

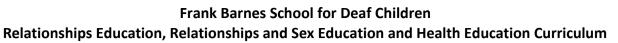
EYFS	Personal, Social and Emotional Development	Understanding the World	Physical Development
	Making Relationships	People and Communities	Health and Self-Care
	Self-Confidence and Self-Awareness	The World	
	Managing Feelings and Behaviour	Technology	

Year	Topic	Topic	Topic	Topic	Topic	Topic
1	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
2	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
3	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
4	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
5	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
6	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up



Year 5 – Together Everyone Achieves More

Learning Objectives	Resources	Assessment
 I can talk about the attributes of a good team. I can accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. I can compromise and collaborate to ensure a task is completed. I can reflect on the need to care for individuals within a team. I can identify hurtful behaviour and suggest ways I can help. I can understand the importance of shared responsibilities in helping a team to function successfully. 	 Small Whiteboards & Pens Sticky Notes Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 TEAM Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-team-unit-pack-t-lf-2549576 	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
 to recognise reasons for rules and laws; consequences of not adhering to rules and laws that personal behaviour can affect other people; to recognise and model respectful behaviour about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 	 We all must agree on the same things. Someone must be the leader. A leader does more work. We must have similar strengths. 	 British Values PSHE Relationships Education Health Education Citizenship BSL and English Communication and Language Development Literacy





- to recognise the importance of selfrespect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships
- to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
- how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

DfE Relationships Education and Health Education Statutory Guidance

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

BSL Vocabulary Video: TBC

Vocabulary:

admire, attributes, collaborate, collaboration, communicate, contribute, decisions, disagree, discrimination, effective, emotional, excluding, harassment, health, honesty, hurtful, kindness, opinion, outcome, patience, respectful, sensitive, skills, social media, success, successful, thoughts, trolling, uncomfortable, understanding, upsetting, valued.



Year 5 – Think Positive

Learning Objectives	Resources	Assessment
 I understand the link between thoughts, feelings and behaviours. I understand the concept and impact of positive thinking. I can recognise and manage uncomfortable feelings. I understand the importance of making good choices. I can use mindfulness techniques in my everyday life. I can apply a growth mindset in my everyday life. 	 Strips of Paper. Jar/box or Container. Wind Chimes, a small Bell or small Cymbals. Mindfulness Colouring Sheets. Dictionaries. Whiteboard & Pens Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 Think Positive Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-think-positive-unit-pack-t-lf-2549651 	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.





articulate how they are feeling, develop the

emotions and judge whether what they are

language to talk about their bodies, health and

feeling and how they are behaving is appropriate

PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
 about the elements of a balanced, healthy lifestyle that mental health, just like physical health, is part of daily life; the importance of taking care of mental health about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/ time outdoors, being involved in community 	 We have to feel happy all the time. You must follow trends. Exercise is strenuous. 	 PSHE Relationships Education Health Education Citizenship BSL and English Communication and Language Development Literacy
groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing about everyday things that affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about feelings; about how to express feelings in different ways strategies to respond to feelings, including intense or conflicting feelings; how to	DfE Relationships Education and Health Education Statutory Guidance A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks,	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.
 manage and respond to feelings appropriately and proportionately in different situations to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 	work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity,	This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to

courage, humility, kindness, generosity,

planned opportunities for young people to

trustworthiness and a sense of justice. This can be

achieved in a variety of ways including by providing

to recognise that anyone can experience

be resolved with help and support; and

mental ill health; that most difficulties can



- that it is important to discuss feelings with a trusted adult
- problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools
- the importance of seeking support if feeling lonely or excluded
- that personal behaviour can affect other people; to recognise and model respectful behaviour online
- about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

undertake social action, active citizenship and voluntary service to others locally or more widely.

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

The focus in primary schools should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

BSL Vocabulary Video: TBC

Vocabulary:

actions, affect, behaviour, blame, cognitive, comfortable, coping, difficulties, impact, independent, influence, learning, link, mindset, morals, opportunities, progress, pros and cons, reaction, responsible, strategy.



