

## RSHE Curriculum

- This curriculum framework is a guideline to be adapted, differentiated and tailored to suit the needs, ability and learning preferences of each student. Areas from previous or future topics may need to be covered at different times for certain students. A flexible approach is needed and all teaching must be age and developmentally appropriate. A unique pathway may need to be identified, covering some topics from earlier years and some from future years in order to meet the needs of an individual.
- The way that you teach and organise your lessons will depend on the needs of your group and the topics can be selected and arranged to meet these needs effectively. Parents should be kept informed throughout the year so that they can support at home and reinforce the key messages.
- Each phase should teach RSHE at the same time on the same day each week so that students can join a different group if this would be more appropriate for their needs / level of understanding, for example some children begin to go through puberty aged 8.
- The lessons should be taught in a dynamic way, incorporating a range of activities in each session, for example: Role play: practicing saying 'no!' in an assertive way and acting out 'safe and unsafe' interactions and evaluating them as a group in terms of body language, appropriate proximity, eye gaze (e.g not staring at private areas of the other persons body), social and cooperative games, interactive powerpoints, using a range of engaging resources.

➤ Themes that will run throughout a students' school life and underpin everything we do at Portfield School:

- Safeguarding: Knowing who is the DSL and who the DDSLs are. How can I report something that has happened / is happening / something I am worried about. Staff being alert to disclosures, changes in behaviours, topics of discussion etc.
- PFA Outcomes underpin the curriculum with an emphasis on independent living, carrying out personal care routines, future plans and employment, healthy living, making choices and having a voice and being active members of the community.
- The multidisciplinary team comprising therapists, teachers and teaching assistants work closely together to ensure a holistic approach.
- Supporting students to make sense of their experience(s) and find ways to manage their emotions and feelings by creating an environment of safety, connection and compassion at all times
- Teaching consent through everything we do.
- Reinforcing public and private areas and touch.
- Awareness of safe and unsafe people.
- An emphasis on having a voice and supporting students to develop their ability to use it to make meaningful choices their lives.
- A trauma informed curriculum, following the 5 principles of trauma informed care: Safety, choice, collaboration, trustworthiness and empowerment.
- Promoting a culture of tolerance and respect, where diversity is celebrated and challenging all forms of discrimination. [2010 Equality Act, The Protected Characteristics are : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation].

Each class follows the same sequence of half termly themes with differentiated content:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me and my body	Relationships	Feelings and attitudes	Keeping safe	People who can help me:	Lifecycles

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Stepping Stones 4-5</b>  Early Years Curriculum is topic based and includes elements of continuous provision  The RSHE themes will run throughout the school year but there will be particular focus on certain areas in set terms.	Relationships: Positive interactions, initiating interactions, turn taking, parallel play, sharing toys / resources/ space, who is in my family, who is in my class, who is important to me. Consent within relationships.  Staying safe (road safety, water safety).	Relationships: Positive interactions, initiating interactions, turn taking, parallel play, sharing toys / resources/ space, who is in my family, who is in my class, who is important to me. Consent within relationships.  Staying safe (road safety, water safety).	Myself: Expressing likes and dislikes, Showing a preference, making choices, Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation)  My class routines, developing independence	Myself: Expressing likes and dislikes, Showing a preference, making choices, Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation)  My class routines, developing independence	My body: Identifying and naming body parts, consent and saying 'no'. Positive touch, self-regulation and self-regulating activities. Healthy living incl. exercise and fun with food. Personal care routines.  Staying Healthy Trying new foods.	My body: Identifying and naming body parts, consent and saying 'no'. Positive touch, self-regulation and self-regulating activities. Healthy living incl. exercise and fun with food. Personal care routines.  Staying Healthy Trying new foods.

PEIC-D / SAPP, Intensive Interaction, Identi-play, Tac Pac, Turn Taking, Sharing, Playing Alongside / Cooperatively

Avon / Stour 6-8	Me and My body: How has my body changed, why is it changing, why are we all different? Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc Personal care routines.	Relationships: How can I be a good friend, celebrating diversity and difference (including different types of family), positive and negative behaviours in friendships (incl. bullying) repairing relationships / miscommunications	Feelings: What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings?	Keeping Safe and looking after myself: Keeping healthy (diet, exercise, wellbeing) Consent, keeping secrets	People who help me: Who are my safe people – who can I talk to if I feel anxious / unhappy? Who helps me in the community: dentist, doctor, shop keeper, hair cuts etc (incl social stories about these visits)	Life cycles: How do different animals look after their babies? Pregnancy. Sequencing bodies from baby to elderly person. What happens to peoples bodies as they get older?
Shell Bay 7-9	Me and my body: How has my body changed already and how will it change as I get older? Identifying and labelling all body	Relationships: What are the important relationships in my life right now? How can I be a good friend and how do I know whether someone is being a good friend to me?	Feelings and attitudes: What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings?	Keeping Safe: Safe and unsafe people ('tricky' people Who could I approach in the community if I was in trouble), Safe and unsafe conversations	People who help me: Who can I talk to if I want help / advice? Who are my safe adults? Emergency services and their roles.	Lifecycles: Why does having a baby need a male and a female? What are eggs & sperm? How do different animals look after their babies?

	parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc Personal care routines.	Bullying. What is love, how can we show love? Same sex relationships	How do I feel about growing up and changing. Identifying emotions and reasons behind them in self and others.	(who can you talk to about what? Ensure they know who the safeguarding leads are) Introducing online safety		Pregnancy and birth. Sequencing ages: What happens when people get older?
<b>Studland 7-9</b>	Me and my body: How has my body changed already and how will it change as I get older? Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc Personal care routines.	Relationships: What are the important relationships in my life right now? How can I be a good friend and how do I know whether someone is being a good friend to me? Bullying. What is love, how can we show love? Same sex relationships	Feelings and attitudes: What makes me feel good / bad? How do I know how other people are feeling? How can I cope with strong feelings? How do I feel about growing up and changing? Identifying emotions and reasons behind them in self and others.	Keeping Safe: Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? Ensure they know who the safeguarding leads are) Introducing online safety	People who help me: Who can I talk to if I want help / advice? Who are my safe adults? Emergency services and their roles.	Lifecycles: Why does having a baby need a male and a female? What are eggs & sperm? How do different animals look after their babies? Pregnancy and birth. Sequencing ages: What happens when people get older?

			Growth mindset.			
<b>Sandbanks 9-11</b>	<p>Me and my body: What is puberty – what happens and when? Periods, erections, pubic hair, Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc. Where is it ok for me to be naked / touch myself? Changing sanitary towels etc. Personal care routines.</p>	<p>Relationships: Who are my important people (photos of key family, friends, care worker etc). Positive interaction, initiating interaction. Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher. Public and private. Different families.</p>	<p>Feelings and attitudes: Emotions (incl. zones of regulation) What do I need to feel happy and calm? (self-regulation) Identifying basic emotions in self and others with visual support. What do I do if I have sexual feelings – when and where can I masturbate?</p>	<p>Keeping Safe: Public and private – where can I be naked Where is it ok for me to be naked / touch myself? Positive and negative touch. Consent and saying 'no!' Who can help me with personal care?</p>	<p>People who help me: Parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc with social stories around the visits etc to lessen anxiety for when they are necessary.</p>	<p>Lifecycles: Sequencing from pregnancy to old age. Sequencing pictures of themselves from baby to present day.</p>
<b>Chesil 9-11</b>	<p>Me and my body:</p>	<p>Relationships: Who are my important people</p>	<p>Feelings and Attitudes:</p>	<p>Keeping Safe:</p>	<p>People who help me:</p>	<p>Lifecycles: Human reproduction.</p>

