

Malvern Primary School– PSHE Curriculum Progression



Aspect	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being me in my world	<p>Know they have the right to learn and play safely and happily</p> <p>Know that some people are different from themselves</p> <p>Know that hands can be used kindly and unkindly</p>	<p>Understand their own rights and responsibilities within the classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p>	<p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to people</p> <p>Understand that their own views are valuable.</p>	<p>Know that the school has a shared set of values</p> <p>Know why rules are needed and how these relate to choices and consequences</p> <p>Know that actions can affect others' feelings</p> <p>Know that others may hold different views</p>	<p>Know their place in the school community</p> <p>Know what democracy is (applied to pupil voice in school)</p> <p>Know how groups work together to reach a consensus</p> <p>Know that having a voice and democracy benefits the school community</p>	<p>Understand how democracy and having a voice benefits the school community</p> <p>Understand how to contribute towards a democratic process</p> <p>Understand the rights and responsibilities associated with being a citizen in the wider community and their country</p>	<p>Know about children's universal rights (united Nations Convention on the Rights of the Child)</p> <p>Know about the lives of children in other parts of the world</p> <p>Know the personal choices can affect others locally and globally</p>
Social and emotional skills	<p>Identify feelings associated with belonging</p> <p>Skills to play cooperatively with others</p> <p>Be able to consider others' feelings</p>	<p>Understand that they are safe in their class</p> <p>Identifying helpful behaviours to make the class a safe place</p> <p>Understand that they have choices</p>	<p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work cooperatively</p>	<p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p>	<p>Identify the feelings associated with being included or excluded</p> <p>Be able to take on a role in a group discussion / task and contribute to the overall outcome</p> <p>Know how to regulate my emotions</p>	<p>Empathy for people whose lives are different from their own</p> <p>Consider their own actions and the effect they have on themselves and others</p> <p>Be able to work as part of a group, listening and contributing effectively</p>	<p>Know own wants and needs</p> <p>Be able to compare their life with the lives of those less fortunate</p> <p>Demonstrate empathy and understanding towards others</p> <p>Can demonstrate attributes of a positive role-model</p>
Vocabulary	<p>Kind, Gentle, Friend, Similar (ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p>Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration</p>	<p>Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving</p>	<p>Welcome, Valued, Achievements, Pleased, Personal Goal, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Solutions, Support, Dream, Behaviour, Fairness, Group Dynamics, Team Work, View Point, Ideal School, Belong</p>	<p>Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child. (UNCRC)</p>	<p>Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective</p>	<p>Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Empathise, Obstacles, Co-operation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Decision</p>

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Aspect	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Celebrating Difference	<p>Know what being unique means</p> <p>Know the names of some emotions such as happy, sad, frightened, angry</p> <p>Know why having friends is important</p> <p>Know some qualities of a positive friendship</p> <p>Know that they don't have to be 'the same as' to be a friend</p>	<p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p>	<p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p>	<p>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Know that conflict is a normal part of relationships</p> <p>Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Know that sometimes people make assumptions about a person because of the way they look or act</p>	<p>Know external forms of support in regard to bullying e.g. Child-line</p> <p>Know that bullying can be direct and indirect</p> <p>Know what racism is and why it is unacceptable</p> <p>Know what culture means</p>	<p>Know that people can hold power over others individually or in a group</p> <p>Know that power can play a part in a bullying or conflict situation</p> <p>Know that there are different perceptions of 'being normal' and where these might come from</p> <p>Know that difference can be a source of celebration as well as conflict</p>
Social and emotional skills	<p>Recognise emotions when they or someone else is upset, frightened or angry</p> <p>Identify and use skills to make a friend</p> <p>Identify some ways they can be different and the same as others</p> <p>Identify and use skills to stand up for themselves</p>	<p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p>	<p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p>	<p>Use the 'Solve it together' technique to calm and resolve conflicts with friends and family</p> <p>Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>Be able to show appreciation for their families, parents and carers</p>	<p>Be comfortable with the way they look</p> <p>Try to accept people for who they are</p> <p>Be non-judgemental about others who are different</p>	<p>Appreciate the value of happiness regardless of material wealth</p> <p>Identify their own culture and different cultures within their class community</p> <p>Identify their own attitudes about people from different faith and cultural backgrounds</p> <p>Develop respect for cultures different from their own</p>	<p>Empathise with people who are different and be aware of my own feelings towards them</p> <p>Identify feelings associated with being excluded</p> <p>Be able to recognise when someone is exerting power negatively in a relationship</p> <p>Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</p>
Vocabulary	<p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family</p>	<p>Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique</p>	<p>Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value</p>	<p>Loving, Caring, Safe, Connected, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Feelings, Tell, Consequences, Hurtful, Compliment,</p>	<p>Character, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Secret, Deliberate, On purpose, Bystander, Witness, Problem-solve, Cyber bullying, Text message, Website, Troll, Physical features, Impres-</p>	<p>Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation</p>	<p>Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity, Transgender, Non-binary, Courage, Fairness, Rights</p>

