



PSHE and RSE at Richmond Hill Primary Academy

Below are the key strands that our whole curriculum is designed around. Our PSHE and RSE curricula support children to develop Strands 1, 2, 3, 4 and 5 by helping them build resilience and aspiration, develop strategies for self-regulation, understand and celebrate equality and diversity, make informed and safe choices, and recognise their responsibility towards the environment and sustainability.

Strand 1- Developing Resilient & Aspirational Learners	Strand 2 – Developing Self-Regulated Learners	Strand 3 – Developing an Understanding of Equality, Diversity and Creating Culturally Rich Learners	Strand 4 – Developing Risk Assured Learners	Strand 5 – Developing Environmental and Sustainability Aware Learners
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At Richmond Hill Primary Academy, we recognise that high-quality PSHE and RSE education is essential for supporting pupils' personal development, mental wellbeing, and preparation for the wider world. It plays a key role in safeguarding, fostering resilience, promoting respect for diversity, and helping children to become responsible, confident individuals.

Our PSHE and RSE curriculum is guided by the Sheffield RSE and PSHE Curriculum, which has been carefully developed from the PSHE Association's Programmes of Study. These Programmes of Study are closely aligned with the requirements set out in the Department for Education (DfE) Statutory Guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education.

The curriculum is organised into three key concepts:

- **Relationships** – including family relationships, friendships, and respectful relationships.
- **Living in the Wider World** – focusing on community, responsibilities, and active citizenship.
- **Health and Wellbeing** – covering mental wellbeing, physical health, personal hygiene, and growing up.

Through our PSHE and RSE curriculum, we ensure that pupils are explicitly taught the fundamental building blocks of positive relationships, including respect, kindness, honesty, resilience, and personal responsibility. Children learn about healthy friendships and family relationships, how to set and respect personal boundaries, and how to stay safe both offline and online. They are also taught how to recognise unsafe behaviours, understand their rights over their own bodies, and seek help if they have concerns, supporting a whole-school approach to safeguarding. Our teaching is inclusive and sensitive to the diverse family structures and lived experiences of our pupils. We actively promote the development of key character traits such as integrity, perseverance, and empathy, equipping children with the knowledge, skills, and attributes needed to thrive emotionally, socially, and academically.

This structured approach ensures that children develop the knowledge, skills, and attributes they need to manage their lives both now and, in the future, supporting their personal development, safeguarding, and preparation for life beyond primary education.

EYFS

At Richmond Hill Primary Academy, we use 'Development Matters' to help us design an effective early year's curriculum for PSHE. Personal, Social and Emotional Development (PSED) forms one of the three prime areas of learning in the Early Years Foundation Stage. Through carefully planned activities, children are supported to build strong, positive relationships, develop

self-awareness and independence, and begin to understand and manage their feelings and behaviour. From Nursery, children are given repeated and varied opportunities to engage in activities that promote sharing, turn-taking, listening, and cooperation, with feedback and guidance from adults to develop confidence, resilience, and empathy. Within Communication and Language, children are encouraged to express their needs, wants, feelings, and opinions effectively, laying the foundations for respectful communication and relationships. The development of children's social and emotional awareness underpins their ability to engage positively with the wider world. This is planned for through carefully structured PSED activities and opportunities for child-initiated play, where children learn to build friendships, resolve conflicts, and celebrate differences. It is important that children have regular opportunities to talk about emotions, relationships, safety, and belonging. The quality and variety of interactions, experiences, and language used by adults is crucial for developing children's emotional literacy, mental wellbeing, sense of identity, resilience, and understanding of the diverse world around them.

PSED - Development Matters 3 - 4 year old



<p>Personal, Social and Emotional Development</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Remember rules without needing an adult to remind them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Understand gradually how others might be feeling.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>
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PSED - Development Matters Children in Reception



<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
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EYFS Vocabulary

<p>Communication and Language</p>	<p>Listen, question, ask, speak, say, who, what, where, why, when, did, can, do, should, could, would, how, group, attention, understand, conversation, understand, explain, describe, retell, idea, feeling, now, later, next, then, after, before.</p>
<p>PSED</p>	<p>Play, work, talk, turn, children, friend, rules, kind, unkind, feeling, sad, happy, worried, excited, scared, anxious, nervous, angry, safe, calm, like, dislike, calm, choose, point, new, try, challenge, look after, right, wrong, choice, good, bad, behaviour.</p>

