



# Safe School Culture Grades K-2

## CURRICULUM

Board Approved: 03/19/2026

### Course Information

**Elementary**  
**Ongoing Throughout K-2**

**Course Description:**

This course helps students build a positive self-identity by recognizing their unique traits and the significance of personal stories. Students will foster empathy and belongingness through activities that enhance emotional awareness in building friendships. Students will learn about interpersonal safety, boundaries, and effective communication. They will identify safe and unsafe situations while practicing respectful expression of feelings. The goal is to help students build empathy, manage emotions, and stay safe. The emphasis is on kindness, community, and personal safety. The emphasis is on kindness, community, and personal safety. By the end of the course, students will be equipped with essential skills to navigate their social environments confidently and cultivate healthy relationships. All lessons align with Missouri learning standards and support our state's expectations for student development.

**Transfer Goals:**

***Students will be able to independently use their learning to...***

1. explore their unique traits and personal stories.
2. identify similarities and unique traits among others.
3. safely express their feelings and recognize the feelings of others.
4. safely navigate conflict.
5. set safe boundaries.
6. engage in respectful interactions with all people

**Curriculum Standards:**

[K-12 Missouri Learning Standards: School Counseling](#)  
[Missouri Department of Elementary and Secondary Education Health Education GLE's](#)  
[Missouri Learning Standards - Social Studies K-5](#)

**Curriculum Resource(s):** None

*\*priority standards indicated in bold*

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# Family Notification Procedures

## Grades K-2

### **Whole Class Books**

- Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.
- If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.

### **Library Books**

- Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.
- [How Parents/Guardians Can Monitor Student Book Selections](#)

### **Open Choice Books**

- When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.
- For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.

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# Unit 1: Understanding Self

Timeframe: Varies By Building

## Unit Description:

In this unit, students will explore the factors influencing personal experiences. They will recognize and appreciate their unique traits, fostering a positive self-identity and boosting self-esteem. Students will investigate the significance of personal stories and memories in shaping identity and facilitating connections with others. The unit will also highlight the role language plays in the development of culture within families and communities. Students will critically think about individuality, personal narratives, and the impact of traditions.

## Enduring Understandings:

- Actions are influenced by a variety of factors, including emotions, surroundings, and personal experiences.
- Recognizing and appreciating one's unique traits and actions contributes to a positive self-identity and boosts self-esteem.
- Personal stories and memories are important as they shape our identity and can be shared to connect with others.
- Engaging in shared activities and traditions strengthens bonds and can serve as vital expressions of culture and heritage, fostering a welcoming environment.

## Essential Questions:

- What makes me act differently in different situations, and how can knowing this help me get along better with others?
- How does knowing what makes me special help me feel good about myself?
- How can I celebrate what makes me unique?
- How do my stories and memories make me who I am?
- How can sharing my own stories help me make friends?
- How does doing things together, like eating, wearing clothes, or making things, help me feel close to others?
- How does sharing things with others show who I am and where I come from?

## Unit 1: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<b>K-2.IID.4A</b>	<ul style="list-style-type: none"> <li>• <b>I can explain what is the same and what is different between me and my friends.</b></li> <li>• <b>I can talk about the special things my family and my neighbors do.</b></li> </ul>
K.H.3.B.a	<ul style="list-style-type: none"> <li>• I can talk about my favorite things that have happened to me.</li> <li>• I can draw pictures that show special moments in my life.</li> <li>• I can remember and share my own stories and memories.</li> </ul>
K.RI.6.A.a	<ul style="list-style-type: none"> <li>• I can talk about the holidays, celebrations, and traditions and why they are important.</li> <li>• I can talk about the different languages we speak at home.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"><li>● I can share the fun traditions (how we dress for special occasions, different foods we eat, arts and crafts, etc.) that my class and family have.</li></ul>
K.RI.6.C.a	<ul style="list-style-type: none"><li>● I can share stories about my family and where I come from.</li><li>● I can remember and share things my family does together.</li></ul>

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# Unit 2: Interacting with Others

Timeframe: Varies By Building

## Unit Description:

In this unit, students will learn the importance of building friendships to foster empathy and belongingness. Students will participate in activities to identify similarities and unique traits among others, enhancing their appreciation of one another and promoting respectful interactions. Students will also focus on emotional awareness, learning to express their feelings safely, and recognizing the emotions of others to develop healthy relationships. By acknowledging different learning and playing styles, the school community will become more supportive and collaborative. Additionally, the unit will highlight the value of learning about classmates' traditions and experiences, deepening students' understanding of one another, and strengthening connections.

## Enduring Understandings:

- Building friendships with others builds empathy, understanding, and belongingness.
- Identifying similarities and unique traits among ourselves and others enhances our appreciation of our community, promotes respectful interactions, and encourages the group's growth.
- Understanding and expressing our feelings, as well as recognizing the emotions of others, is essential for safe communication and relationships.
- Acknowledging that everyone has unique ways of learning and playing allows for a more supportive, collaborative, and welcoming community.
- Learning about the traditions and experiences of others enriches our understanding of each other and strengthens classroom connections.
- Understanding how actions impact others fosters kindness and respect, helping everyone feel valued and included in the community.