Year 5 – Diverse Britain

Learning Objectives	Resources	Assessment
 I can talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. I can explain what a community is and what it means to belong to one. I can explain why and how laws are made and identify what might happen if laws are broken. I can discuss the terms democracy and human rights in relation to local government. I can discuss the terms democracy and human rights in relation to national government. I can investigate what charities and voluntary groups do and how they support the community. 	 Large Piece of Paper. Coloured Pens. Sticky Notes. Construction sets of some type. Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 Diverse Britain Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-diverse-britain-unit-pack-t-lf-2549568 	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
 about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 	 Diversity is only about race and gender. I have my own religion and don't need to learn about other faiths/religions. Human rights are just about the law. Human rights and equalities are about criticising how we have always done things. 	 British Values LGBTQ+ Religious Education Geography PSHE Relationships Education Health Education Citizenship



•	about the relationship between rights and
	responsibilities

- about the different groups that make up their community; what living in a community means
- about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
- the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others;
- to recognise reasons for rules and laws; consequences of not adhering to rules and laws
- about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced
- what democracy is, and about the basic institutions that support it locally and nationally
- about discrimination: what it means and how to challenge it
- to recognise there are human rights, that are there to protect everyone
- about stereotypes; how they can negatively influence behaviours and

- BSL and English Communication and Language Development
- Literacy

DfE Relationships Education and Health Education Statutory Guidance

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing.

Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.



	attitudes towards others; strategies for	
	challenging stereotypes	
•	to value the different contributions that	
	people and groups make to the	
	community	

BSL Vocabulary Video: TBC

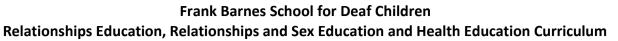
Vocabulary:

active citizenship, charity, community spirit, compassion, consequence, contribute, enforce, equal, ethnicity, faith, impact, laws, local government, members of parliament, national government, needs, negative, parliament, police, politicians, positive, prime minister, responsibilities, roles, shared responsibility, similar, support, voluntary.



Year 5 – Be Yourself

Learning Objectives	Resources	Assessment
 I can explain why everyone is unique and understand why this should be celebrated and respected. I can explain why I should share my own thoughts and feelings and I know how to do this. I can explore uncomfortable feelings and understand how to manage them. I can understand why we sometimes feel shy or nervous and know how to manage these feelings. I can identify when I might have to make different choices from those around me. I can explore how it feels to make a mistake and describe how I can make 	 Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 Be Yourself Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-be-yourself-unit-pack-t-lf-2549544	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives to recognise that feelings can change over time and range in intensity about everyday things that affect feelings and the importance of expressing feelings a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement	Addressing Misconceptions Everyone should have the same fashion. You must wear branded clothes. You need to be perfect all the time. There is one way to deal with issues.	Cross-Curriculum Links Careers/Aspirations PSHE Relationships Education Health Education Citizenship BSL and English Communication and Language Development Literacy





- that a feature of positive family life is caring relationships; about the different ways in which people care for one another
- that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely
- about choices that support a healthy lifestyle, and recognise what might influence these
- strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others
- strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
- to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

DfE Relationships Education and Health Education Statutory Guidance

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

BSL Vocabulary Video: TBC

Vocabulary:

acceptance, alternatives, amends, anxious, apologise, bereavement, caring, celebrate, choices, communication, conflict, danger, dangerous, death, difficulties, express, face-to-face relationships, failure, feelings, generosity, grief, guilt, individual, individuality, intensity, kindness, loyalty, manage, negative, online friendships, options, peer approval, peer influence, peer pressure, perceived failure, problems, relationships, respect, setbacks, sharing, shy, trust, truthfulness, unhealthy, unhelpful thoughts, unique, uniqueness, wrong.