	Change, new, listen, look, still, help, instructions. Hygiene, independent, wash, brush, dry, clean, germs, healthy, unhealthy, choice, change, weather, safety, toilet, dressed, clothes, shoes, coat, hat, scarf, hot, cold, knife, fork, spoon, cup, Bottle.
Physical Development	Explore, hold, write, draw, mark make, tools, control, writing, pictures, grip, across, left, right, start, form, correctly, skills, pour, tools, mould, shape, effect, independent, use, learn, fasten, attempt, try, safe, safely, thread, tweeze, pinch, press, squeeze, feature, recognise, care, detail. Independent, space, obstacle, safe, safety, climb, balance, run, walk, crawl, jump, climb, skip, hop, move, movement, rules, travel, around, think, look, up, down, under, over, through, coordination, energy, energetic, run, jump, hop, skip, walk, fast, slow, dance, climb, spin, roll, kick, kick, pass, aim, aiming, pose, throw, catch, shape.

Let's Explore: Animal, community, Earth, environment, family, journey, land, map, ocean, people, planet, school, sea, United Kingdom.

Long Ago: Adult, baby, belief, change, clothes, event, family, grow, heritage, long ago, memory, past, toy, tradition, vehicle, week, year, yesterday

Ready, Steady, Grow: Air, animal, calf, cow, drink, eat, exercise, farm, food, grow, healthy, lamb, money, plant, seed, sheep, shop, sunlight, warmth, water.

Me and My Community: auntie community cousin doctor emergency services family firefighter friend grandparent help key worker nurse paramedic police rule uncle

Composite Knowledge

In line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory Guidance](#), the composite knowledge covered through the teaching of PSHE and RSE is outlined below.

Families and people who care for me	<p>Curriculum content:</p> <ol style="list-style-type: none">1. That families are important for children growing up safe and happy because they can provide love, security and stability.2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
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Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

<p>Online safety and awareness</p> <p>(Enhanced by our Common Sense online safety curriculum)</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
<p>Being safe</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.

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| | <ol style="list-style-type: none">5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. |
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<p>General wellbeing</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. That it is common to experience mental health problems, and early support can help.
<p>Wellbeing online</p>	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons

	<p>why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</p> <ol style="list-style-type: none"> 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle, including obesity.

	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when

	vaccinations are offered to pupils.
Personal Safety	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	<p>Curriculum content:</p> <ol style="list-style-type: none"> 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Component Knowledge

Relationships		Relationships		Living in the Wider World	
Family		Friends		Community	
KS1	<ul style="list-style-type: none"> - Understand own family - Know that we should feel safe and receive kindness when with our families (although not everyone does) - Understand acceptable behaviour at home and at school - Understand that families change - Practice saying no (consent) - Know how to report concerns - Understand that families are diverse 	KS1	<ul style="list-style-type: none"> - Learn how to be a kind friend - Identify the features of good friends - Identify 'bossy' friendships - Identify bullying 	KS1	<ul style="list-style-type: none"> - Contribute to a happy school - Consider their wider community - Understand the equality of expectations for boys and girls - Learn about gender (boys, girls and gender expectations)
LKS2	<ul style="list-style-type: none"> - Understand the way that families can change (including bereavement) - Appreciate that there are cultural differences between families in their communities - Know that boys and girls should be treated equally 	LKS2	<ul style="list-style-type: none"> - Choose healthy friendships - Understand that friends are diverse - Learn how to resolve conflict - Including people who are in minority groups - Understanding what 'non-binary' means 	LKS2	<ul style="list-style-type: none"> - Consider their place within a happy and fair world - Explore feelings of belonging - Learn how to contribute to society
JKS2	<ul style="list-style-type: none"> - Discuss the reason why people get married - Learn how to disagree and listen to opposing views with respect - Understand that families are highly varied and that the differences between people should be accepted and celebrated 	UKS2	<ul style="list-style-type: none"> - Appreciate the ongoing complexity of close friendships - Celebrate difference - Identify manipulation tactics - Learn to stand up for our own interests - Identify and challenge bullying and stereotypes - Accept and celebrate difference - Begin to understand gender identity and sexual orientation 	JKS2	<ul style="list-style-type: none"> - Understand the history of prejudice and discrimination - Learn how to stand up to prejudice - Learn about impairments and the way to treat disabled people with respect - Understand the importance of money and how to use it wisely - Explore the inequalities created by unequal distribution of wealth - Explore what does it mean to be British

Health and Wellbeing	
Mental Wellbeing	
KS1	<ul style="list-style-type: none"> - Talk about feelings - Consider the range of moods that we experience - Resolve arguments - Begin to gain a sense of self
KS2	<ul style="list-style-type: none"> - Manage feelings - Understand the causes and barriers to our own happiness
UKS2	<ul style="list-style-type: none"> - Develop empathy for other people in the world - Understand mental wellbeing - Resolve conflicts - Understand the causes of our emotions - Explore self-identity