## Essential Questions:

- How do I make friends with people who come from different backgrounds?
- How does noticing what is the same and different about people help me value others?
- How do I share my feelings safely and understand how others feel to keep healthy friendships?
- Why is it important for me to understand that everyone plays and learns in their unique way?
- How does learning about my friends' traditions and experiences help me understand them better?
- How do my actions affect others and help everyone feel like they belong in our group?

## Unit 2: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
K-2.IID.3A	<ul style="list-style-type: none"> <li>● I can show how to be a kind and helpful friend.</li> </ul>

*\*priority standards indicated in bold*

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	<ul style="list-style-type: none"> <li>● I can show I am listening with my words and my body.</li> <li>● I can take turns and work nicely with my classmates.</li> <li>● I can find a peaceful way to fix a problem with a friend.</li> </ul>
<b>K-2.IID.3B</b>	<ul style="list-style-type: none"> <li>● I can appropriately show how I feel with my words, my face, and my body.</li> <li>● I can name the grownups I should go to if I need help solving a problem with my friend.</li> </ul>
<b>K-2.IID.4B</b>	<ul style="list-style-type: none"> <li>● I can look at my friend's face and body to tell how they are feeling.</li> <li>● I can notice when someone wants to play and ask them to join me.</li> </ul>
FS2B1	<ul style="list-style-type: none"> <li>● I can understand that each person has their unique way of learning and playing.</li> <li>● I can be kind and work together with my classmates, even if they do things differently from me.</li> <li>● I can ask my friends and share the special things we do at home with our families.</li> <li>● I can see how we are all good at different things and can work together to make our classroom a better place.</li> </ul>
FS2B2	<ul style="list-style-type: none"> <li>● I can talk about how my actions can affect my friends, including those who are different from me.</li> <li>● I can understand how being kind and respectful can help everyone feel like part of the community.</li> <li>● I can list ways to support my classmates and neighbors so that everyone feels valued and included.</li> </ul>

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# Unit 3: Interpersonal Safety

Timeframe: Varies by school

## Unit Description:

In this unit, students will learn about interpersonal safety, boundaries, and effective communication. They will identify safe and unsafe situations and explore tools and strategies for staying safe. Students will also gain insights into expected and unexpected behaviors in social interactions, helping them respond to conflicts and build strong friendships. They will practice setting safe boundaries and seeking help from trusted adults. Additionally, students will focus on respectfully expressing their feelings and ideas, promoting emotional well-being and healthy relationships.

## Enduring Understandings:

- Recognizing safe and unsafe situations is essential for personal well-being.
- People can be empowered to take control of their safety by identifying tools and using strategies to keep themselves safe.
- Understanding that our bodies are private and distinguishing between safe and unsafe touch is key to establishing personal boundaries and protecting oneself.
- Understanding expected and unexpected behaviors helps us handle social interactions, respond safely to conflicts, and build strong relationships with friends.
- Practicing how to set safe boundaries and asking for help from trusted adults encourages proactive communication in challenging situations.
- Using words and actions to respectfully express feelings and differing ideas safely is important for emotional well-being and healthy relationships.

## Essential Questions:

- What are some examples of safe and unsafe situations?
- What can I do to keep myself safe in different situations?
- How can I tell the difference between safe and unsafe touch?
- Who are the trusted adults in my life?
- How can I ask a trusted adult for help if I feel unsafe?
- How can I use my words to help me stay safe?
- How can I use my words and actions safely and kindly when I disagree with someone else?

## Unit 3: Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
K-2.IID.1B	<ul style="list-style-type: none"> <li>● I can name different things I can do to help myself when I have a “big” feeling.</li> <li>● I can show safe ways to let my big feelings out without hurting myself or others.</li> </ul>

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K-2.IID.2A	<ul style="list-style-type: none"> <li>● <b>I can pick things that are safe and healthy for me to do at home and school.</b></li> <li>● <b>I can follow the steps to make a safe choice when I have a problem.</b></li> <li>● <b>I can say “no” in a strong voice if someone asks me to do something that is not safe.</b></li> </ul>
ME4EK-2	<ul style="list-style-type: none"> <li>● I can explain why bodies are private and can distinguish between safe and unsafe touch.</li> <li>● I can identify a trusted adult.</li> <li>● I can tell what are expected and unexpected behaviors toward others.</li> <li>● I can list safe ways to respond to unexpected behaviors.</li> </ul>
ME4AK	<ul style="list-style-type: none"> <li>● I can work together with my friends to solve problems in kind ways.</li> </ul>
ME4BK	<ul style="list-style-type: none"> <li>● I can say “no” to things that are not safe for me.</li> <li>● I can practice saying “stop” and asking for help from an adult.</li> <li>● I can remember to use “No, Go, and Tell” if I need help staying safe.</li> </ul>
ME4B1	<ul style="list-style-type: none"> <li>● I can think of safe ways to solve problems.</li> <li>● I can kindly share my differing ideas to get along with others.</li> <li>● I can safely use my words and actions to show how I feel.</li> </ul>
ME4A2	<ul style="list-style-type: none"> <li>● I can use kind words and listen to different ideas to solve problems.</li> <li>● I can use my body language and "I" statements to communicate how I am feeling.</li> </ul>

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