













# Swindon Village Primary School














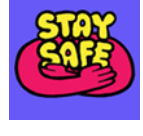











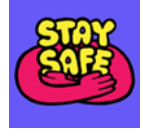





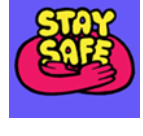










PSHE Curriculum




# School Values Overview

	Value		Value
September	<b>Friendship</b> 	February	<b>Love</b> 
October	<b>Tolerance</b> 	March	<b>Cooperation</b> 
November	<b>Courage</b> 	April	<b>Patience</b> 
December	<b>Empathy</b> 	May	<b>Determination</b> 
January	<b>Resilience</b> 	June	<b>Fairness</b> 




# PSHE Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my relationships	Keeping Safe	Rights and respect	Being my best	Valuing difference	Growing and changing
Reception						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						




# PSHE Content: Reception

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
Reception	<p><u>Me and my relationships</u></p> 	<p><u>Staying Safe</u></p> 	<p><u>Rights and Respect</u></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b></p> <p>Talk about similarities and differences.</p> <p>Name special people in their lives.</p> <p>Describe different feelings.</p> <p>Identify who can help if they are sad, worried or scared.</p> <p>Identify ways to help others or themselves if they are sad or worried.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines and fire works.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>




# PSHE Content: Reception

	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Reception	<p><u>Being my best</u></p> 	<p><u>Valuing differences</u></p> 	<p><u>Growing and changing</u></p> 
Suggested Content	<p><u>Key Learning outcomes</u></p> <p>Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well</p>	<p><u>Key Learning Outcomes</u></p> <p>Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p><u>Key Learning outcomes</u></p> <p>Key Learning outcomes</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p>




# PSHE Content: Year 1

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
Year 1	<p><b><u>Me and my relationships</u></b></p> 	<p><b><u>Valuing differences</u></b></p> 	<p><b><u>Keeping safe</u></b></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b></p> <p>Understand that classroom rules help everyone to learn and be safe.</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Understand and explain how our emotions can give a physical reaction in our body</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>Identify simple qualities of friendship</p>	<p><b><u>Key Learning Outcomes</u></b></p> <p>Identify the differences and similarities between people;</p> <p>Empathise with those who are different from them;</p> <p>Explain the difference between unkindness, teasing and bullying.</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> <p>Recognise and explain what is fair and unfair, kind and unkind.</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Recognise the importance of sleep in maintaining a healthy, balanced lifestyle.</p> <p>Recognise emotions and physical feelings associated with feeling unsafe.</p> <p>Explain the difference between appropriate and inappropriate touch.</p> <p>Understand that medicines can sometimes make people feel better when they're ill.</p> <p>Recognise the range of feelings that are associated with loss.</p> <p>Where and how to report concerns and get support with issues online.</p>

# PSHE Content: Year 1




	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year 1	<p><u>Rights and respect</u></p> 	<p><u>Being my best</u></p> 	<p><u>Growing and changing</u></p> 
Suggested Content	<p><u>Key Learning outcomes</u></p> <p>Recognise how a person's behaviour (including their own) can affect other people.</p> <p>Recognise who cares for and looks after the school environment.</p> <p>Explain the importance of looking after things that belong to themselves or to others</p> <p>Explain where people get money from;</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Explain the importance of keeping money safe;</p> <p>Identify safe places to keep money;</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Learning the concepts of basic first-aid.</p>	<p><u>Key learning outcomes</u></p> <p>Know that eating at least five portions of vegetables and fruit a day helps to maintain health.</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Recognise the importance of regular hygiene routines.</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely.</p> <p>Suggest simple strategies for resolving conflict situations.</p>	<p><u>Key Learning outcomes</u></p> <p>Recognise that exercise and sleep are important parts of a healthy lifestyle.</p> <p>Identify things they could do as a baby, a toddler and can do now.</p> <p>Understand some of the tasks required to look after a baby.</p> <p>Give examples of what they can do if they experience or witness bullying.</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p> <p>Identify parts of the body that are private;</p> <p>Describe ways in which private parts can be kept private;</p>

# PSHE Content: Year 2




	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
Year 2	<p><u>Me and my relationships</u></p> 	<p><u>Valuing differences</u></p> 	<p><u>Keeping safe</u></p> 
Suggested Content	<p><u>Key Learning outcomes</u></p> <p>Suggest actions that will contribute positively to the life of the classroom.</p> <p>Take part in creating and agreeing classroom rules.</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Explain where someone could get help if they were being upset by someone else's behaviour.</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</p> <p>Understand and describe strategies for dealing with bullying.</p>	<p><u>Key Learning outcomes</u></p> <p>Identify some of the physical and non-physical differences and similarities between people.</p> <p>Identify people who are special to them.</p> <p>Recognise and explain how a person's behaviour can affect other people.</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p>	<p><u>Key Learning outcomes</u></p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p>