Year 5 – It's My Body

Learning Objectives	Resources	Assessment
 I know that my body belongs to me and that I have control over what happens to it. I understand why getting enough exercise and enough sleep is important. I understand how to take care of my body I understand the harmful effects of using drugs, including alcohol and tobacco. I understand what a positive body image is. I can make informed choices in order to look after my physical and mental health. 	 Large Sheets of Paper. Counters. Colour Pens. Sticky Notes. Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 It's My Body Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-its-my-body-unit-pack-t-lf-2549690 	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
 how to make informed decisions about health about the elements of a balanced, healthy lifestyle about choices that support a healthy lifestyle, and recognise what might influence these 	 All exercise is strenuous. It's best to be thin. We must sleep at least 8 hours a day. 	 Science PSHE Relationships Education Health Education Citizenship BSL and English Communication and Language Development Literacy



- about what good physical health means; how to recognise early signs of physical illness
- about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
- how to recognise that habits can have both positive and negative effects on a healthy lifestyle
- that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it
- how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed
- how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)
- how and when to seek support, including which adults to speak to in and outside

DfE Relationships Education and Health Education Statutory Guidance

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Pupils should also be taught the benefits of hobbies, interests and participation in their own



school, if they are worried about their	٢
health	

- about the risks and effects of legal drugs common to everyday life and their impact on health; recognise that drug use can become a habit which can be difficult to break
- to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others
- about why people choose to use or not use drugs (including nicotine, alcohol and medicines);
- about the mixed messages in the media about drugs, including alcohol and smoking/vaping
- about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns

communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

BSL Vocabulary Video: TBC

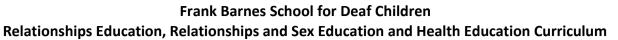
Vocabulary:

addictive, advertising, age restrictions, appearance, appropriate, autonomy, balanced lifestyle, beauty, boundaries, care, cleanliness, contact, control, damage, dangerous, dental, deprivation, effects, emotional, healthy eating, impact, influence, looks, media, meditation, mental, mindfulness, negative, nicotine, oral, perfect, physical, platform, positive, pressure, protect, responsibility, rest, rights, self-confidence, stereotype, substances, sun exposure, support, tell, unwanted, vape pens, vapes, wellbeing.



Year 5 – Aiming High

Learning Objectives	Resources	Assessment
 I can understand how people learn new things and achieve certain goals. I can understand that a helpful attitude towards learning can help us succeed in life. I can identify opportunities that may become available to me in the future and I am aware of how to make the most of them. I understand that gender, race and social class do not determine what jobs people can do. I can understand there are a variety of routes into different jobs which may match my skills and interests. I can discuss my goals for the future and the steps I need to take to achieve them. 	 Highlighters. Sticky Notes. Coloured pens coloured pencils. Interactive Whiteboard. Computer / Printer / iPads. Pupils' PSHE workbooks. PowerPoint Slides. Activity sheets. Internet. Pens / Pencils / Ruler / Rubbers. Photo/Picture Flashcards. Topic Books. Twinkl: PSHE and Citizenship UKS2 Aiming High Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-uks2-aiming-high-unit-pack-t-lf-2549549 	 Children's Workbooks. Questioning. Discussions & Responses. Worksheets. Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
 to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that 	 A high income does not equal success/happiness. You must do what your family do. Gender and/or race determine what jobs we are expected to do. 	 Careers/Aspirations PSHE Relationships Education Health Education Citizenship BSL and English Communication and Language Development Literacy





people often have more than one career/
type of job during their life

- about what might influence people's decisions about a job or career
- about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation
- about stereotypes in the workplace and that a person's career aspirations should not be limited by them
- that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid
- to identify the kind of job that they might like to do when they are older
- to recognise a variety of routes into careers (e.g. college, apprenticeship, university)

DfE Relationships Education and Health Education Statutory Guidance

It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.

DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes

Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

BSL Vocabulary Video: TBC

Vocabulary:

advertisement, apprenticeship, avoidance, barriers, behaviours, benefit, business, careers, collaborate, college, creativity, criteria, decisions, discrimination, employee, enterprise, failure, fear, feedback, focus, further education, helpful, ideas, individual, innovation, interests, law, listening, mistakes, panic, perseverance, prejudice, privilege, problem-solving, responsible, rights, self- worth, social class, stress, teamwork, unhelpful, university.