

St Leonards CE First School
Progression Outcomes Statements -
Curriculum for Character Development
PSHCE and RHE

 Endeavour	 Curiosity	 Love	 Respect	 From a tiny spark to a bright flame
<i>In all the work you are doing, 'work with all your heart and soul, as for the Lord and not for all people.'</i> <i>Colossians 3:23</i>	<i>'It is the glory of God to conceal things, but the glory of kings is to search things out'. Proverbs 9 (2-3)</i>	<i>And you shall love the Lord your God with all your heart and with all your soul and with all your might'. Deuteronomy 6:5</i>	<i>So whatever you wish that others would do to you, do also to them, for this is the Law and the Prophets'. Matthew 7:12</i>	<i>In him was life; and life was the light of men. And the light shineth in darkness'. (John 1:4-5)</i>
<p>Numeracy I am money aware.</p> <p>Enthusiastic I am motivated. I have a growth mind-set.</p> <p>Active I am active.</p> <p>Valiant I can ask for help. I have the courage to help a friend in need.</p> <p>Optimistic I am a resilient learner. I am adaptable.</p> <p>Understanding I have a good memory. I am a quizmaster. I can use technology and equipment/ tools safely.</p> <p>Reflective I am reflective. I set my own goals and work to them. I know my own strengths and targets. I can improve my own work and help others to improve theirs.</p>	<p>Confident I embrace new things. I can choose my own learning path. I can follow my own interests.</p> <p>Unique I can make links across my learning and experiences.</p> <p>Risk taker I can assess and take calculated risks.</p> <p>Observant I am a questioner.</p> <p>Survivor I am a first aider. I can survive.</p> <p>Technologist I am a child of the future.</p>	<p>Loving I can love myself. I can love others. I love learning. I am healthy. I am a good friend. I care about what is important. I enjoy learning. I love my community. I know about my local area and community.</p> <p>Optimistic I am grateful for what I have.</p> <p>Vibrant vessel I get enough sleep. I can keep myself safe. I can look after my body. I can look after my mind and my well-being. I can balance my learning and leisure time. I can manage my use of technology.</p> <p>Emotionally intelligent I know what makes me happy. I can talk about my feelings. I am a good listener. I am emotionally resilient. I can grow and build healthy relationships.</p>	<p>Respectful I can debate issues respectfully. I am a leader. I can make reasoned decisions.</p> <p>Equal I have respect for everyone. I am a global citizen.</p> <p>Self-respect I am a healthy eater. I can organise myself and my belongings.</p> <p>Patient I am a follower. I am a team player.</p> <p>Earthly I am an eco-warrior. I know how to look after my world. I care for God's creatures.</p> <p>Compassion I can relate well to others. I can make new friends. I can sustain friendships. I am kind.</p> <p>Trustworthiness I know the difference between right and wrong.</p>	<p>Faith I have a faith. I am spiritual. I have hope. I am optimistic.</p> <p>Leadership and learning I am independent. I am confident. I am responsible and reliable. I am punctual. I am a clear and effective communicator.</p> <p>Meaningful I am a politician I can make my ideas count. I am a good person. I am prepared for change. I help those in need.</p> <p>Endurance I know, value and actively work on my talents. I know about the world of work. I know which jobs/ careers would make use of my talents. I have dreams and aspirations for my future.</p>

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Strand	EYFS Outcomes (Reception)	KS1 outcomes (Year 1 and 2)	KS2 outcomes (Year 3 and 4)
HEALTH EDUCATION			
Key theology for Church of England schools	<p>Pupils will be able to show an understanding of key Christian teachings about how they are of great value and worth: <i>"You are fearfully and wonderfully made" (Psalm 139) and "God saw that it was very good" (Genesis 1).</i></p> <p>Pupils can make a link between these teachings and how people can regard, celebrate and protect their bodies, minds and souls.</p>		<p>Pupils will be able to explain the Christian belief about how humans are made in the image of God (<i>Genesis 1:27</i>); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies.</p> <p>Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds.</p>
Sleep, rest and hygiene	<ul style="list-style-type: none"> • I can manage my own basic hygiene and personal needs. • I can talk about factors that support my health and well-being such as a good sleep routine and tooth brushing. 	<ul style="list-style-type: none"> • I can describe how to look after myself. • I can show someone how people can clean their teeth. • I can talk about how people can help themselves to have good sleep. • I know that maintaining my personal hygiene is important and I know how to do it. • I know how some diseases are spread and controlled and have the skills to prevent them spreading. 	<ul style="list-style-type: none"> • I can explain why it is important to look after myself. • I can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. • I can talk about how to practise personal hygiene and can explain why it can be anti-social not to do so. • I can explain why good sleep and rest are important and what the effects of not getting enough sleep can be. • I know that bacteria and viruses can affect health. • I can follow simple routines to reduce the spread of bacteria and viruses.
Healthy eating	<ul style="list-style-type: none"> • I understand the importance of healthy food choices. 	<ul style="list-style-type: none"> • I can identify and list many healthy and less healthy foods. • I can set myself healthy eating goals. 	<ul style="list-style-type: none"> • I can plan a healthy diet and describe the dangers of an unhealthy one. • I can make my own healthy choices about food.

