources. Identifying whether something is a want or need it Comparing and contrasting 'wants' and 'needs'. Identifying the main features of bank account cards. Exploring personal skills and talents.</p>

Kapow Primary/ Health and Well-being (Taught knowledge key objectives)

Protective Behaviours

Behaviour Curriculum

Community/ Experience Pathways
Curriculum (Science, Humanities)

British Values

Career's Pathways

<p>Exploring the conventions of manners in different situations. Exploring how loss and change can affect us. To know that families can be made up of different people. To know that families may be different to my family. To know some problems which might happen in friendships. To understand that some problems in friendships might be more serious and need addressing. To understand some ways people show their feelings. To understand what good manners are. To understand some stereotypes related to jobs. To know that there are ways we can remember people or events.</p> <p>Explicit teaching of the full Behaviour curriculum Content: 3 school rules for behaviour; routines – silent signaller, fantastic walking, fantastic listening,</p>	<p>how to work towards them. Exploring the need for perseverance and developing a growth mindset. Developing an understanding of self-respect. To know that food and drinks with lots of sugar are bad for our teeth. To understand the importance of exercise to stay healthy. To understand the balance of foods we need to keep healthy. To know that breathing techniques can be a useful strategy to relax. To know that we can feel more than one emotion at a time. To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>Democracy – School Council Expressing views</p> <p>Rule of Law – Right and wrong Shottery Stars</p> <p>Individual Liberty –</p>	<p>Rule of Law – Choices and consequences Shottery Stars</p> <p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – Role Models other cultures and ways of life</p>	<p>an adult if I see something that makes me uncomfortable online. To understand the difference between secrets and surprises. To know the rules for crossing the road safely. To know that medicine can help us when we are ill. To understand that we should only take medicines when a trusted adult says we can. To know the names of parts of my body, including private parts.</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit Synagogue visit</p> <p>Animals including humans</p> <p>Democracy – School Council Fairness and justice</p> <p>Rule of Law – Coping with disagreements Shottery Stars</p>	<p>Recognising the contribution people make to the local community. To know some of the different places where rules apply. To know that some rules are made to be followed by everyone and are known as 'laws'. To know some of the jobs people do to look after the environment in school and the local community. To understand how democracy works in school through the school council. To understand that everyone has similarities and differences.</p> <p>Longer recap of the behaviour curriculum</p> <p>Careers' Pathway</p> <p>Multi-Cultural week</p> <p>Democracy – School Council Compromise</p> <p>Rule of Law – Choices and consequences Shottery Stars</p>	<p>Exploring the reasons why people choose certain jobs. Identifying some ways that can make an environment inclusive and fair. Reflecting on the importance of individuality and diversity. That some adults earn money by having a job. Some basic needs for survival. What a bank account is. What a bank account card is used for. What a skill or talent is. That different jobs require different skills. The concept of saving money and understanding its benefits for future goals or things they want to buy. The difference between a 'want' and 'need'. Why diversity and inclusion are important in workplaces.</p> <p>Ongoing revision of content</p>
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Kapow Primary/ Health and Well-being (Taught knowledge key objectives)
Protective Behaviours Behaviour Curriculum

Community/ Experience Pathways
Curriculum (Science, Humanities)

British Values
Career's Pathways

	<p>fantastic contributing, transitions, manners, playground and lunchtime behaviours, classroom expectations, end of day routines and general expectations.</p> <p>Preparing Healthy food</p> <p>School Council hustings</p> <p>Democracy – Choices School elections</p> <p>Rule of Law – What are laws? School expectations Shottery Stars</p> <p>Individual Liberty – I am unique e-safety Tolerance and Respect – Class Charter and expectations</p>	<p>Challenging stereotypes</p> <p>Tolerance and Respect – Other cultures and ways of life</p> <p>Preparing Healthy food</p>		<p>Individual Liberty – anti-bullying culture Healthy me</p> <p>Tolerance and Respect – Other cultures and ways of life</p>	<p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – other cultures and ways of life Helping others</p>	<p>Protective Behaviours recap prior to summer holidays</p> <p>Enterprise half term Careers' Pathway</p> <p>Democracy – School Council Considering others Rule of Law – Telling the truth Shottery Stars</p> <p>Individual Liberty – Rights and responsibilities</p> <p>Tolerance and Respect – Other cultures and ways of life</p>
Year 3 and 4	Families and Relationships (Cycle A)	Health and wellbeing	Protective Behaviours Curriculum	Safety and the changing Body	Citizenship Discussing ways we can make a difference to	Economic Wellbeing

Kapow Primary/ Health and Well-being (Taught knowledge key objectives)
Protective Behaviours **Behaviour Curriculum**

