



Grove Lea Primary P.S.H.E Progression Skill Grid Summer 1 - Health and Wellbeing - Growing Up

EYFS	22-36months	30-50 Months	40-60 Months	ELG
Personal, Social and emotional Development.	Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests.	Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new situations. Confident to talk to other children when playing, and communicate freely about own home and community.	Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities.	Children are confident to try new activities, and say they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resource they need for their chosen activities. They say when they do or don't need help



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	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Knowledge	<u>By the end of Y1 we should know...</u>	<u>By the end of Y2 we should know...</u>	<u>By the end of Y3 we should know</u>	<u>By the end of Y4 we should know...</u>	<u>By the end of Y5 we should know...</u>	<u>By the end of Y6 we should know...</u>
	<p>Know the best thing to do in a given scenario.</p> <p>Know and explain what 'unique' means and consider what makes them unique.</p> <p>Know how to show respect for others' likes and dislikes.</p> <p>Show an understanding of the need to get to know a person before making assumptions about them.</p> <p>Know the 'underwear rule'.</p>	<p>Know and describe physical changes humans go through as they grow up.</p> <p>Show an understanding of how our responsibilities change as we grow.</p> <p>Know and discuss how certain changes in people's lives can make them feel.</p>	<p>Know some of the effects of sleep deprivation.</p> <p>Know and explain the effect of exercise on the heart.</p> <p>Know how to get help for themselves or another in the case of serious problems.</p> <p>Know and explain why eating a balanced diet is important.</p> <p>Know and name body parts.</p>	<p>Know how to check medicine instructions.</p> <p>Know how to inhibit the spread of germs.</p> <p>Know and explain the importance of vaccinations and immunisations.</p>	<p>Know how to look after their bodies during puberty.</p> <p>Know some ways to cope with new or difficult emotions.</p> <p>Know how to describe some of the ways in which the media fuels the notion of a perfect body.</p> <p>Know and describe the different types of loving relationships that exist.</p>	<p>Know and use a range of key vocabulary when discussing differences in sex, gender identity and sexual orientation.</p> <p>Know scientific vocabulary to accurately explain how babies are made and how they are born.</p> <p>Know and describe the process from conception to birth and the needs of the foetus.</p>



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Skills they should have	<p><u>By the end of Y1 the skills we should have...</u></p> <p>To name parts of the body including , vagina and penis.</p> <p>About growing and changing from young to old and how people's needs change.</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>About how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>Know what to do if they feel unsafe or worried for themselves or others; who to ask for</p>	<p><u>By the end of Y2 the skills we should have...</u></p> <p>About different types of families including those that may be different to their own</p> <p>To identify common features of family life</p> <p>Recognise that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>About growing and changing from young to old and how people's needs change.</p> <p>About preparing to move to a new class/year group.</p> <p>About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><u>By the end of Y3 the skills we should have</u></p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p><u>By the end of Y4 the skills we should have...</u></p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>About what good physical health means; how to recognise early signs of physical illness. That bacteria and viruses can affect health.</p> <p>How everyday hygiene routines can limit the spread of infection.</p> <p>How medicines, when used responsibly, contribute to health.</p> <p>How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p>About the risks and effects of legal drugs common to everyday life.</p>	<p><u>By the end of Y5 the skills we should have...</u></p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Talk about the physical and emotional changes that happen when approaching and during puberty.</p> <p>Discuss about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.</p> <p>About where to get more information, help and advice about growing and changing, especially about puberty</p> <p>Recognise different types of physical contact; what is acceptable and</p>	<p><u>By the end of Y6 the skills we should have...</u></p> <p>Discuss how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p>Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.</p> <p>Talk about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made)</p> <p>Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to</p>



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	<p>help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p> <p>To recognise the ways in which we are all unique</p>	<p>Know about preparing to move to a new class/year group.</p>	<p>About the elements of a balanced, healthy lifestyle and that habits can have both positive and negative effects.</p> <p>About what constitutes a healthy diet, risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health</p> <p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential. About how sleep contributes to a healthy lifestyle.</p>	<p>How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential,</p> <p>About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p>	<p>unacceptable; strategies to respond to unwanted physical contact.</p> <p>Talk about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>Discuss about how text and images in the media and on social media can be manipulated or invented.</p> <p>To recognise that there are different types of relationships, that people may be attracted to someone emotionally, romantically and sexually which may be the same sex or different sex to them.</p>	<p>unwanted physical contact.</p>



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					Discuss that forcing anyone to marry against their will is a crime.	



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Tier 3 Vocabulary	Private parts Genitals Penis Testicles Vagina Respect Trusted Uncomfortable Scenario	Emotions Unexpected, sudden Nervous Anxious Curious Frustrated Gender Stereotype Unique Childhood Adulthood Opportunities Independence	Autonomy Contact Appropriate Unwanted Boundaries Consequences Sleep deprivation Impact Well being Mindfulness Meditation	Consent, Resilience, Consequences Independence Balanced diet Saturated Hydrated Hormones Vitamins Minerals	Reproduction Penis Vagina Breasts Testicles Testosterone Hormones Sperm Periods Body odour Emotions	Conceived Conception Reproduction Sexual intercourse Sperm Penis Testicles Vagina, Uterus Embryo Foetus Placenta Amniotic sac Nutrients Labour, Vaginal birth Caesarean section (C-section)
Greater Depth	Suggest why some male and female body parts are different. Explain the word 'consent'. Explain what a 'stereotype' is. Explain what the word 'independent' means.	Suggest some things that might help people cope with difficult changes and the feelings that accompany those changes. Describe some similarities and differences between families.	Describe how a bedtime routine improves the chance of a good night's sleep. Explain why muscles tremble when fatigued. Know the signs of serious problems. Explain why eating a rainbow of food	Explain what different hazard signs mean. Explain the difference between bacterial and viral infections.	Explain why young people experience physical and emotional changes during puberty. Advise others in specific situations, regarding how to manage changing emotions. Challenge society's perceptions of a perfect body.	Consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse. Ask mature questions about puberty and the changes people experience.



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	Consider skills they will need to acquire and goals they will need to achieve in order to fulfil certain roles.	Identify different family members and different family structures.	increases minerals and micronutrient intake.		Discuss the way different types of relationships are viewed in society.	Consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this.