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		<ul style="list-style-type: none"> • I understand that choosing certain foods can help me be more healthy. 	<ul style="list-style-type: none"> • I know that I can grow my own healthy food and have experience of this.
Spiritual practices	<ul style="list-style-type: none"> • I can show sensitivity to my own needs. 	<ul style="list-style-type: none"> • I have observed/ experienced/participated in some calming spiritual time. 	<ul style="list-style-type: none"> • I can explain why having some sort of spiritual practice may improve physical, emotional and mental health.
Exercise	<ul style="list-style-type: none"> • I can move energetically to keep active. • I can talk about regular exercise supporting my overall health and well-being. 	<ul style="list-style-type: none"> • I can name and talk about different kinds of exercise. • I know that exercise is good for me. • I can set myself some exercise goals. 	<ul style="list-style-type: none"> • I can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health. • I can set myself exercise goals and monitor my progress towards them.
Mental health, wellbeing and emotional literacy	<ul style="list-style-type: none"> • I can show an understanding of my own feelings and those of others. • I can regulate my behaviour according to my feelings. • I can wait for what I want and control my immediate impulses when appropriate. 	<ul style="list-style-type: none"> • I can talk about my emotions, (such as when I am happy, sad, angry or afraid) and understand when those emotions are helpful. • I can talk about how taking exercise, eating healthily, spending time outdoors and praying or meditating can be good for their feelings. • I know what I like and dislike. • I know which are good and which are 'not so good' feelings. • I can use vocabulary to describe my feelings. • I am developing strategies to manage my feelings. 	<ul style="list-style-type: none"> • I have a deeper understanding of feelings and extended vocabulary to describe them to express the range and intensity. • I can talk about how people can express their emotions such as anger and fear. I can explain why feelings can affect the way people behave. I can describe strategies to manage feelings so that they do not have a negative impact on others. • I can understand that keeping healthy physically and spiritually will help my mental health. I can identify some of the worries and concerns that people might feel moving to a new school. I can identify ways in which someone can positively manage such a move. • I understand changes such as loss, separation, divorce and bereavement.

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		<ul style="list-style-type: none"> • I understand feelings associated with 'change' and 'loss' (such as moving home, losing toys, pets or friends.) 	<ul style="list-style-type: none"> • I can respond in a positive way to the feelings of others.
Screen time and screen-safety	<ul style="list-style-type: none"> • I can control my immediate impulses when appropriate. • I can talk about sensible amounts of screen time supporting my overall Health and Well-being. 	<ul style="list-style-type: none"> • I can list some of the ways that screens improve my life. • I can list some rules about the limits for using screens that can keep people healthy. • I can identify how people use 'masks' online to be nasty and who to ask for help. • I can list what information should or should not be shared. • I can set myself some personal goals about screen time. 	<ul style="list-style-type: none"> • I can explain how to make wise choices online and why limiting screen time is a good idea. • I can show understanding of the different ways that people use the internet for bad purposes and outline how to avoid harm. • I know that images in the media (and online) do not always reflect reality and how people feel about themselves.
Alcohol, smoking and drugs	<ul style="list-style-type: none"> • I know why we have medicines and who can help with them. • I know I shouldn't touch them. 	<ul style="list-style-type: none"> • I know that household products including medicines can be harmful if not used properly. 	<ul style="list-style-type: none"> • I can explain the facts and laws surrounding the use of alcohol, smoking and drugs. • I know that they can damage both immediate and long term health. • I show understanding of the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol, energy drinks and medicines) and their impact on health; can recognise that drug use can become a habit which can be difficult to break. • I can talk about why people choose to use or not use drugs (including nicotine, alcohol and medicines).

