

Focus	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>PSHE</b>								
National Curriculum	<b>Relationship Education</b>							
	<p>By the end of Primary pupils should know:</p> <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability.</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul> <p><b>Caring Friendships:</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul> <p><b>Respectful Relationships:</b></p>							

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.

**Online Relationships:**

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online

**Being Safe:**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources

## Physical Health and Mental Wellbeing

By the end of Primary pupils should know:

### **Mental Wellbeing:**

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet Safety and Harms:**

that for most people the internet is an integral part of life and has many benefits.

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.

- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

**Physical Health and Fitness:**

the characteristics and mental and physical benefits of an active lifestyle.

- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

**Healthy Eating:**

what constitutes a healthy diet (including understanding calories and other nutritional content).

- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

**Drugs, Alcohol and Tobacco:**

the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

**Health and Prevention:**

how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to allergies, immunisation and vaccination.

**Basic First Aid:**

how to make a clear and efficient call to emergency services if necessary.

- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

**Changing Adolescent Body:**

key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

- about menstrual wellbeing including the key facts about the menstrual cycle.

Me and My Relationships								
Coverage	Marvellous me! I'm special	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	Why we have classroom rules Thinking about feelings Our feelings Feelings and bodies Our special people balloons Good friends How are you listening?	Our Ideal Classroom How are you feeling today? Bullying or teasing? Don't do that! Types of Bullying Being a good friend Let's all be happy	As a Rule My Special Pet Tangram team challenge Looking after our special people How can we solve this problem Dan's dare Friends are special	An email from Harold Ok or not ok? Human machines Different feelings When feelings change Under pressure	Collaboration Challenge Give and take How good a friend are you friendship cake recipe Being assertive Our emotional needs Communication	working together let's negotiate Solve the friendship problem Assertiveness skills Behave yourself Dan's day Don't force me Acting appropriately It's a puzzle
Progression	<p>By the end of EYFS: <b>Personal, Social and Emotional Development (Making Relationships)</b> I can play cooperatively, taking turns with others.</p> <p>I can take account of others' ideas about how to organise an activity.</p> <p>I can show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Understanding the World (People and Communities)</b> I know about similarities and differences between myself and others, and among families, communities and traditions.</p>		<p>I can name a variety of different feelings and explain how these might make me behave.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p> <p>I can think of some different ways of dealing with 'not so good' feelings.</p>	<p>I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.</p> <p>I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>I can suggest rules that will help to keep us happy and friendly and what</p>	<p>I can usually accept the views of others and understand that we don't always agree with each other.</p> <p>I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.</p>	<p>I can give a lot of examples of how I can tell a person is feeling worried just by their body language.</p> <p>I can say what I could do if someone was upsetting me or if I was being bullied.</p> <p>I can explain what being 'assertive' means and give a few examples of ways of being assertive.</p>	<p>I can give a range of examples of our emotional needs and explain why they are important.</p> <p>I can give some examples of how to be a good friend and explain why these qualities are important.</p> <p>I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.</p>	<p>I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.</p> <p>I can give examples of negotiation and compromise.</p> <p>I can explain what inappropriate touch is and give examples.</p>

				<p>will help me keep to these rules. I can also tell you about some classroom rules we have made together.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p>				
<b>Valuing Difference</b>								
<b>Coverage</b>	<p>Me and my friends Friends and family Including everyone</p>	<p>I'm special, you're special Same and different Same and different families Same and different homes Kind and caring (1) Kind and caring (2)</p>	<p>Same or Different? Unkind, tease or bully? Harold's school rules Who are our special people? It's not fair!</p>	<p>What makes us who we are? How do we make others feel? My special people When someone is feeling left out An act of Kindness Solve the problem</p>	<p>Family and friends My community Respect and challenge Our friends and neighbours Let's celebrate our differences Zeb</p>	<p>Can you sort it? Islands Friend or acquaintance? What would I do? The people we share our world with That is such a stereotype</p>	<p>Qualities of friendship kind conversations Happy being me The land of the red people Is it true? It could happen to anyone</p>	<p>OK to be different We have more in common than not Respecting difference Tolerance and respect for others Advertising friendships Boys will be boys - challenging gender stereotypes</p>
<b>Progression</b>	<p>By the end of EYFS: <b>Personal, Social and Emotional Development (Managing Feelings and Behaviour)</b> I can talk about how I and others show feelings, talk about my own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>I can work as part of a group or class, and understand and follow the rules.</p>		<p>I can say ways in which people are similar as well as different.</p> <p>I can say why things sometimes seem unfair, even if they are not.</p>	<p>I can say how I could help myself if I was being left out.</p> <p>I can give a few examples of good listening skills and I can explain why listening skills help to understand a</p>	<p>I can give examples of different community groups and what is good about having different groups.</p> <p>I can talk about examples in our classroom where respect</p>	<p>I can say a lot of ways that people are different, including religious or cultural differences.</p> <p>I can explain why it's important to challenge</p>	<p>I can give examples of different faiths and cultures and positive things about having these differences.</p> <p>I can explain how people sometimes aim to create an impression of</p>	<p>I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.</p> <p>I can explain the difference between a passive bystander</p>