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Aspect	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Dreams and Goals	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks</p>	<p>Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p>	<p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p>	<p>Know their own learning strengths</p> <p>Know what their classmates like and admire about them</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p>
Social and emotional skills	<p>Know what a challenge is</p> <p>Know that it is important to keep trying</p> <p>Know what a goal is</p>	<p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p>	<p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks</p>	<p>Know that they are responsible for their own learning</p> <p>Know what an obstacle is and how they can hinder achievement</p> <p>Know how to take steps to overcome obstacles</p> <p>Know what dreams and ambitions are important to them</p>	<p>Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Know how to work as part of a successful group</p> <p>Know how to share in the success of a group</p>	<p>Know about a range of jobs that are carried out by people I know</p> <p>Know the types of job they might like to do when they are older</p> <p>Know that young people from different cultures may have different dreams and goals</p>	<p>Know their own learning strengths</p> <p>Know what their classmates like and admire about them</p> <p>Know a variety of problems that the world is facing</p> <p>Know some ways in which they could work with others to make the world a better place</p>
Vocabulary	<p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p>Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve</p>	<p>Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product</p>	<p>Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Enterprise, Design, Co-operation, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Evaluate</p>	<p>Hope, Determination, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise</p>	<p>Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference</p>	<p>Learning, Stretch, Personal, Realistic, Unrealistic, Success, Criteria, Learning steps, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition</p>

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Aspect	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Healthy Me	<p>Know what the word 'healthy' means</p> <p>Know some things that they need to do to keep healthy</p> <p>Know the names for some parts of their body</p> <p>Know when and how to wash their hands properly</p> <p>Know how to say no to strangers</p>	<p>Know the difference between being healthy and unhealthy</p> <p>Know how to make healthy lifestyle choices</p> <p>Know that all household products, including medicines, can be harmful if not used properly</p> <p>Know how to keep safe when crossing the road</p>	<p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p>	<p>Know how exercise affects their bodies</p> <p>Know that there are different types of drugs</p> <p>Know that there are things, places and people that can be dangerous</p> <p>Know when something feels safe or unsafe</p>	<p>Know that there are leaders and followers in groups</p> <p>Know the facts about smoking and its effects on health</p> <p>Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Know ways to resist when people are putting pressure on them</p> <p>Know what they think is right and wrong</p>	<p>Know basic emergency procedures, including the recovery position</p> <p>Know how to get help in emergency situations</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure</p>	<p>Know how to take responsibility for their own health</p> <p>Know what it means to be emotionally well</p> <p>Know how to make choices that benefit their own health and well-being</p> <p>Know that some people can be exploited and made to do things that are against the law</p> <p>Know why some people join gangs and the risk that this can involve</p>
Social and emotional skills	<p>Can explain what they need to do to stay healthy</p> <p>Recognise how exercise makes them feel</p> <p>Can give examples of healthy food</p> <p>Can explain what to do if a stranger approaches them</p>	<p>Keep themselves safe</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Recognise ways to look after themselves if they feel poorly</p> <p>Recognise when they feel frightened and know how to ask for help</p>	<p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p>	<p>Respect their own bodies and appreciate what they do</p> <p>Can take responsibility for keeping themselves and others safe</p> <p>Identify how they feel about drugs</p> <p>Can express how being anxious or scared feels</p>	<p>Can identify the feelings that they have about their friends and different friendship groups</p> <p>Recognise negative feelings in peer pressure situations</p> <p>Can identify the feelings of anxiety and fear associated with peer pressure</p> <p>Can tap into their inner strength and know-how to be assertive</p>	<p>Respect and value their own bodies</p> <p>Can reflect on their own body image and know how important it is that this is positive</p> <p>Recognise strategies for resisting pressure</p> <p>Can identify ways to keep themselves calm in an emergency</p>	<p>Are motivated to care for their own physical and emotional health</p> <p>Suggest strategies someone could use to avoid being pressured</p> <p>Can use different strategies to manage stress and pressure</p>
Vocabulary	<p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p>Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait</p>	<p>Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious</p>	<p>Oxygen, Calories/kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice</p>	<p>Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong</p>	<p>Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact,</p>	<p>Responsibility, Immunisation, Prevention, Drugs, Effects, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure</p>

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Relationships	<p>Know what a family is</p> <p>Know some of the characteristics of healthy and safe friendships</p> <p>Know that friends sometimes fall out</p> <p>Know some ways to mend a friendship</p> <p>Know that unkind words can never be taken back and they can hurt</p>	<p>Know that everyone's family is different</p> <p>Know that families are founded on belonging, love and care</p> <p>Know that physical contact can be used as a greeting</p> <p>Know how to make a friend</p>	<p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p>	<p>Know that different family members carry out different roles or have different responsibilities within the family. Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Know some strategies for keeping themselves safe online</p> <p>Know that they and all children have rights (UNCRC)</p>	<p>Know some reasons why people feel jealousy</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</p>	<p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing a game online</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p>
Social and emotional skills	<p>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</p> <p>Can suggest ways to make a friend or help someone who is lonely</p> <p>Can recognise what being angry feels like</p>	<p>Can express how it feels to be part of a family and to care for family members</p> <p>Can say what being a good friend means</p> <p>Can identify forms of physical contact they prefer</p> <p>Can say no when they receive a touch they don't like</p>	<p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p>	<p>Know how to access help if they are concerned about anything on social media or the internet</p> <p>Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</p>	<p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>	<p>Can identify when an online community/social media group feels risky, uncomfortable, or unsafe</p> <p>Can say how to report unsafe online/social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can resist pressure to do something online that might hurt themselves or others</p> <p>Can take responsibility for their own safety and well-being</p>
Vocabulary	<p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p>Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships</p>	<p>Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust,</p>	<p>Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality</p>	<p>Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p>	<p>Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMART rules</p>	<p>Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real/fake, True/untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety</p>