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			<ul style="list-style-type: none"> I can talk about the organisations that can support people around alcohol, tobacco or other drug use; know people they can talk to if they have concerns.
First Aid	<ul style="list-style-type: none"> I know my address and telephone number. I can talk about what to do if there is an accident and someone is hurt, how to get help in an emergency (how to dial 999 and what to say). 	<ul style="list-style-type: none"> I know my address and telephone number. I can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries). 	<ul style="list-style-type: none"> I know my address and telephone number. I can explain how to make an emergency call and demonstrate how to apply some First Aid such as dealing with head injuries, preventing bleeding and CPR.
Puberty	<ul style="list-style-type: none"> I am beginning to understand how to look after my body. 	<ul style="list-style-type: none"> I know about the process of growing from young to old and how people's needs change. I know about the independence and responsibility that brings. I can identify and name the basic parts of the human body including those that make boys different to girls and use the correct names. I can respect my body and understand which parts are private. I know that animals including humans have offspring which grow into adults. 	<ul style="list-style-type: none"> I can talk about physical changes of puberty and how it affects boys and girls, particularly the emotional and physical changes, including the menstrual cycle and menstrual well-being. I can identify the external genitalia and internal reproductive organs in males and females. I understand that in animals and humans lots of changes happen between conception and growing up. I know that it is usually the female who has the baby. <p>Year 4 only</p> <ul style="list-style-type: none"> I understand how babies grow and develop in the mother's uterus. I understand that boys and girls bodies need to change so that when they grow up they can make babies.

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			<ul style="list-style-type: none"> I can identify how boys and girls bodies change on the outside during this growing up process. I can talk about how I feel about these changes happening to me and how I might cope with them.
Safety	<ul style="list-style-type: none"> I can negotiate space and obstacles safely with consideration for myself and others. I can be a safe pedestrian. I can recognise different types of danger. 	<p>I can recognise different types of danger. I can recognise dangers indoors and outdoors.</p> <p>I can explain rules for keeping myself safe. (Road safety, cycle safety, safety in the environment, rail, water, fire and farm safety.)</p> <p>I can name the 'special people' who work in my community and who are responsible for looking after me and protecting me; I know how people contact those special people when they need their help, including dialling 999 in an emergency.</p>	<ul style="list-style-type: none"> I understand the vocabulary of 'risk', 'danger' and 'hazard'. I can recognise, predict and assess risks in the environment and manage them responsibly. (Road safety, cycle safety, safety in the environment, rail, water, fire and farm safety.) I know school rules about basic Health and Safety, emergency procedures and where and how to get help.

Strand	EYFS Outcomes (Reception)	KS1 outcomes (Year 1 and 2)	KS2 outcomes (Year 3 and 4)
RELATIONSHIPS EDUCATION			
Key theology for Church of England schools	Pupils can explain that most Christians believe that God loves people, that God has always loved them as an individual and always will. Pupils can talk about why other people are special (and how Christians believe that they are created and loved by God).		Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death.

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	<p>Pupils can talk about what the Christian belief in creation means for how people should value and protect themselves and treat other people. Pupils can give examples of people doing things that hurt others. They can talk about how humans often let themselves down. They can describe simply what the word forgiveness means and talk about fresh starts. Pupils can talk about why it is good to keep friends and the importance of sticking by people and supporting them unless they really hurt us.</p>		<p>Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness.</p>
	EYFS Outcomes	KS1 Outcomes (Year 1/ 2)	KS2 Outcomes (Year 3/ 4)
Family	<ul style="list-style-type: none"> I can talk about the lives of the people around me. 	<ul style="list-style-type: none"> I can talk about the people who care for me and give me love, and the things that they do to share that care. I can talk about the ways that I might show that I enjoy being in my family. I can show that I understand that different people have different kinds of families (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). 	<ul style="list-style-type: none"> I can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. I can discuss and evaluate the different ways that I can show appreciation to those who care for me. I can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). I can demonstrate that I recognise shared characteristics of healthy family life, (commitment, care, spending time