Community/ Experience Pathways
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British Values
Career's Pathways

<p>To understand that friendships have ups and downs and that problems can be resolved (Y3)</p> <p>To begin to understand the impact of bullying (Y4)</p> <p>To understand the significance of a bystander</p> <p>To recognise that stereotypes are present in everyday life</p> <p>To recognise that stereotypes are based on many factors</p> <p>To begin to understand the physical and emotional boundaries within a friendship</p> <p>To understand why trust is an important aspect of a positive relationship</p> <p>To begin to understand the differences between people and why it is important to respect these differences (Y3)</p> <p>To begin to understand that families are varied, in this country and across the world (Y4)</p> <p>To explore how we can help following a bereavement</p> <p>Explicit teaching of the full</p>	<p>To understand and plan for a healthy lifestyle, including physical activity, rest and diet</p> <p>To understand the benefits of a healthy diet and dental health</p> <p>To understand that relaxation has a positive effect on the body</p> <p>To explore different aspects of identity</p> <p>Identify personal strengths and how these can be used to impact others positively</p> <p>To develop a growth mindset and understand that mistakes are useful</p> <p>Understanding that a person can give or refuse permission</p> <p>To know that we need consent from others</p> <p>To recognise when to give consent</p> <p>To identify what's important to me and to take responsibility for my own happiness</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>Democracy – School Council</p>	<p>Longer recap of the behaviour curriculum</p> <p>Children's Mental Health week</p> <p>Democracy – Introduction to the Civil Rights Movement</p> <p>Rule of Law – Choices and consequences</p> <p>Shooter Stars</p> <p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – Role Models</p> <p>other cultures and ways of life</p>	<p>Identifying things people might do near roads which are unsafe. Discussing how to seek help if I need to. Exploring what to do if an adult makes me feel uncomfortable. Learning about the benefits and risks of sharing information online.</p> <p>Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Developing skills as a responsible digital citizen.</p> <p>Exploring choices and decisions that I can make.</p> <p>Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Discussing some physical and emotional changes during puberty Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Developing skills as a responsible digital citizen.</p> <p>To understand that there are risks to sharing things online. To know the difference between private and public. To</p>	<p>recycling rates at home/school.</p> <p>Identifying local community groups.</p> <p>Discussing how local community groups support the community.</p> <p>Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Identifying ways items can be reused.</p> <p>Explaining why reusing items is of benefit to the environment.</p> <p>Discussing how we can help to protect human rights.</p> <p>Exploring how children's rights help them and other children.</p> <p>To understand how recycling can have a positive impact on the environment.</p> <p>To know that the local council is responsible for looking after the local area.</p> <p>To know that elections are held where adults can vote for local councillors. To know that reusing items is of benefit to the environment. To understand that councillors have to balance looking</p>	<p>Y3: Discussing the range of feelings that money can cause.</p> <p>Y3: Discussing the different attitudes people have to money.</p> <p>Y3: Exploring the impact our spending can have on other people.</p> <p>Y4: Exploring the factors which affect whether something is value for money.</p> <p>Y4: Discussing some impacts of losing money.</p> <p>Y4: Identifying negative and positive influences that can affect our career choices.</p> <p>Y3: To know that budgeting money is important. Y3: To understand that there are a range of jobs available. Y4: To know that money can be lost in a variety of ways.</p> <p>Y4: To understand the importance of tracking money. Y3/Y4: Exploring ways to overcome stereotypes in the workplace. Y3 /Y4: To understand that there are</p>
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	<p>Behaviour curriculum Content: 3 school rules for behaviour; routines – silent signaller, fantastic walking, fantastic listening, fantastic contributing, transitions, manners, playground and lunchtime behaviours, classroom expectations, end of day routines and general expectations.</p> <p>School Council hustings Safeguarding Committee hustings</p> <p>Democracy – Choices School elections</p> <p>Rule of Law – What are laws? School expectations Shottery Stars</p> <p>Individual Liberty – I am unique e-safety Tolerance and Respect – Class Charter and expectations</p>	<p>Expressing views Rule of Law – Right and wrong Shottery Stars Individual Liberty – Challenging stereotypes</p> <p>Tolerance and Respect – Other cultures and ways of life</p>		<p>understand that cyberbullying is bullying which takes place online. Developing skills as a responsible digital citizen To understand that other people can influence our choices. To understand the physical changes to both male and female bodies as people grow from children to adults. To know that it is important to maintain the safety of myself and others, before giving first aid. To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>Democracy – School Council Fairness and justice Rule of Law – Coping with disagreements Shottery Stars Individual Liberty –</p>	<p>after local residents and the needs of the council. To understand some of the consequences of breaking rules. To understand the UN Convention on the Rights of the Child.</p> <p>Longer recap of the behaviour curriculum</p> <p>Multi-Cultural week</p> <p>Democracy – School Council Compromise Rule of Law – Choices and consequences Shottery Stars Individual Liberty – Taking responsibility for own actions Tolerance and Respect – other cultures and ways of life Helping others</p>	<p>different ways to pay for things. Y3 /Y4: To understand that some stereotypes can exist around jobs but these should not affect people's choices.</p> <p>Ongoing revision of content</p> <p>Protective Behaviours recap prior to summer holidays</p> <p>Enterprise half term Careers' Pathway</p> <p>Democracy – School Council Considering others Rule of Law – Telling the truth Shottery Stars Individual Liberty – Rights and responsibilities Tolerance and Respect – Other cultures and ways of life</p>
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Kapow Primary/ Health and Well-being (Taught knowledge key objectives)
Protective Behaviours Behaviour Curriculum