	I can adjust my behaviour to different situations, and take changes of routine in my stride.			different point of view.	and tolerance have helped to make it a happier, safer place.	stereotypes that might be applied to me or others.	themselves in what they post online that is not real and what might make them do this.	and an active bystander and give an example of how active bystanders can help in bullying situations.
<b>Keeping Myself Safe</b>								
<b>Coverage</b>	Safety Indoors and Outdoors What's safe to go into my body	What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe	Healthy me Super sleep: Who can help? Harold loses Geoffrey What could Harold do? Good or bad touches? <a href="#">Sharing pictures: Computing <b>KS1</b> Use technology safely and respectfully, keeping personal information private.</a>  <a href="#">Computing <b>KS1</b> Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</a>	Harold's picnic How safe would you feel? What should Harold say? I don't like it Fun or not? Should I tell? Some secrets should never be kept	Safe or unsafe? Danger or risk? The Risk Robot Alcohol and cigarettes - the facts Super searcher None of your business Raisin challenge Help or Harm	Danger, risk or hazard? Picture wise How dare you! Medicines - check the label Know the norms Keeping ourselves safe Raisin Challenge 2	Thinking about 'habits' Jay's dilemma <a href="#">Spot bullying</a> Ella's diary dilemma decisions dilemmas <a href="#">Play, like, share</a> Drugs - true or false? Smoking -what is normal? Would you risk it?  NC Links:  <a href="#">Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</a> <a href="#">Computing <b>KS2</b> Recognise acceptable/unacceptable behaviour.</a> <a href="#">Computing <b>KS2</b> Identify a range of ways to report concerns about content and contact.</a>	<a href="#">Think before you click!</a> <a href="#">Traffic Lights</a> <a href="#">To share or not to share</a> <a href="#">Rat park</a> What sort of drug is...? Drugs - it's the law Alcohol - what is normal? Joe's story  NC Links:  <a href="#">Computing <b>KS2</b> Use technology safely, respectfully and responsibly.</a> <a href="#">Computing <b>KS2</b> Recognise acceptable/unacceptable behaviour.</a> <a href="#">Computing <b>KS2</b> Identify a range of ways to report concerns about content and contact.</a> <a href="#">Science <b>Y6 Animals</b> (including human)</a> (Non-statutory guidance) Pupils should learn how to

								keep their bodies healthy and how their bodies might be damaged - including how some drugs and other substances can be harmful to the human body.
Progression	<p>By the end of EYFS:  <b>Physical Development (Health and Self-Care)</b>  I know the importance of good physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p><b>Understanding the World (Technology)</b>  I can recognise that a range of technology is used in places such as homes and schools.</p> <p>I can select and use technology for particular purposes.</p>	<p>I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).</p> <p>I can give examples of how I keep myself healthy.</p> <p>I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)</p>	<p>I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.</p> <p>I can give examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not ok' about something.</p> <p>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p>	<p>I can say what I could do to make a situation less risky or not risky at all.</p> <p>I can say why medicines can be helpful or harmful.</p> <p>I can tell you a few things about keeping my personal details safe online. I can explain why information I see online might not always be true.</p>	<p>I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.</p> <p>I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.</p> <p>I can give examples of</p>	<p>I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.</p> <p>I can say the percentage of people aged 11-15 years old that smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.</p>	<p>I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.</p> <p>I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.</p> <p>I can explain why some people believe that more young people drink alcohol than</p>	