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		<ul style="list-style-type: none"> • I can talk about what is the same across all families. • I can say who I might go to for help if I feel unsafe or unhappy in my family. 	<p>together, being there for each other in times of difficulty etc).</p> <ul style="list-style-type: none"> • I can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice.
Friendship	<ul style="list-style-type: none"> • I can form positive friendships with peers. • I can sensitivity to my own and the needs of others. • I can build constructive and respectful relationships. 	<ul style="list-style-type: none"> • I can describe what a good friend is like. • I can talk about how someone can show kindness to someone who is a friend in a way that they will like. • I can describe how to recognise if someone is lonely; can talk about ways in which people can show kindness to someone who is not their friend and try to include them in a game or activity. • I can talk about what I can do if I fall out with my friend. • I know that my behaviour can affect others. 	<ul style="list-style-type: none"> • I can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. I can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • I can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence. • I can give examples of how someone can think carefully of the needs and preferences of the other person in their friendship or family and how they might make them happy and listen to their choices. • I can describe what it means to have high expectations in friendships and family, and list some of the behaviours that should never be acceptable.
Relationships and Marriage	<ul style="list-style-type: none"> • I can show sensitivity to my own needs and the needs of others. 	<ul style="list-style-type: none"> • I know that two people who love and care for each other can make a commitment of marriage to each other. • I know that this looks different in different cultures. 	<ul style="list-style-type: none"> • I can explain that marriage is a formal and legal commitment which is intended to be lifelong. • I can give examples of positive long-term relationships that bring joy and meaning to those involved. • I can explain the benefits of strong life-long relationships: they are good for people, through

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			<p>relationships people have fun, they learn who they are, how to be less selfish, how to think of others and learn about forgiveness.</p> <ul style="list-style-type: none"> • I can explain the significance of special ceremonies and rituals of promises that mark marriage (in the Christian tradition and at least one other faith tradition or worldview). • I know that marriage is a commitment freely entered into by both people. Forcing anyone to marry is a crime. • I know that 2 people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
Anti Bullying	<ul style="list-style-type: none"> • I can explain the reasons for rules. • I know right from wrong and behave accordingly. 	<ul style="list-style-type: none"> • I can describe what bullying is, the different kinds of bullying and why it is hurtful. • I can talk about where to go for help if I am bullied. • I can talk about why it is good to be kind to people. • I can talk about how you might support someone who has been hurt because someone has been unkind to them. 	<ul style="list-style-type: none"> • I can show understanding about the different types of bullying that people can encounter. • I can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. • I can explain what stereotyping is and how bullying can be damaging for someone. • I can explain how people can keep themselves safe and ask for help when bullied. • I can describe how not to be a bystander when someone else is bullied. • I can explain how to report bullying and support someone who has suffered unkindness.
Making good boundaries	<ul style="list-style-type: none"> • I can form positive attachments to adults. 	<ul style="list-style-type: none"> • I can talk about how my body belongs to me, how it is incredibly special and should be protected. 	<ul style="list-style-type: none"> • I can explain what right and wrong touching is and can show an understanding of what is appropriate behaviour in private and in public.

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	<ul style="list-style-type: none"> I can express my ideas and feelings about my experiences. 	<ul style="list-style-type: none"> I can identify what is safe and unsafe touching. I can describe why it is wrong to keep bad secrets and that people should not ask us to do that. I can explain how someone can tell a trusted adult if they feel unsafe. I know what is meant by privacy. I know I have a right to keep things private. I can show respect for the privacy of others. 	<ul style="list-style-type: none"> I can explain what a bad secret is like and how to get help. I know when it is ok to share a secret. I know what is ok to share with my special people. I can recognise when I need help and know who and how to ask for it. I can resist pressure to do something dangerous or that makes me uncomfortable or unhealthy. I know that everyone has a right to privacy.
Communication	<ul style="list-style-type: none"> I can work and play cooperatively. I can take turns with others. I can participate in small group discussions offering my own ideas. 	<ul style="list-style-type: none"> I can share my opinions on things that matter to me with another person and with the whole class. I can listen to other people. I can play and work co-operatively. I can resolve simple arguments through negotiation. I can offer constructive support and feedback to others. 	<ul style="list-style-type: none"> I can listen and respond respectfully to a wide range of people. I am confident to raise my own concerns. I recognise and care about the feelings of others. I can work collaboratively towards shared goals. I have strategies to resolve disputes and conflict through negotiation and compromise. I can offer constructive support and feedback to benefit myself and others.

