



South Gosforth First School
PSHE - Whole School Progression & Assessment



In line with the National Curriculum, the South Gosforth PSHE Curriculum aims to ensure that all pupils are healthy, safe and prepared for life in modern Britain through:

- Knowing and understanding the meaning of the school's core values and how to live these out in daily school life.
- Understanding the characteristics of a healthy and positive relationship, particularly in terms of friendships, family relationships, relationships with other children and relationships with other adults, and how to recognise when relationships are unhealthy / less positive.
- Understanding what family means and that families can come in many different forms.
- Understanding how to treat others with respect, kindness and consideration, and what this looks like at an age-appropriate level.
- Recognising the importance of truthfulness and honesty, permission seeking and giving and the concept of personal privacy.
- Knowing how to establish personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate / safe and unsafe physical contact.
- Recognising safe and appropriate behaviour online, including data sharing and how information may be used in a way they would not expect.
- Developing their own personal attributes and recognise the importance of self-worth and self-respect.
- Understanding how they can make a difference in their communities, locality and the wider world, and developing a sense of social justice.
- Recognising the diversity of modern Britain, what it means; the benefits of living in a diverse community and how to respond to and challenge stereotypes and prejudice.
- Understand the concept of economic wellbeing, the role of money in modern life and associated risks, and the importance of aspirations for the future, including setting personal goals.
- Knowing their shared responsibilities as citizens of Britain and the wider world, the importance of rules and laws and how they apply to them and the importance of caring for others, the environment and themselves.
- Understanding what they need to do to maintain their physical and mental health, the correct terminology for their body parts and the changes they may experience to their bodies as they grow.

	Making Relationships	Self-Confidence and Awareness	Managing Feelings and Behaviours
Nursery	To build positive relationships with peers and familiar adults. To access provision independently, separating from adult To develop strategies to resolve conflict with others	To understand the basics of oral and physical health and wellbeing To ask for help when needed To know to seek comfort from familiar adults To remember and use the names of key adults in their setting	To understand their own feelings To know and respond to rules and expectations of school To separate from carer without difficulty To manage own behaviour to meet expectations



Reception	To develop cooperative play with a larger group of children.	To select resources independently dependent on need.	To show resilience when met with a challenge.	
	To keep play and conversations going by listening and responding to others.	To actively take part and hold responsibilities in the classroom.	To develop strategies to manage feelings.	
	To develop close friendships with more than one peer.	To complete a task / activity before moving on to another.	To continue to develop turn taking and sharing.	
	To share achievements with familiar adults and peers.	To further develop understanding of oral and physical health and wellbeing.	To understand the affect they can have on another person through a range of activities and stories.	
		To assess risk when undertaking new activities. To manage toileting needs and go independently.		
Statutory Content	Relationships Education			
Coverage	Year 1	Year 2	Year 3	Year 4
Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children’s security as they grow up. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	• 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.



Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between	• How to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • Practical steps they can take and skills they can develop in a range of	• How to pay attention to the needs and preferences of others, including in families and friendships. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • 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,	• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.



	being kind to other people and neglecting your own needs. • 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. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • Conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. • 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	different contexts to improve or support their relationships. • Conventions of courtesy and manners • 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. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • Conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. • 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. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.	• Conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. • 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. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
Online safety and awareness	• The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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.	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this. • 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. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no	• 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. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. How to recognise harmful content or harmful contact, and how to report this.	• 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.



		way of deleting it everywhere and no control over where it ends up.		
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.	• What sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • 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. • 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.	• What sorts of boundaries are appropriate in friendships with peers and others (including online). • 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. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 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. • 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.	• What sorts of boundaries are appropriate in friendships with peers and others (including online). • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.



Statutory Content	Health and Wellbeing Education			
Coverage	Year 1	Year 2	Year 3	Year 4
General wellbeing	• The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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).	• 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. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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. • 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).	• 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. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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. • 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	• 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. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • How to recognise feelings and use varied vocabulary to talk about their own and others’ feelings. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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).



			control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.	
Online wellbeing	• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.	• That for almost everyone the internet is an integral part of life. • 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 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. • 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. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.	• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • Where and how to report concerns and get support with issues online.	• 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. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle.	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in	• The characteristics and mental and physical benefits of an active lifestyle.	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle, including obesity.



		school if they are worried about their health		• How and when to seek support including which adults to speak to in school if they are worried about their health
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content).	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals.	• What constitutes a healthy diet (including understanding calories and other nutritional content).	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • 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).
Health protection and prevention	• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	• 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation.	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • 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. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	• How to make a clear and efficient call to emergency services if necessary,	• How to make a clear and efficient call to emergency services if necessary,	• How to make a clear and efficient call to emergency services if necessary,	• Concepts of basic first aid, for example dealing with common



	including the importance of reporting incidents rather than filming them.	including the importance of reporting incidents rather than filming them.	including the importance of reporting incidents rather than filming them.	injuries and ailments, including head injuries.
Developing bodies		• The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around these body parts.		• 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. • 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.



