



Boutcher 2021-22
PSHE and relationships Education Progression Grid
Jigsaw

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Program me of Study</p>	<p>Autumn 1: Being Me in My World</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know they have a right to learn and play, safely and happily • Know that some people are different from themselves • Know that hands can be used kindly and unkindly • Know special things about themselves • Know how happiness and sadness can be expressed • Know that being kind 	<ul style="list-style-type: none"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices 	<ul style="list-style-type: none"> • Understand the rights and responsibilities of class members • Know about rewards and consequences and that these stem from choices • Know that it is important to listen to other people • Understand and that their own views are valuable • Know that positive choices impact positively on self- 	<ul style="list-style-type: none"> • Know that the school has a shared set of values • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Understand that they are important • Know 	<ul style="list-style-type: none"> • Know their place in the school community • Know what democracy is (applied to pupil voice in school) • Know how groups work together to reach a consensus • Know that having a voice and democracy benefits the school community • Know how individual attitudes and actions make a difference to a class • Know about the different roles in the school community <p>Know that their own actions affect themselves and others</p> <ul style="list-style-type: none"> • Identify the feelings associated with being included or excluded 	<ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences 	<ul style="list-style-type: none"> • Know about children's universal rights (United Nations Convention on the Rights of the Child) • Know about the lives of children in other parts of the world • Know that personal choices can affect others locally and globally • Know how to set goals for the year ahead • Understand what fears and worries are • Understand that their
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/ year group</p>	<p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC)</p>	<p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>	<p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>
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<p>Autumn 2: Celebrating Difference</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know what being unique means • Know the names of some emotions such as happy, sad, frightened, angry • Know why having friends is important • Know some qualities of a positive friendship • Know that they don't have to be 'the same as' to be a friend • Know what 	<ul style="list-style-type: none"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities • Identify what is bullying and what isn't 	<ul style="list-style-type: none"> • Know the difference between a one-off incident and bullying • Know that sometimes people get bullied because of difference • Know that friends can be different and still be friends • Know there are stereotypes about boys and girls • Know where to get help if being bullied • Know that it is OK not to conform to gender stereotypes • Know it is good to be yourself • Know the difference between right and wrong and the role that 	<ul style="list-style-type: none"> • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that conflict is a normal part of relationships • Know that some words are used in hurtful ways and that this can have consequences • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons 	<ul style="list-style-type: none"> • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know what to do if they think bullying is or might be taking place • Know that first impressions can change • Be comfortable with the way 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from 	<ul style="list-style-type: none"> • Know that people can hold power over others individually or in a group • Know that power can play a part in a bullying or conflict situation • Know that there are different perceptions of 'being normal' and where these might come from • Know that difference can be a source of
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/ year group</p>	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed</p>	<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration</p>
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<p>Spring 1: Dreams and Goals</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal • Understand that challenges can be difficult • Resilience • Recognise some of the feelings linked to 	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Recognise things that 	<ul style="list-style-type: none"> • Know how to choose a realistic goal and think about how to achieve it • Know that it is important to persevere • Know how to recognise what working together well looks like • Know what good group-working looks like • Know how to share success with other people • Recognise 	<ul style="list-style-type: none"> • Know that they are responsible for their own learning • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know what dreams and ambitions are important to them • Know about specific people 	<ul style="list-style-type: none"> • Know how to make a new plan and set new goals even if they have been disappointed • Know how to work as part of a successful group • Know how to share in the success of a group • Know what their own hopes and dreams are • Know that hopes and dreams don't always come true • Know that reflecting on positive and happy experiences can help them to counteract disappointment • Know how to work out the steps they need to take to achieve a goal • Have a positive 	<ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support 	<ul style="list-style-type: none"> • Know their own learning strengths • Know what their classmates like and admire about them • Know a variety of problems that the world is facing • Know some ways in which they could work with others to make the world a better place • Know what the learning steps are they need to take to achieve
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/ year group</p>	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p>Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>
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<p>Spring 2: Healthy Me</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know the names for some parts of their body • Know when and how to wash their hands properly • Know how to say no to strangers • Know that they need to exercise to keep healthy • Know how to 	<ul style="list-style-type: none"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe 	<ul style="list-style-type: none"> • Know what their body needs to stay healthy • Know what relaxed means • Know why healthy snacks are good for their bodies • Know which foods given their bodies energy • Know that it is important to use medicines safely • Know what makes them feel relaxed/stressed 	<ul style="list-style-type: none"> • Know how exercise affects their bodies • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know when something feels safe or unsafe • Know why their hearts 	<ul style="list-style-type: none"> • Know that there are leaders and followers in groups • Know the facts about smoking and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know that they can take on different roles according to the situation • Know some of the reasons some people start to smoke 	<ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure 	<ul style="list-style-type: none"> • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/year group</p>	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation</p>	<ul style="list-style-type: none"> Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure
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<p>Summer 1: Relationships</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendships • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt 	<ul style="list-style-type: none"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends 	<ul style="list-style-type: none"> • Know that there are lots of forms of physical contact within a family • Know how to stop if someone is hurting them • Know there are good secrets and worry secrets and why it is important to share worry secrets • Know what trust is • Know that everyone's 	<ul style="list-style-type: none"> • Know that different family members carry out different roles or have different responsibilities within the family • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know that they and all children have 	<ul style="list-style-type: none"> • Know some reasons why people feel jealousy • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know that jealousy can be damaging to relationships • Know that memories can support us when we lose a special person or animal • Can identify feelings and emotions that accompany jealousy • Can suggest 	<ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Know that a personality is made up of many different characteristics, qualities and attributes • Know that 	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health • Know ways that they can take care of their own mental health • Know the stages of grief and that there are different types of loss that cause people to grieve • Know that sometimes people can try to gain power or control them • Know some of the dangers of being 'online' • Know how to use technology safely and positively to communicate with their friends and family • Recognise that people can get problems
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/year group</p>	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate</p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>
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<p>Summer 2: Changing me</p> <p>Taught Knowledge Social and Emotional Skills</p>	<ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry <p>Know that remembering happy times can help us move on</p> <ul style="list-style-type: none"> • Recognise that changing class can elicit happy and/or sad feelings 	<ul style="list-style-type: none"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals have private body parts 	<ul style="list-style-type: none"> • Know the physical differences between male and female bodies • Know that private body parts are special and that no one has the right to hurt these • Know who to ask for help if they are worried or frightened • Know there are different types of touch and that some are good 	<ul style="list-style-type: none"> • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Know that in 	<ul style="list-style-type: none"> • Know that personal characteristics are inherited from birth parents • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <ul style="list-style-type: none"> • Can appreciate their own uniqueness and that of others • Can express any concerns they have about puberty • Have strategies for managing the emotions related to 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that becoming a teenager involves various changes and also brings growing responsibility • Know what perception means and that perceptions can be right or wrong • Can celebrate what they like about their own 	<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know the importance of self-esteem and what they can do to develop it • Recognise ways <p>Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/ moving to their next class</p>
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	<p>Vocabulary: Consolidate the vocabulary taught in previous KS/ year group</p>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, V, Public, Private, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<p>Birth, Animals, Babies, Mother, Grow, Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge</p>	<p>Personal, Unique, Characteristics, Parents, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Hormones, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Responsible, Teenager, Responsibilities, Rights</p>	<p>Negative body-talk, mental health, opportunities, freedoms, relationship, love, transition, secondary, journey, worries, anxiety, excitement</p>
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