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CITIZENSHIP EDUCATION – Living in the Wider world			
Key theology for Church of England schools	<p>Pupils will be able to understand that the Christian belief is in a God who reaches out beyond himself to them and to all creation and that this connectedness at the heart of the universe is the Christian understanding of citizenship. They will be able to explain that building human community is not an option but a core purpose of the Christian faith.</p> <p>Pupils will understand that citizenship is shown in the relationships in God as Trinity – Father, Son and Holy Spirit.</p> <p>Pupils will understand that valuing of people beyond ourselves is illustrated in the Bible which describes human beings as reflecting the image of God.</p> <p>Pupils will begin to understand that Christians believe the protection of human rights and responsibilities are the core of what it means to be a good citizen. As in the commandments to love thy neighbour, Christians worship as a global community where diverse nations and cultures can love together in peace and find their unity in Christ.</p> <p>Pupils will know that Christians seek new creative possibilities of working with others as citizens to make human society come closer to the values of the Kingdom of God.</p>		
Equality	<ul style="list-style-type: none"> I know some similarities and differences between different religious and cultural communities in this country, drawing on my own experiences and stories I have read. I am tolerant and respectful of diversity. 	<ul style="list-style-type: none"> I know what is fair and unfair, kind and unkind, right and wrong. I can identify and respect the similarities and differences between people. I can describe all the ways in which they I am unique; I understand that there has never been and will never be another 'me'. I can describe ways in which I am the same as all other people; what I have in common with everyone else. 	<ul style="list-style-type: none"> know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability- 'protected characteristics' in the Equality Act 2010). I understand that no people should be discriminated against through teasing, bullying or aggressive behaviour. I consider the lives of people living in other places, and people with different values and customs. I know about contemporary tribal people and the issues that they face.

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			<ul style="list-style-type: none"> I know that I can contribute to helping to solve global problems. (Links to Democracy).
Careers	<ul style="list-style-type: none"> I can set and work towards simple goals. I can talk about the lives of the people around me and their roles in society. 	<ul style="list-style-type: none"> I can set realistic and achievable future targets. 	<ul style="list-style-type: none"> I can reflect on and celebrate my achievements. I know my own strengths and areas for improvement. I can set myself high aspirations and goals.
Debate/ Democracy	<ul style="list-style-type: none"> I can express my ideas and feelings about my experiences. I can express my opinions. 	<ul style="list-style-type: none"> I realise that having an opinion on things that matter is important. 	<ul style="list-style-type: none"> I enjoy researching, discussing and debating topical issues, problems and events that are of concern to me and offering my recommendations to appropriate people.
Rule of Law	<ul style="list-style-type: none"> I can explain the reason for rules. I know right from wrong and behave accordingly. I respect the Law. I am aware of my own rights. 	<ul style="list-style-type: none"> I can help to construct, and agree to follow, group, class and school rules and I understand how these rules help me. I know that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) 	<ul style="list-style-type: none"> I know why and how rules and laws that protect myself and others are made and enforced, why different rules are needed in different situations and how I can take part in making and changing rules. I understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.
Finance	<ul style="list-style-type: none"> I know what money is and what it is used for. 	<ul style="list-style-type: none"> I know that money comes from different sources and can be used for 	<ul style="list-style-type: none"> I am aware of the role money plays in my own and others' lives, including how to manage my money.

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		<p>different purposes, including spending and saving.</p> <ul style="list-style-type: none"> • I know about the role money plays in my life. I know how to keep it safe and think carefully about spending or saving it. 	<ul style="list-style-type: none"> • I understand what is meant by enterprise and I am beginning to develop enterprise skills.
Environment	<ul style="list-style-type: none"> • I can explore the environment around me and make observations. 	<ul style="list-style-type: none"> • I know what improves and harms their local, natural and built environments and • I know how to care for the environment. 	<ul style="list-style-type: none"> • I can consider my own environment and identify changes which I could make to improve it. • I understand that money given from government is allocated to provide services and ensure a good, clean and safe environment.
Community care	<ul style="list-style-type: none"> • I see myself as a valuable individual. • I can think about the perspectives of others. 	<ul style="list-style-type: none"> • I can contribute to the life of the classroom and school. • I know that I belong to different groups and communities such as family and school. 	<ul style="list-style-type: none"> • I know what being part of a community means. • I know that I have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; I am continuing to develop the skills to exercise these responsibilities.