# PSHE Content: Year 2

	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year 2	<p><b><u>Rights and respect</u></b></p> 	<p><b><u>Being my best</u></b></p> 	<p><b><u>Growing and changing</u></b></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b></p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>Identify special people in the school and community who can help to keep them safe.</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>Understand that people have choices about what they do with their money.</p> <p>Know that money can be saved for a use at a future time.</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Explain the stages of the learning line showing an understanding of the learning process.</p> <p>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p> <p>Describe simple hygiene routines such as hand washing.</p> <p>Explain the importance of good dental hygiene.</p> <p>Describe how food, water and air get into the body and blood.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Demonstrate simple ways of giving positive feedback to others.</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult).</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Know that you are not allowed to touch someone's private belongings without their permission.</p> <p>Identify how inappropriate touch can make someone feel.</p>




# PSHE Content: Year 3

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
<b>Year 3</b>	<p><b><u>Me and my relationships</u></b></p> 	<p><b><u>Valuing differences</u></b></p> 	<p><b><u>Keeping safe</u></b></p> 
<b>Suggested Content</b>	<p><b><u>Key Learning outcomes</u></b></p> <p>Explore why rules are different for different age groups, in particular for internet-based activities.</p> <p>Suggest strategies for maintaining a positive relationship with their special people.</p> <p>Rehearse and demonstrate simple strategies for resolving given conflict situations.</p> <p>Identify qualities of friendship.</p> <p>Express opinions and listen to those of others.</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Recognise the benefits that come with belonging to a community,</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two.</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Give examples of strategies for safe browsing online.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Identify some key risks from and effects of cigarettes and alcohol.</p>




# PSHE Content: Year 3

	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year 3	<p><b><u>Rights and respect</u></b></p> 	<p><b><u>Being my best</u></b></p> 	<p><b><u>Growing and changing</u></b></p> 
Suggested Content	<p>Identify key people who are responsible for them to stay safe and healthy</p> <p>Understand the difference between 'fact' and 'opinion'</p> <p>Define what a volunteer is</p> <p>Identify people who are volunteers in the school community.</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <p>Evaluate and explain different methods of looking after the school environment.</p>	<p>Give examples what foods might make up a healthy balanced meal.</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses.</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Develop skills in discussion and debating an issue.</p> <p>Recognise that people may say kind things to help us feel good about ourselves.</p> <p>Explain some of the different talents and skills that people have and how skills are developed.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Recognise who they have positive healthy relationships with.</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space.</p> <p>Recognise and describe appropriate behaviour online as well as offline.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>




# PSHE Content: Year 4

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
<b>Year 4</b>	<p><u>Me and my relationships</u></p> 	<p><u>Valuing differences</u></p> 	<p><u>Keeping safe</u></p> 
<b>Suggested Content</b>	<p><b><u>Key Learning outcomes</u></b></p> <p>Define successful qualities of teamwork and collaboration.</p> <p>Explain what we mean by a 'positive, healthy relationship.</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Explain how different words can express the intensity of feelings.</p> <p>Explain how feelings can be linked to physical state.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say;</p>	<p><b><u>Key Learning Outcomes</u></b></p> <p>Define the terms 'negotiation' and 'compromise'</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>Recognise that they have different types of relationships with people they know.</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Identify situations which are either dangerous, risky or hazardous.</p> <p>Suggest strategies for managing dares.</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)..</p>




# PSHE Content: Year 4

	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year4	<p><b><u>Rights and respect</u></b></p> 	<p><b><u>Being my best</u></b></p> 	<p><b><u>Growing and changing</u></b></p> 
<b>Suggested Content</b>	<p><b><u>Key Learning outcomes</u></b></p> <p>. Suggest ways they can help the people who keep them healthy and safe.</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council).</p> <p>Recognise that reports in the media can influence the way they think about a topic.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health</p> <p>Understand the ways in which they can contribute to the care of the environment.</p> <p>Identify qualities and attributes of people who support the school community.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Suggest people who may be able to help them deal with change.</p> <p>Understand how the onset of puberty can have emotional as well as physical impact.</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle.</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Recognise that marriage includes same sex and opposite sex partners.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will.</p>