Community/ Experience Pathways
Curriculum (Science, Humanities)

British Values
Career's Pathways

				anti-bullying culture Healthy me Tolerance and Respect – Other cultures and ways of life		
Year 5 and 6	Families and Relationships (Cycle A) To understand how to form and maintain positive relationships Understanding respectful behaviour and developing skills to be respectful in different situations To begin to understand self-respect and explore strategies for self-care To understand the concept of marriage Identifying positive and negative behaviour, including the impact of bullying To recognise how attitudes to gender have changed over time To explore the impact of stereotypes and how this can lead to discrimination Explicit teaching of the full Behaviour curriculum	Health and wellbeing (Cycle A) To describe how stretches make you feel To understand the benefits of sleep To understand the purpose of failure and develop coping strategies for dealing with disappointment Learning how to set short-term, medium-term and long-term goals To take responsibility for own actions and behaviours To develop a wealth of vocabulary to help talk about how you are feeling To use knowledge of food groups to plan healthy meals To understand risks associated with the sun and how to minimise these Ongoing revision of content St Andrew's Church visit	Protective Behaviours Curriculum Children's Mental Health week Democracy – Introduction to civil rights movement Rule of Law – Choices and consequences Shutter Stars Individual Liberty – Taking responsibility for own actions Tolerance and Respect – Role Models other cultures and ways of life	Safety and the Changing Body Developing an understanding of how to ensure relationships online are safe. Learning to make 'for' and 'against' arguments to help with decision making. Discussing the reasons why adults may or may not drink alcohol. Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. Discussing problems which might be encountered during puberty and using knowledge to help. Learning how to help someone who is choking. Learning about how to help someone who is bleeding. Placing an unresponsive patient into the recovery position.	Citizenship Discussing how rights and responsibilities link. Exploring the right to a freedom of expression. Developing an understanding of how parliament and Government work. Discussing how education and other human rights protect us. Identifying causes which are important to us. Discussing how people can influence what happens in parliament. Identifying appropriate ways to share views and ideas with others. Discussing ways to challenge prejudice and discrimination. Explaining why reducing the	Economic wellbeing Y6: Identifying jobs that might be suitable for them. Y5/Y6: Discussing risks associated with money. Y5/Y6: Making a budget based on priorities. Y6: To understand that different jobs have different routes into them. Y6: To understand that people change jobs for a number of reasons. Y5/Y6: To know that when money is borrowed it needs to be paid back, usually with interest. Y5/Y6: To know that it is important to prioritise spending. Y5/Y6: To know some ways that people lose money. Y5/Y6: To know that income is the amount of money received and expenditure is the amount of money spent.