Health and Wellbeing	
Mental Wellbeing	
KS1	<ul style="list-style-type: none"> - Learn how to exercise - Identify healthy foods - Learn how to keep clean - Identify and avoid dangers
LKS2	<ul style="list-style-type: none"> - Appreciate the importance of exercise - Appreciate the importance of a healthy diet - Understand issues relating to hygiene and illness
UKS2	<ul style="list-style-type: none"> - Critique beauty standards and expectations and the effect these have on mental health - Understand that we need to balance long term happiness with short term enjoyment - Have a thorough understanding of diet and exercise - Appreciate the significance to health of hygiene and illness - Learn about the dangers of drugs, alcohol and tobacco - Learn how to verify health information - Identify and manage hazards and risk - Learn key life-saving skills

Health and Wellbeing	
Mental Wellbeing	
KS1	Learn how our bodies change over time (Linked to science)
LKS2	Be able to access to information about periods should they need to
JKS2	Puberty <ul style="list-style-type: none"> - Understand physical changes including identifying body parts - Understand emotional changes - Understand the importance of hygiene during puberty - Understand the process of menstruation
	Optional Learn how sexual reproduction can lead to childbirth

Granular Knowledge

The granular knowledge for PSHE is mapped out across the Key Stages with enquiry questions and subsequent granular planning.

	KS1		LKS2		UKS2		
Cycle	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
1 RELATIONSHIPS	Who's in my family?	When should I say no?	Do families always stay the same?	Are boys and girls the same?	Why do some people get married?	Is there such a thing as a 'normal' family?	
	Family	Do families always stay the same?	Who owns my body?		Are families ever perfect?		
	How should families treat each other?	Are families all the same?	Are all families like mine?				
2 RELATIONSHIPS	Who is my friend?	Should friends tell us what to do?	What makes a good friend?	Are friendships always fun?	What makes a close friend?	Why are some people unkind?	
	Friends	What makes a good friend?	How do we stop bullying?		Are all friends the same?	Can we be different and still be friends?	What are stereotypes?
	Should friends tell us what to do?				Should friends tell us what to do?	How do I accept my friends for who they are?	
3 LIVING IN THE WIDER WORLD	How do we make a happy school?	Who lives in our neighbourhood? Jobs	How do we make the world fair?	Where do you feel like you belong?	What is prejudice?	Why is money important?	
	Communities	Who lives in our neighbourhood?	What makes a boy or a girl?		What is the history of prejudice?	How should I spend my money?	
					How can I be a great citizen?	What makes us feel like we belong?	

	People		Where do you feel like you belong?	How can we help the people around us?		What does it mean to be British?
4 HEALTH AND WELLBEING	Where do feelings come from?	What helps me be happy?	How do I manage my feelings?	Are we happy all the time?	Does everybody have the same feelings?	Why do we argue?
	Who am I?	Who can help me be happy?			Should we be happy all the time?	Who am I?
Mental wellbeing						
5 HEALTH AND WELLBEING	How do I help my body stay healthy?	How do we stop getting ill?	How do I keep my body healthy?	How do I get a healthy diet?	Is there such a thing as the perfect body?	Why do some people take drugs?
	How do I decide what to eat?	How can I stay safe?	How do I get a healthy diet?	How do I stop getting ill?	How can I stay fit and healthy?	Where should I get my health information?
					Can I avoid getting ill?	How do I save a life?
Physical health						
6 HEALTH AND WELLBEING	How do bodies change as we get older? Link to science. Correctly name the main parts of the body, including external genitalia using scientific terms. (age appropriate)	How do bodies change as we get older? Link to science. Correctly name the main parts of the body, including external genitalia using scientific terms.	Can recognise how they grow and will change as they become older.	What is a period? To know how their body may change as they grow and develop, how to care for their body and	How will my body change as I get older?	How will my body change as I get older?
					How will my feelings change as I get older?	How will my feelings change as I get older?
					How will I stay clean during puberty?	How will I stay clean during puberty?
					What is menstruation?	What is menstruation?
Growing up						
SRE						

<p>(NSPCC safeguarding)</p>	<p>Safe touch To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p>Safe touch To know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>		<p>celebrate their uniqueness</p>	<p>Can anticipate how their body may change as they approach and/or move through puberty.</p>	<p>How do plants and animals reproduce? ** Taught through science and DOES NOT include sexual intercourse</p>
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