

‘Growing up’ progression of knowledge and skills at Grange Primary School

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| Early Years: FS2 | Year 2 | Year 4 | Year 6 |
| Growing and changing | Growing and changing | Growing and changing | Growing and changing |
| •Talk about the changes that children can observe from real life experiences. •Explore simple life cycles of plants and insects. •Explore the different ages/ generations of people who are important to us in our family. •Explore caring for babies. •Discuss how we have changed from a baby to now.  | • Name the main parts of the body including vagina and penis.• Recognising the difference between male and female body parts.• Understand the human life cycle and that people grow from young to old.• Describe ways that people’s needs and bodies change as they grow.• Talk about some ways to keep clean. • Understand that babies grow in the mothers’ body and have particular needs when they are born.• Recognise what makes them special and unique. | • Name external genitalia and some reproductive organs including penis, vagina, testicles, womb, umbilical cord, ovaries.• Understand the processes of reproduction and birth as part of the human life cycle – that babies start from an egg and sperm.• Explore physical and emotional changes that happen during puberty.• Explain how daily hygiene helps to reduce the spread of infection.• Explain how adults care for a baby during and after pregnancy.• Recognising that individuality and personal qualities contributes to who we are.  | •Identify the external genitalia and internal reproductive organs and how the process of puberty relates to human reproduction.• Explain the how babies are conceived, born and cared for.• Identify the physical and emotional changes that happen when approaching/during puberty.• Know some key facts about menstruation. • Identify the importance of keeping clean and how to maintain personal hygiene whilst growing and changing.• Reflect on the responsibilities of being a parent or carer and how having a baby changes someone’s life.• Identify and value personal strengths, skills, achievements, and interests. |
| Privacy, boundaries and consent | Privacy, boundaries and consent | Privacy, boundaries and consent | Privacy, boundaries and consent |
| •Know that we have private areas that are covered by our pants. •Know that we give others personal space when going to the toilet or getting changed.  | •Understand that some parts of the body are private.• Identify different types of touch and how they make people feel.• Understand the difference between happy surprises and secrets that make them feel uncomfortable or worried and how to get help | •Explain what is meant by privacy and personal boundaries.• Recognise uncomfortable/ comfortable behaviour online/ offline.• Know when it is right to break or keep a confidence or share a secret. •Know how to ask for help. | • Understand what consent means and how to seek and give/not give permission in different situations.• Analyse when behaviour including physical touch is acceptable, unacceptable, wanted or unwanted in different situations.• Respond appropriately if someone asks you to keep a secret that makes you feel uncomfortable.• Identify who to ask for help. |