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Changing Me	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>	<p>Recognise cycles of life in nature.</p> <p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Know that changes occur to the human body between birth and adulthood.</p> <p>Know that, in mammals, it is the female who has a baby.</p> <p>Begin to recognise stereotypical ideas about family roles.</p> <p>Use the correct names for male and female anatomy.</p>	<p>Know that human beings have a life cycle and describe some of the changes that occur throughout this life cycle.</p> <p>Know some of the changes that happen on the outside of the male and female body during adolescence.</p> <p>Know that change can bring about a range of different emotions</p> <p>Recognise and challenge stereotypical views.</p>	<p>Be aware of own self-image and how body image fits within that.</p> <p>Identify and label male and female reproductive organs.</p> <p>Know how girls' and boys' bodies change on both the outside and the inside during puberty, including menstruation. Understand the importance of looking after themselves physically and emotionally</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Revisit and consolidate how girls' and boys' bodies change on both the outside and the inside during puberty, including menstruation. Understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception. Know that some people use IVF to conceive a pregnancy. Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby.</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>Know the importance of self-esteem and what they can do to develop it</p>

<p>Social and emotional skills</p>	<p>Recognise that changing class can elicit happy and/or sad emotions.</p> <p>Can say how they feel about changing class/ growing up</p> <p>Can identify how they have changed from a baby.</p>	<p>Understand and accept that change is a natural part of getting older</p> <p>Can suggest ways to manage change, e.g. moving to a new class</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p>	<p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/ uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p>	<p>Can suggest ways to help them manage feelings during changes they are more anxious about</p> <p>Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Can appreciate their own uniqueness and that of others</p>	<p>Can express any concerns they have about puberty</p> <p>Have strategies for managing the emotions relating to change.</p> <p>Make changes that will be beneficial.</p>	<p>Can celebrate what they like about their own and others' self-image and body image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. Can ask questions about puberty to seek clarification</p> <p>Express feelings regarding changes that are outside the remit of control. Know how to manage these feelings positively.</p>	<p>Recognise ways they can develop their own self-esteem</p> <p>Can express how they feel about the changes that will happen during puberty.</p> <p>Know how to be assertive when necessary.</p> <p>Know how to prepare themselves emotionally for the changes that await at secondary school.</p>
<p>Vocabulary</p>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<p>Changes, Life cycle, Baby, Adulthood, Grown up, Change, Feelings, Anxious, Worried, Excited, Coping, Learn, New, Grow, Change, Penis, Testicles, Vagina, Vulva, Anus</p>	<p><i>Change, Grow, Life cycle, Control, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect</i></p> <p><i>Appearance, Physical, Toddler, Child, Teenager,</i></p> <p><i>Independent, Timeline, Freedom, Responsibilities, Penis, Testicles, Vulva, Vagina, Anus, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Comfortable, Uncomfortable,</i></p>	<p><i>Male, Female, Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care</i></p>	<p><i>Male, Female, Pubic Hair, Penis, Testicles, Vulva, Vagina, Anus, Breasts, Public, Private, Baby, toddler, child, adolescent. Adult, Old Age, Change, Puberty, Control, Stereotypes, Challenge, Seasons, Control</i></p>	<p><i>Self, Self-image, Body image, Self-esteem, Perception, Characteristics, Aspects, Affirmation, Pubic hair, Sperm, Egg/Ovum, Penis, Testicles, Vagina, Womb/Uterus, Ovaries, Vulva, Puberty, Egg/Ovum, Breasts, Hips, Menstruation, Periods, Menstrual Pads / Pants, Control, Change, Acceptance, Hope, Manage, Cope, Opportunities, Emotions, Fear, Excitement, Anxious.</i></p>	<p><i>Body Image, Self-image, Self-esteem, Real self, Celebrity, Puberty, Sperm, Semen, Testicles, Erection, Ejaculation, Urethra, Wet dream, Larynx, Facial hair, scrotum, genitals, Growth spurt, Hormones, Breasts, Hips, Menstruation, Periods, Menstrual towels / pads, tampons, Ovary/ Ovaries, Vagina, Oestrogen, Vulva, Relationships, Conception, Sexual intercourse, Fallopian tube, Fertilisation, Pregnancy, Fertility treatment (IVF), Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife, Adolescent, Secondary School, Anxiety</i></p>