						positive and negative influences, including things that could influence me when I am making decisions.		actually do (misperceive the norm).
<b>Rights and Responsibilities</b>								
<b>Coverage</b>	Looking after myself Looking after others Looking after my environment	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Harold's wash and brush up Around and about the school Taking care of something Harold's money How should we look after our money? Basic First Aid	Getting on with others When I feel like erupting Feeling safe How can we look after our environment Harold saves for something special Harold goes camping	Our helpful volunteers Helping each other stay safe Recount task Harold's environment project Can Harold afford it? Earning money	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news Safety in numbers Logo quiz Harold's expense Why pay taxes?	What's the story? Fact or opinion Rights, responsibilities and duties Mo makes a difference Spending wisely Lend us a fiver Local councils	Two sides to every story Fakebook friends What's it worth Jobs and taxes Action stations Project pitch Happy shoppers Democracy in England - elections Democracy in Britain - how laws are made.
<b>Progression</b>	By the end of EYFS: <b>Personal, Social and Emotional Development (Self-Confidence and Self-Awareness)</b> I am confident to try new activities, and say why I like some activities more than others.  I am confident to speak in a familiar		I can give some examples of how I look after myself and my environment - at school or at home.  I can also say	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can say some ways of checking whether something is a fact or just an opinion.  I can say how I can help the	I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a

	<p>group, will talk about my ideas, and will choose the resources I need for my chosen activities.</p> <p>I can say when I do or don't need help.</p>	<p>some ways that we look after money.</p>		<p>people who help me, and how I can do this. I can give an example of this.</p>	<p>working together to stop or change that behaviour.</p> <p>I can explain that things I see on TV, in newspapers or their websites might not give all the facts or might be biased and how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.</p> <p>I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.</p> <p>I can give examples of these decisions and how they might relate to me.</p>	<p>examples of each that relate to me.</p> <p>I can give a few different examples of things that I am responsible for to keep myself healthy.</p> <p>I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give an example of some of the things they have to allocate money for.</p>	<p>person feels about themselves.</p> <p>I can explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.</p> <p>I can explain the advantages and disadvantages of different ways of saving money.</p>
--	---	--	--	--	---	--	---

Being My Best							
Coverage	<p>What does my body need? I can keep trying I can do it!</p>	<p>Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep</p>	<p><a href="#">I can eat a rainbow</a> <a href="#">Eat well</a> <a href="#">Catch it! Bin it! Kill it!</a> Harold learns to ride his bike Pass on the praise Harold has a bad day.</p> <p>NC Links: <a href="#">Science Y2</a> <a href="#">Animals including humans</a> Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p> <p><a href="#">Science Y2</a> <a href="#">Animals including humans</a> (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.</p>	<p>You can do it My day <a href="#">Harold's postcard - helping us to keep clean and healthy</a> Harold's bathroom <a href="#">My body needs...</a> <a href="#">What does my body do?</a></p> <p>NC Links: <a href="#">Science Y2</a> <a href="#">Animals including humans</a> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><a href="#">Science Y2</a> <a href="#">Animals including humans</a> Describe the importance for humans of exercise, eating the right amounts of different foods and hygiene.</p> <p><a href="#">Science Y2</a> <a href="#">Living things and their habitats</a> (Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.</p>	<p>Derek cooks dinner Poorly Harold For or against? I am fantastic Getting on with your nerves <a href="#">Body teamwork</a> Top talent</p> <p>NC Links: <a href="#">Science Y3</a> <a href="#">Animals including humans</a> (Non-statutory guidance) Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p>	<p>What makes me ME? Making choices SCARF Hotel <a href="#">Harold's seven R's</a> My school community Basic First Aid</p> <p>NC Links: <a href="#">Science Y4</a> Living things and their habitats (Non-statutory guidance) Pupils should explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.</p>	<p>Getting fit It all adds up different skills My school community Independence and responsibility Star qualities Basic First Aid</p> <p><a href="#">Five ways to wellbeing project</a> This will be your life Our recommendations <a href="#">What's the risk</a> Basic First aid</p> <p>NC Links: <a href="#">Science Y5</a> <a href="#">Animals including humans</a> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. <a href="#">Science Y5</a> <a href="#">Animals including humans</a> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <a href="#">Science Y5</a> <a href="#">Animals including humans</a> Describe the ways in which nutrients and water are transported within animals, including humans. <a href="#">Science Y5</a> <a href="#">Animals including humans</a> (Non-statutory guidance) Pupils should build on their learning from Years 3 and 4 about the</p>

