



## Whitemoor Academy - PSHE Curriculum Overview & Progression 'Growing & Changing' EYFS & KS1



EYFS	Year 1	Year 2
<ul style="list-style-type: none"> <li>• • Seasons.</li> <li>• • Life stages – plants, animals &amp; humans.</li> <li>• • Human life stages – who will I be?</li> <li>• Where do babies come from?</li> <li>• Getting bigger.</li> <li>• Me and my body – boys &amp; girls.</li> </ul>	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</li> <li>• Understand and explain the simple bodily processes associated with them.</li> <li>• • Understand some of the tasks required to look after a baby;</li> <li>• Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</li> <li>• Identify things they could do as a baby, a toddler and can do now;</li> <li>• • Identify the people who help/helped them at those different stages.</li> <li>• • Explain the difference between teasing and bullying;</li> <li>• • Give examples of what they can do if they experience or witness bullying;</li> <li>• • Say who they could get help from in a bullying situation.</li> <li>• Explain the difference between a secret and a nice surprise;</li> <li>• Identify situations as being secrets or surprises;</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told or told to keep.</li> <li>• Identify parts of the body that are private;</li> <li>• Describe ways in which private parts can be kept private;</li> <li>• Identify people they can talk to about their private parts.</li> </ul>	<ul style="list-style-type: none"> <li>• • 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);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</li> <li>• Understand and describe some of the things that people are capable of at these different stages.</li> <li>• Explain what privacy means;</li> <li>• Know that you are not allowed to touch someone's private belongings without their permission;</li> <li>• Give examples of different types of private information.</li> </ul>



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'Growing & Changing' KS2

Year 3	Year 4	Year 5	Year 6

<p>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.</p>	<ul style="list-style-type: none"> <li>Describe some of the changes that happen to people during their lives;</li> <li>Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>Suggest people who may be able to help them deal with change.</li> <li>Name some positive and negative feelings;</li> <li>Understand how the onset of puberty can have emotional as well as physical impact</li> <li>Suggest reasons why young people sometimes fall out with their parents;</li> <li>Take part in a role play practising how to compromise.</li> <li>Identify parts of the body that males and females have in common and those that are different;</li> <li>Know the correct terminology for their genitalia;</li> <li>Understand and explain why puberty happens.</li> <li>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>Recognise how different surprises and secrets might make them feel;</li> <li>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> <li>Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>Recognise that marriage includes same sex and opposite sex partners;</li> <li>Know the legal age for marriage in England or Scotland;</li> <li>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of words and phrases to describe the intensity of different feelings</li> <li>Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>Explain strategies they can use to build resilience.</li> <li>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable;</li> <li>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> <li>Explain how someone might feel when they are separated from someone or something they like;</li> <li>Suggest ways to help someone who is separated from someone or something they like.</li> <li>Know the correct words for the external sexual organs;</li> <li>Discuss some of the myths associated with puberty.</li> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> <li>Identify the consequences of positive and negative behaviour on themselves and others;</li> <li>Give examples of how individual/group actions can impact on others in a positive or negative way.</li> <li>Explain the difference between a safe and an unsafe secret;</li> </ul>	<ul style="list-style-type: none"> <li>Recognise someone who they have experienced and their emotional responses to those changes;</li> <li>Suggest positive strategies for dealing with change;</li> <li>Identify people who can support someone who is dealing with a challenging time of change.</li> <li>Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect;</li> <li>Identify qualities that people have, as well as their looks.</li> <li>Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>Recognise that people fall into a wide range of what is seen as normal;</li> <li>Challenge stereotypical gender portrayals of people. Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>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;</li> <li>Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>Understand what FGM is and that it is an illegal practice in this country;</li> <li>Know where someone could get support if they were concerned about their own or another person's safety.</li> <li>Explain the difference between a safe and an unsafe secret;</li> </ul>
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