Assessment Tasks

A focus question (**Big Learning Question**) for each unit is put to the children before the unit is taught to gauge prior knowledge (**First Thoughts**). It is then put to them again at the end of the unit to elicit understanding (**Final Thoughts**). Responses from all children are recorded in an age-appropriate way using a range of tasks e.g. mind-mapping, low-stakes quizzes, responses in 3 words, three heads, odd one out, matching activities and think, pair, share.

Term	Autmn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Relationships	Relationships	Keeping Safe	Understanding the Law	Health and Wellbeing	Economic Wellbeing
Reception	PSED Consolidation from Nursery objectives	<u>Friendships</u> How can I be a good friend? <u>Asking for help</u> How can adults at school help me?	<u>Safety at School</u> How can I keep safe in school? <u>Safety at home</u> How can I keep safe at home?	<u>Rules and Consequences</u> What are rules and consequences? <u>People who help us</u> Who are the police and how do they help us?	<u>Emotional wellbeing</u> What can I do if I'm feeling big emotions? <u>Healthy Lifestyle</u> How does washing my hands keep me healthy? How do food and exercise help me?	<u>Zones of Regulation</u> is introduced over the half term. Aspirations Week is covered to gain foundational understanding of economic wellbeing and careers.
Year 1	<u>Zones of Regulation</u> What are Zones of Regulation?	<u>Caring Friendships</u> How can I make friends? <u>Respectful, kind relationships</u> How can I be an ally? What is bullying?	<u>Safety out and about</u> How can I speak up? How can I stay safe at home and on the metro? <u>Being Safe</u> What is private information?	<u>Rules and responsibilities</u> What happens when rules are broken?	<u>Self-worth</u> What makes me special? <u>Feelings</u> How can I share my feelings? <u>Sun Safety</u> How do I stay safe in the sun?	<u>Introduction to money</u> What happens when I spend money?
Year 2	<u>Zones of Regulation</u> How can I get back to Green? <u>Families and people who care for me</u> What is a family?	<u>Respectful, kind relationships</u> How are we the same / different? Why are relationships important?	<u>Safety on and offline</u> How can I keep safe when meeting new people on and offline? <u>Fire Safety</u> What is fire safety?	<u>The Internet</u> What is the internet? <u>Careers</u> What is a job?	<u>Change</u> How do I deal with change? <u>Healthy Lifestyle</u> What does it mean to be healthy?	<u>My money and me</u> Where does my money come from?



			<u>Being Safe</u> How can I keep my body private and well?		<u>Dental Health</u> How can I look after my teeth?	
Year 3	<u>Zones of Regulation</u> How can I use my toolkit? <u>Families and people who care for me</u> Who are my key people? <u>Respectful, kind relationships</u> How should we treat people?	<u>Respectful, kind relationships</u> How can I be an 'upstander'? <u>Caring Friendships</u> What can I do when friendships go wrong?	<u>Good and bad secrets</u> When should I break a secret? <u>Risks out and about</u> How can I stay safe on or near water? <u>Emergencies</u> What are emergency services?	<u>Citizenship</u> How can I be a responsible citizen? <u>Rights</u> What are children's rights? <u>Rules and Laws</u> What is the law and why do we have it?	<u>Emotional Wellbeing</u> How can I look after my mental health? <u>Healthy Lifestyle</u> How can vaccinations support our health? <u>Bereavement</u> What is grief?	<u>The purposes of money</u> Why do we have money?
Year 4	<u>Zones of Regulation</u> How can the zones help me recognise the size of my problem? <u>Caring Friendships</u> What is a healthy friendship? <u>Respectful, kind relationships</u> How can we be role models?	<u>Respectful, kind relationships</u> What is diversity? What is discrimination?	<u>Risks out and about</u> How can I stay safe when out and about? <u>Hazards in the home</u> What are hazards in the home? <u>First Aid</u> What is First Aid?	<u>Equality</u> What are protected characteristics? <u>Environmental Respect</u> How can I respect the environment? <u>Careers</u> Can I be anything?	<u>Healthy Lifestyle</u> What are healthy habits? <u>Health and Hygiene</u> How does good hygiene help keep me healthy? <u>Growing Up</u> How will I change as I grow up?	<u>Making money decisions</u> What is the difference between wants, needs and priorities?