

SLE - PSHE Curriculum Overview & Progression 'Growing & Changing' EYFS & KS1

EYFS	Year 1	Year 2
<ul style="list-style-type: none"> • Seasons. • Life stages – plants, animals & humans. • Human life stages – who will I be? • Where do babies come from? • Getting bigger. • Me and my body – boys & girls. 	<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"> • 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 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. • 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.

SLE - PSHE Curriculum Overview & Progression 'Growing & Changing' KS2

Year 3	Year 4	Year 5	Year 6
<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"> • 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; • Understand how the onset of puberty can have emotional as well as physical impact • 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. • 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. • Understand that marriage is a commitment to be entered into freely and not against someone's will; • 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"> • 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; • Understand what kinds of touch are acceptable or unacceptable; • Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • 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. • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way. • Explain the difference between a safe and an unsafe secret; 	<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;



		<ul style="list-style-type: none">• 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">• 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.
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