				<p>Science Y2 Animals including humans</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>				<p>main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p>
Progression	<p>By the end of EYFS:</p> <p><b>Understanding the World (People and Communities)</b> I can talk about past and present events in my life and in the lives of family members.</p> <p>I know that other children don't always enjoy the same things, and am sensitive to this.</p> <p>I know about similarities and differences between myself and others, and among families, communities and traditions.</p>	<p>I can name a few different ideas of what I can do if I find something difficult.</p> <p>I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.</p>	<p>I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p>	<p>I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this.</p> <p>I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.</p>	<p>I can give a few examples of different things that I do already that help to keep me healthy.</p> <p>I can give different examples of some of the things that I do already to help look after my environment.</p>	<p>I can give an example of when I have had increased independence and how that has also helped me to show responsibility.</p> <p>I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.</p>	<p>I can tell you how I can overcome problems and challenges on the way to achieving my goals.</p> <p>I can give examples of an emotional risk and a physical risk.</p>	
Growing and Changing								

<p>Coverage</p>		<p>Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? <a href="#">Where do babies come from?</a> Getting bigger <a href="#">Me and my body - girls and boys</a></p>	<p><a href="#">Inside my wonderful body</a> Taking care of a baby Then and Now Who can help? Surprises and secrets <a href="#">Keeping privates private.</a></p> <p>NC Links: Science <a href="#">Y1</a> <a href="#">Animals including humans</a> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Science <a href="#">Y1</a> <a href="#">Animals including humans</a> (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body party (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>A helping hand Sam moves house <a href="#">Haven't you grown</a> <a href="#">My body, your body</a> Respecting privacy Basic first aid</p> <p>NC Links: Science <a href="#">Y2</a> <a href="#">Animals including humans</a> Notice that animals, including humans, have offspring which grow into adults. Science <a href="#">Y2</a> <a href="#">Animals including humans</a> (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.. Science <a href="#">Y2</a> <a href="#">Living things and their habitats</a> (Non-statutory guidance) Pupils should raise</p>	<p>Relationship tree Body space secret or surprise? <a href="#">My changing body</a> Basic first aid</p>	<p>Moving house My feelings are all over the place <a href="#">All change</a> <a href="#">Period positive</a> Secret or surprise? Together</p>	<p>How are they feeling Taking notice of our feelings Dear Hetty <a href="#">Changing bodies and feelings</a> Growing up and changing bodies it could happen to anyone Help I'm a teenager - get me out of here Dear Ash Stop, start, stereotypes</p> <p>NC Links: Science <a href="#">Y5</a> <a href="#">Living things and their habitats</a> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Science <a href="#">Y5</a> <a href="#">Animals including humans</a> Describe the changes as humans develop from birth to old age.</p>	<p>Helpful or unhelpful - managing change I look great! <a href="#">Media manipulation</a> <a href="#">Pressure online</a> <a href="#">Is this normal?</a> Dear Ash <a href="#">Making babies</a> <a href="#">What is HIV</a></p> <p>NC Links: Science <a href="#">Y6</a> <a href="#">Evolution and inheritance</a> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p>
-----------------	--	---	---	--	--	--	---	--

				and answer questions that help them to become familiar with the life processes that are common to all living things.				
Progression	<p>By the end of EYFS: <b>Understanding the World (The World)</b> I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can identify an adult I can talk to at both home and school. If I need help.</p> <p>I can tell you some things I can do now that I couldn't do when I was a toddler.</p> <p>I can tell you what some of my body parts do.</p>	<p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can give examples of how to give feedback to someone.</p>	<p>I can name a few things that make a positive relationship and some things that make a negative relationship.</p> <p>I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.</p> <p>I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable</p>	<p>I can label some parts of the body that only boys have and only girls have.</p> <p>I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).</p> <p>I can tell you why people get married.</p>	<p>I can explain what resilience is and how it can be developed.</p> <p>I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).</p> <p>I am able to identify when I need help and can identify trusted adults in my life who can help me.</p>	<p>I can give an example of a secret that should be shared with a trusted adult.</p> <p>I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.</p> <p>I can give examples of other ways in which the way a person feels about themselves can be affected (e.g. images of celebrities).</p>	