	<p>What is puberty – what happens and when?</p> <p>Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Changing sanitary towels etc.</p> <p>Personal care routines.</p>	<p>(photos of key family, friends, care worker etc).</p> <p>Positive interaction, initiating interaction.</p> <p>Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher.</p> <p>Public and private.</p> <p>Different families.</p> <p>Bullying. What is love, how can we show love? Same sex relationships</p>	<p>What kinds of feelings come with puberty?</p> <p>What are sexual feelings?</p> <p>What is masturbation?</p> <p>Is it normal?</p> <p>How can I cope with these different feelings and mood swings?</p> <p>How can I say ‘no’ to someone without hurting their feelings?</p> <p>What do families from other cultures and religions think about growing up? Can I believe everything I see in the media about bodies</p>	<p>How can I look after my body now I am going through puberty?</p> <p>How can girls manage periods?</p> <p>Safe and unsafe people.</p> <p>How to stay safe online.</p>	<p>Who can I talk to if I need help or advice?</p> <p>Where can I find information about puberty and sex?</p> <p>How can I find reliable information about these things safely on the internet?</p>	<p>What is sex (at a developmentally appropriate level), what is sexual intercourse?</p> <p>How do sperm reach the egg to make a baby?</p> <p>How does the baby develop?</p> <p>What does a new baby need to keep it happy and healthy?</p>
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			and relationships?			
<b>Southbourne 9-11</b>	<p>Me and my body:</p> <p>What is puberty – what happens and when?</p> <p>Identifying and labelling all body parts ensuring correct names uses: vulva, vagina, penis, scrotum, testes etc.</p> <p>Changing sanitary towels etc.</p> <p>Personal care routines.</p>	<p>Relationships:</p> <p>Who are my important people (photos of key family, friends, care worker etc).</p> <p>Positive interaction, initiating interaction.</p> <p>Appropriate behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher.</p> <p>Public and private.</p> <p>Different families.</p>	<p>Feelings and attitudes:</p> <p>Emotions (incl. zones of regulation)</p> <p>What do I need to feel happy and calm? (self-regulation)</p> <p>Selecting and engaging with self regulating activities.</p> <p>Identifying basic emotions in self and others with visual support.</p> <p>Colourful semantics: The man feels happy etc.</p>	<p>Keeping Safe:</p> <p>Public and private – where can I be naked</p> <p>Where is it ok for me to be naked / touch myself?</p> <p>Positive and negative touch.</p> <p>Consent and saying ‘no!’</p> <p>Who can help me with personal care?</p>	<p>People who help me:</p> <p>parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc with social stories around the visits etc to lessen anxiety for when they are necessary.</p>	<p>Lifecycles:</p> <p>Sequencing pictures from pregnancy to old age (baby, toddler, child, prepubescent, teenager, young adult, middle aged person, elderly person).</p> <p>Sequencing pictures of themselves from baby to present day.</p>

## Secondary

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Durdle Door</b>	<p>Me and my body: How has my body changed and how will it continue to change. Hormones, what are they and how do they affect the body. Body positivity, celebrating diversity and challenging stereotypes portrayed in the media, Puberty, menstruation, erections, bodily fluids, masturbation Reinforce public, private and consent Consent and appropriate</p>	<p>Relationships: What makes a relationship happy / unhappy? How can I cope with changing relationships with my family and friends? What can I do about family / friendship breakup? What qualities should I look for in a partner? Different types of relationship including same sex and appropriate behaviour within the context of</p>	<p>Feelings and attitudes: Identifying more complex emotions in self and others, Understanding the impact of the way I act on the feelings of others. Identity, LGBTQ+ Tolerance and inclusivity.</p> <p>Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?</p>	<p>Keeping safe: Consolidating Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? What are appropriate / inappropriate conversations in different contexts) Ensure they know who the safeguarding leads are) Introducing online safety</p>	<p>People who can help me: Who are my safe people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find information about puberty and sex safely?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviours in the</p>	<p>Lifecycles: What is sex (basic terms and legal age) Sperm, eggs, how do sperm reach the egg to make a baby? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? What does a new baby need to keep it happy and healthy</p>

	/ inappropriate touch. Personal care routines.	these relationships. How to initiate a conversation incl. topics of conversation, proximity, eye gaze, signs the person might want to end the conversation.		How can I look after my body now I am going through puberty? How can girls manage periods.	community (possible Safer Schools Officer visit if appropriate).	
<b>Knoll</b>	Me and my body: How has my body changed and how will it continue to change. Hormones, what are they and how do they affect the body. Body positivity, celebrating diversity and challenging stereotypes	Relationships: What makes a relationship happy / unhappy? How can I cope with changing relationships with my family and friends? What can I do about family / friendship breakup? What qualities should I	Feelings and attitudes: Identifying more complex emotions in self and others, Understanding the impact of the way I act on the feelings of others. Identity, LGBTQ+ Tolerance and inclusivity.	Keeping safe: Safe and unsafe people ('tricky' people. Who could I approach in the community if I was in trouble), Safe and unsafe conversations (who can you talk to about what? What are appropriate / inappropriate	People who can help me: Who are my safe people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find information	Lifecycles: What is sex (basic terms and legal age) Sperm, eggs, how do sperm reach the egg to make a baby? How do families with same-sex parents have babies? How does the baby develop? How is the baby born?

