Diagram

Description automatically generated

‘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. |