<p>Content: 3 school rules for behaviour; routines – silent signaller, fantastic walking, fantastic listening, fantastic contributing, transitions, manners, playground and lunchtime behaviours, classroom expectations, end of day routines and general expectations.</p> <p>Living things: Life cycles and reproduction</p> <p>School Council hustings Safeguarding Committee hustings</p> <p>Democracy – Choices School elections</p> <p>Rule of Law – What are laws? School expectations Shottery Stars</p> <p>Individual Liberty – I am unique e-safety</p> <p>Tolerance and Respect – Class Charter and</p>	<p>Democracy – School Council Expressing views</p> <p>Rule of Law – Right and wrong Shottery Stars</p> <p>Individual Liberty – Challenging stereotypes</p> <p>Tolerance and Respect – Other cultures and ways of life</p>		<p>To know the steps to take before sending a message online (using the THINK mnemonic). To know some of the possible risks online. To know some strategies I can use to overcome pressure from others and make my own decisions. To understand the risks associated with drinking alcohol. To understand the process of the menstrual cycle. To know the names of the external sexual parts of the body and the internal reproductive organs. To know that puberty happens at different ages for different people. To understand how a baby is conceived and develops.</p> <p>Ongoing revision of content</p> <p>St Andrew's Church visit</p> <p>Democracy – School Council Fairness and justice</p>	<p>use of materials is positive for the environment. Identifying the contribution people make to the community and how this is recognised. To know that parliament is made up of the House of Commons, the House of Lords and the Monarch. To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work. To know that education is an important human right. To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education. To know what happens when someone breaks the law. To understand the waste hierarchy. To know that prejudice is making assumptions about someone based on certain information. To know that discrimination is treating someone differently because of certain factors</p>	<p>Ongoing revision of content</p> <p>Protective Behaviours recap prior to the summer holidays</p> <p>Enterprise half term Careers' Pathway</p> <p>Democracy – School Council Considering Others</p> <p>Rule of Law – Telling the truth Shottery Stars</p> <p>Individual Liberty - Rights and Responsibilities</p> <p>Tolerance and Respect – Other cultures and ways of life</p>
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	expectations			<p>Rule of Law – Coping with disagreements Shottery Stars</p> <p>Individual Liberty – anti-bullying culture Healthy me</p> <p>Tolerance and Respect – Other cultures and ways of life</p>	<p>Multi-Cultural week</p> <p>Animals including humans: Human timeline</p> <p>Democracy – School Council Compromise</p> <p>Rule of Law – Choices and consequences Shottery Stars</p> <p>Individual Liberty – Taking responsibility for own actions</p> <p>Tolerance and Respect – Other cultures and ways of life Helping others</p>	
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Summer term, 2nd half, Year 6 will be taught two additional lessons (to be taught only to Year 6)

Discussing the factors that make our 'identity'.

Recognising the difference between how we see ourselves and how others see us.

Exploring how the media might influence our identity.

To know that identity is the way we see ourselves and also how other people see us.

To know that people may see us differently as to how we see ourselves.

To know that images can be manipulated and are not realistic.

Collective Worship:	Collective Worship:	Collective Worship:
<p>New Beginnings, Your Mental Health Day, Relationships, One word school rule (B.V. –Mutual respect), School council /Safeguarding Committee hustings (B.V – Democracy), Roald Dahl Day, National Coding Week, National Teaching Assistant’s Day, European Day of Languages, Excellent Behaviour –Stop it please (B.V –Rule of Law), Recycling Week, International Day of Peace, National Bike to School Week, National Poetry Day, World Teacher’s day, Jewish New Year, ADHD awareness month, (B.V. Tolerance) Black History Month, National Braille Week, National Baking Week, Harvest, Guy Fawkes night, All Saints Day, Diwali, Remembrance Day, E Safety – on line bullying, Anti-Bullying Week, Road Safety Week, Looking and understanding, World Nursery Rhyme Week, Friendship and Our Homes (B.V – Individual Liberty), St Andrew’s Day, Advent, Hannukah, St Nicholas’ Day, Feast of the Immaculate Conception, Save the Children, Winter solstice, Christmas Service</p>	<p>New Year and new beginnings, Resolutions, Epiphany Our Brilliant School, Giving compliments and knowing how to accept them (B.V – Mutual respect), Martin Luther King Day, Doing well at school, Celebrating Success, International Lego Day, Getting on with others in school/Relationships with others Language of the Month, Reduce Recycle and Reuse, LGBT (B.V – Individual Liberty) History Month, Safer internet day, Children’s Mental Health Week (B.V – Tolerance), Chinese New Year, Stand up to bullying, Shrove Tuesday, Ash Wednesday, St David’s Day, World Wildlife day, Women’s History Month (B.V. – Democracy), National Science and engineering week, Commonwealth Day, Red Nose Day/ St Patricks Day, Shakespeare Week Feeling safe in school (B.V. individual liberty) Achievement/ Mother’s Day, Easter</p>	<p>St Georges Day and Shakespeare Day, Earth Day, St George’s Day/Shakespeare’s Birthday, Good to be me (B.V – Mutual Respect), Ramadan, Buddha Day, Screen Free Week, Try something new /hobbies, VE Day, Language of the Month, SATS WEEK/ Resilience, Difference and uniqueness (B.V – Individual Liberty), World Day for Cultural Diversity, Biodiversity, Learning Behaviours, Values, Doing your best, Summer Solstice, National Smile Month, Father’s Day, Sportsmanship, Fairness, Music Day, School Voice (B.V. – Democracy), National Sports week, Moving on, Responsibilities, Changes, Wimbledon, Independence day, Language of Month, Showcasing talents, World Population Day, Diversity, Goodbyes, Respectful behaviours (B.V. – Rule of Law) New Challenges</p>