	<p>portrayed in the media, Puberty, menstruation, erections, bodily fluids, masturbation Reinforce public, private and consent.</p> <p>Personal care routines.</p>	<p>look for in a partner? Different types of relationship including same sex and appropriate behaviour within the context of these relationships. How to initiate a conversation incl. topics of conversation, proximity, eye gaze, signs the person might want to end the conversation.</p>	<p>Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?</p>	<p>conversations in different contexts) Ensure they know who the safeguarding leads are) Introducing online safety How can I look after my body now I am going through puberty? How can girls manage periods.</p>	<p>about puberty and sex safely? Police and the law: how do they help me stay safe. What are the implications of different behaviours in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>What does a new baby need to keep it happy and healthy</p>
<b>Alum Chine</b>	<p>Me and my body: Male and female masturbation, being private and where to go to get help if you are worried</p>	<p>Relationships: Respect and trust. What is homophobia, what effect does it have on people</p>	<p>Feelings and attitudes: What is the best way to challenge bullying and prejudice. 2010 Equality act and</p>	<p>Keeping safe and looking after my sexual health: Online safety Danger of 'fake mates' and other exploitative</p>	<p>People who can help me / sources of help and advice: How can young people cope with family break-up,</p>	<p>Lifecycles: What is sex - building on the knowledge that the students have already gained</p>

	<p>about masturbation. Personal self-care and health awareness: keeping clean.</p> <p>Menopause</p> <p>Personal care routines.</p>	<p>and what can I do if I or a friend experiences it? What is most important to me in my relationships with friends, family and partner? What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it? What communication skills would help me in relationships?</p>	<p>protected characteristics. Loneliness and feelings. Crushes.</p> <p>Growth mindset. What things are important for me to feel safe and happy and enjoy my life? How can I look after my mental health?</p>	<p>situations. What is the most effective way to resist pressure from friends or partner to do things I don't want to do? Social media. Self-examination, privacy and getting help for any worries or concerns.</p>	<p>divorce and bereavement and who can provide support? What are my rights as a young person to information, sexual health services and confidentiality?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviours in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>previously. Check understanding and address misconceptions. Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? How do you take care of a baby, what do they need – developing awareness of the responsibility of parenthood.</p>
<b>Lulworth</b>	<p>Me and my body: Male and female masturbation, being private</p>	<p>Relationships: Respect and trust.</p>	<p>Feelings and attitudes: Identifying emotions in</p>	<p>Keeping safe and looking after my sexual health: Online safety</p>	<p>People who can help me: Revisiting Who are my safe</p>	<p>Lifecycles: Addressing misconceptions and attitudes</p>

	<p>and where to go to get help if you are worried about masturbation. Personal self-care and health awareness: keeping clean.</p> <p>Personal care routines.</p>	<p>What is homophobia, what effect does it have on people and what can I do if I or a friend experiences it? What is most important to me in my relationships with friends, family and partner? What are the causes of conflict in young people's relationships with friends, family and peers and how can we deal with it? What communication skills would help me in relationships?</p>	<p>myself and others and some of the reasons for these feelings. How can I self-regulate when I experience different emotions.</p> <p>Tolerance and inclusivity: celebrating difference (the protected characteristics).</p>	<p>Danger of 'fake mates' and other exploitative situations. What is the most effective way to resist pressure from friends or partner to do things I don't want to do? Social media. Self-examination, privacy and getting help for any worries or concerns.</p>	<p>people I can talk to if I have a problem at home and at school? If I have pain / change in an intimate area what do I do and who can I talk to? Where can I find information about puberty and sex safely?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviours in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>towards sex, and building on the knowledge that the students have already gained previously. Check understanding and address misconceptions. Does conception always occur or can it be prevented? How do families with same-sex parents have babies? How does the baby develop? How is the baby born? How do you take care of a baby, what do they need – developing awareness of the</p>
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						responsibility of parenthood.
<b>McClintock</b>	<p>Me and my body: Revisiting masturbation, labelling all body parts in detail, personal hygiene, changes in the body, what is normal / abnormal. Self-examination, signs you need to seek further advice (e.g. lumps bumps, abnormal discharge).</p> <p>Personal care routines.</p>	<p>Relationships: Meeting people, getting to know and trust each other, consent, privacy First dates</p> <p>Importance of saying 'no' and understanding when someone else says 'no'.</p> <p>What happens if I like someone but they don't like me?</p>	<p>Feelings and attitudes: Different attitudes towards sex, when sex is good and when sex is bad.</p> <p>Depression and anxiety and feelings of loneliness who can you go to for help and support. Self-regulation: what makes me feel calm and happy?</p> <p>What is important for my mental health?</p>	<p>Keeping safe: online safety, dangers of sexting, what to do if you receive a picture or a request to send a picture.</p> <p>Coercive relationships – how to recognise them and what to do.</p>	<p>People who help me: What is the full range of services, help and information available to me, where can I find out about them and how can I make the most of these services?</p> <p>Police and the law: how do they help me stay safe. What are the implications of different behaviours in the community (possible Safer Schools Officer visit if appropriate).</p>	<p>Lifecycles:</p> <p>Safe sex: consent (giving and receiving) contraception, STIs, Pregnancy, birth and parenthood.</p>

