

PSHE

Knowledge & Skills Progression Growing and Changing



Reception

| Skills | Vocabulary |
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| <ul style="list-style-type: none"> Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up. Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. Understand that every family is different. Talk about similarities and differences between themselves and others. Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique. Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe. | <ul style="list-style-type: none"> Seasons Spring Summer Autumn Winter Cycle Growing Life cycle Baby Child Teenage Adult Old age Family Private parts Penis vulva |

Year 1

| Skills | Vocabulary |
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| <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts. | <ul style="list-style-type: none"> organ caring change unkind surprise privates heart love growing unkindness secret private lungs attention tease uncomfortable penis intestines teasing vulva brain bully hygiene stomach bullying oxygen witness digested experience getting help |

Year 2

| Skills | Vocabulary |
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| <ul style="list-style-type: none"> Demonstrate simple ways of giving positive feedback to others. Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of our body are private Explain that our genitals help us make babies when we are older Understand that we mostly have the same body parts but how they look is different from person to person. Explain what privacy means Know that you are not allowed to touch someone's private belongings without their permission Give examples of different types of private information. | <ul style="list-style-type: none"> help change growing unique genitals first aid support loss food special penis risk supportive feelings rest vulva accident emotions sleep testicles private danger frightened care vulva privacy hazard nervous learning nipples consent kettle permission safe burn scald accident emergency |

Year 3

| Skills | Vocabulary |
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| <ul style="list-style-type: none"> Identify different types of relationships; Recognise who they have positive healthy relationships with. Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. | <ul style="list-style-type: none"> relationships personal space secret positive body space surprise healthy invade feelings trust uncomfortable caring stop angry respect upset touch jealous worried excited scared |

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| | talk |
| Year 4 | |
| Skills | Vocabulary |
| <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. Name some positive and negative feelings; Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that periods are a normal part of puberty for girls; Identify some of the ways they can cope better with periods. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. | <ul style="list-style-type: none"> learning line compromise puberty secret marriage practice hormones pubic hair menstrual cycle surprise live together puberty eggs uncomfortable feelings civil partnership sperm periods forced marriage penis menstruation testicles sanitary pads breasts tampons ovaries menstruation cup womb vagina vulva clitoris labia |
| Year 5 | |
| Skills | Vocabulary |
| <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Describe strategies for dealing with situations in which they would feel uncomfortable. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. | <ul style="list-style-type: none"> wellbeing trust separation pubic hair puberty embarrassed hormones in confidence prejudice resilience fostered clitoris genitalia reactions compromise break a confidence biological sex unwanted attention vulva semen consequences respect confidential sexual orientation unwanted touch |

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| | vaginal opening menstruation mood swings gender identity urinary opening period gender expression lips (labia) sanitary towel verbal abuse penis tampon physical abuse scrotum menstruation cup testicles sanitary protection foreskin anus wet dream erection stretch marks crush |
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Year 6

| Skills | Vocabulary |
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| <ul style="list-style-type: none"> • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Understand that fame can be short-lived; • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks. • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Understand the risks of sharing images online and how these are hard to control, once shared; • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; • Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe. • Identify the changes that happen through puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means. • Explain how HIV affects the body's immune system; • Understand that HIV is difficult to transmit; • Know how a person can protect themselves from HIV | change body image media manipulation peer pressure puberty in confidence egg HIV support self esteem stereotype right to privacy physical changes break a confidence ovaries infection conversation manipulation gender stereotype sharing online emotional changes confidential sperm immune system discuss online safety rights testicles virus FGM puberty transmission vagina sharing needles penis sexual contact orgasm condom embryo prejudice |

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| | womb sexual intercourse consensual surrogacy adoption IVF age of consent |
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