# PSHE Content: Year 5

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
Year 5	<p><b><u>Me and my relationships</u></b></p> 	<p><b><u>Valuing differences</u></b></p> 	<p><b><u>Keeping safe</u></b></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b></p> <p>Describe the attributes needed to work collaboratively.</p> <p>Describe strategies for resolving difficult issues or situations.</p> <p>Give examples of some key qualities of friendship.</p> <p>Identify who they could talk to if they needed help.</p> <p>Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</p> <p>Identify characteristics of passive, aggressive and assertive behaviours.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Define some key qualities of friendship.</p> <p>Demonstrate respectfulness in responding to others.</p> <p>Empathise with people who have been, and currently are, subjected to injustice, including through racism.</p> <p>Explain the importance of mutual respect for different faiths and beliefs.</p> <p>Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p>Recognise that some people can get bullied because of the way they express their gender.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Demonstrate strategies to deal with both face-to-face and online bullying.</p> <p>Recognise disrespectful behaviour online and know how to respond to it.</p> <p>Suggest ways of standing up to someone who gives a dare.</p> <p>Describe some of the health risks caused by vaping.</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these.</p>

# PSHE Content: Year 5




	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year 5	<p><b><u>Rights and respect</u></b></p> 	<p><b><u>Being my best</u></b></p> 	<p><b><u>Growing and changing</u></b></p> 
Suggested Content	<p><b><u>Key Learning Outcomes</u></b></p> <p>Express their opinions on an issue concerning health and wellbeing.</p> <p>Understand what biased reporting is and the need to think critically about things we read.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group.</p> <p>Define the differences between responsibilities, rights and duties.</p> <p>Suggest questions a consumer should ask before buying a product.</p> <p>Understand that local councillors are elected to represent their local community.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health.</p> <p>Identify areas that need improvement and describe strategies for achieving those improvements.</p> <p>Suggest ways of improving the school community.</p> <p>Identify people who are responsible for helping them stay healthy and safe.</p> <p>Describe 'star' qualities that 'ordinary' people have.</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Explain strategies they can use to build resilience.</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p> <p>Know the correct words for the external sexual organs.</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>

# PSHE Content: Year 6

	Autumn 1	Autumn 2	Spring 1
	SCARF	SCARF	SCARF
Year 6	<p><b><u>Me and my relationships</u></b></p> 	<p><b><u>Valuing differences</u></b></p> 	<p><b><u>Keeping safe</u></b></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b></p> <p>Demonstrate a collaborative approach to a task.</p> <p>Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.</p> <p>Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.</p> <p>Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure.</p> <p>Understand that everyone has the right to be free to choose who and whether to marry.</p> <p>Know that some inappropriate touch is also illegal.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences.</p> <p>Demonstrate ways of offering support to someone who has been.</p> <p>Identify and describe the different groups that make up their school/wider community/other parts of the UK bullied.</p> <p>Understand and explain the term prejudice.</p> <p>Describe qualities of a strong, positive friendship.</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p><b><u>Key Learning outcomes</u></b></p> <p>Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face.</p> <p>Know that it is illegal to create and share sexual images of children under 18 years old.</p> <p>Explore the risks of sharing photos and films of themselves with other people directly or online.</p> <p>Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour.</p> <p>Explain in simple terms some of the laws that control drugs in this country.</p> <p>Explain why there are laws relating to drugs in this country.</p> <p>Describe some of the effects and risks of drinking alcohol.</p>



# PSHE Content: Year 6

	Spring 2	Summer 1	Summer 2
	SCARF	SCARF	SCARF
Year 6	<p><b><u>Rights and respect</u></b></p> 	<p><b><u>Being my best</u></b></p> 	<p><b><u>Growing and changing</u></b></p> 
Suggested Content	<p><b><u>Key Learning outcomes</u></b> Describe the language and techniques that make up a biased report.</p> <p>Know the legal age (and reason behind these) for having a social media account.</p> <p>Describe the different ways money can be saved, outlining the pros and cons of each method.</p> <p>Explain the different types of tax (income tax and VAT) which help to fund public services.</p> <p>Suggest actions that could be taken to live in a more environmentally sustainable way.</p> <p>Explain what we mean by the terms voluntary, community and pressure (action) group.</p>	<p><b><u>Key Learning outcomes</u></b> Identify aspirational goals;</p> <p>Describe the actions needed to set and achieve these.</p> <p>Present information they researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues.</p> <p>Understand and explain the outcomes of risk-taking in a given situation, including emotional risks.</p> <p>Assess a risk to help keep themselves safe.</p> <p>How to make a clear and efficient call to emergency services if necessary.</p> <p>Describe how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.</p>	<p><b><u>Key learning outcomes</u></b> Identify qualities that people have, as well as their looks.</p> <p>Challenge stereotypical gender portrayals of people,</p> <p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change.</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty.</p> <p>Understand what FGM is and that it is an illegal practice in this country.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>