## 6<sup>th</sup> Form: Einstein, Darwin, Tajiri

	<p>These students are at the legal age of consent and will need more information about LGBTQ+, sexual health, fertility / infertility, consent, gender stereotyping, exploitation, violence, discrimination, self-esteem, body image and critically evaluating negative messages from the media, peers and society.</p> <p>Some students may be interested in having intimate relationships / already in relationships and will need to learn about the challenges of long-term commitments and the qualities needed for successful loving relationships.</p>			
	Relationships	Feelings and Attitudes	Influences on behaviour	Keeping safe and looking after my sexual health
Einstein Darwin Tajiri	<ul style="list-style-type: none"> <li>-The importance of saying 'no' and understanding / reacting appropriately when someone else says 'no'.</li> <li>- What happens if I like someone but they don't like me?</li> <li>-What are the challenges of long-term commitments and the qualities needed for successful, loving relationships?</li> <li>-Psychological and emotional impact of relationships</li> </ul>	<ul style="list-style-type: none"> <li>-Different attitudes towards sex, when sex is good and when sex is bad.</li> <li>-Depression and anxiety and feelings of loneliness – who can you go to for help and support.</li> <li>-What is important for my mental health?</li> <li>-What are realistic and unrealistic standards for body appearance?</li> <li>-Self-esteem and identity – what makes me feel good / bad about myself, how does this affect my behaviour and what can I do to change this?</li> </ul>	<ul style="list-style-type: none"> <li>-Acceptable and unacceptable sexual behaviour in society – what is the law and what is appropriate / inappropriate in different contexts?</li> <li>- What is the impact of the media on self-esteem and expectations about our bodies, sex and relationships?</li> <li>-How can negative messages from our peers, the media and society be challenged?</li> </ul>	<ul style="list-style-type: none"> <li>-Self-examination, signs you need to seek further advice (e.g. lumps, bumps, abnormal discharge).</li> <li>-Safe sex</li> <li>Online safety – dangers of sexting, what to do if you</li> </ul>



	breaking up, loss, grief and death? What support is available? -Being assertive when communication with others. -Listening skills. -What is the experience like of 'coming out' about being gay / lesbian / bisexual to family and friends?	-What are gender norms and attitudes to gender equality in different cultures? -What does transgender mean and how can I challenge transphobia? - Awareness and challenging prejudice regarding the Protected Characteristics : age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion or belief, sex and sexual orientation.	-Issues around the use of pornography (including awareness about forms that are illegal).	receive a picture or a request to send a picture. -Keeping healthy and healthy lifestyles (including staying mentally healthy).
PFA Outcomes to be underpin the curriculum with an emphasis on independent living, carrying out personal care routines, future plans and employment, healthy living, making choices and having a voice and being active members of their communities.				

## 6<sup>th</sup> Form: Temple Grandin (higher level of sensory need)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PEIC-D, Positive interaction, initiating interaction.					
Me and my body Developing their ability to recognise, Identify and label all body parts ensuring correct	Relationships Who are my important people (photos of key family, friends, care worker etc). Appropriate	Feelings and attitudes Emotions (incl. zones of regulation) What do I need to feel happy	Keeping safe Public and private – where can I be naked Where is it ok for me to be naked / touch myself?	People who can help me: parents, class staff, shop keepers, police, doctor, dentist, hair dresser etc	Lifecycles Sequencing pictures from pregnancy to old age (baby, toddler, child, prepubescent,

<p>names uses: vulva, vagina, penis, scrotum, testes etc. Developing the ability to carry out personal care routines with as much dignity and independence as possible.</p> <p>What are my likes / dislikes. How can I make choices about my life?</p>	<p>behaviour within these relationships e.g. I can hug and kiss mum, I cannot hug and kiss my teacher. Public and private.</p>	<p>and calm? (self- regulation) Selecting and engaging with self regulating activities. Identifying basic emotions in self and others with visual support. Colourful semantics: The man feels happy etc. How do I know how other people are feeling?</p>	<p>Positive and negative touch. Consent and saying 'no!' Who can help me with personal care?</p> <p>Developing Road Safety Awareness and Travel Training skills. Developing water safety skills.</p>	<p>with social stories around the visits etc to lessen anxiety for when they are necessary.</p>	<p>teenager, young adult, middle aged person, elderly person). Sequencing pictures of themselves from baby to present day. How has my body changed and how will it continue to change as I get older?</p>
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