



Progression in Life Lessons (PSHE/RSE)

Highlighted = Non-statutory elements (parents have the right to withdraw- see RSE policy for further details)

BOLD= References to statutory guidance (Relationships Education, Relationships and Sex Education and Health Education Guidance (2019) -RHE, National Curriculum (2013)-NC). ‘Right to withdraw’ does not apply to these objectives.

PEOPLE AROUND ME (FRIENDS AND FAMILY RELATIONSHIPS)									
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge & skills	<p>ms.4.1 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>ms.4.2 Show more confidence in new social situations.</p> <p>Ms.4.3 Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Br.4.1 Play with one or more other children, extending and elaborating play ideas.</p> <p>Br.4.3 Talk with others to solve conflicts.</p>	<p>Sr.r.1 See themselves as a valuable individual.</p> <p>s.r.4 Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>s.r.5 Develop social phrases.</p> <p>Ms.r.1 Express their feelings and consider the feelings of others.</p> <p>Ms.r.3 Identify and moderate their own feelings socially and emotionally.</p> <p>Br.r.1 Think about the perspectives of others.</p> <p>Br.r.2 Build constructive and respectful relationships.</p>	<p>Know what it means to be a family and why families are important (love, security & stability) RHE 1.1, 1.4</p> <p>Recognise the characteristics of healthy family life (e.g. spending time together, sharing each others’ lives). RHE 1.2, 1.4</p> <p>Know that other families sometimes look different from their own family but they should respect those differences. RHE 1.3, 1.4</p> <p>Understand the importance of friendship in making us feel happy and secure. RHE 1.7</p> <p>Know the characteristics of a good friend (e.g. respect, trust, honesty, loyalty, kindness, support, generosity). RHE 1.8</p>	<p>Understand what bullying is and how to get help for yourself and others. RHE 1.17, 1.30</p> <p>Know the different between a healthy friendship and an unhealthy friendship. RHE 1.8, 1.9, 1.11</p> <p>Know how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help. RHE 1.6, 1.25, 1.29</p>	<p>Understand what bullying is and how to get help for yourself and others. RHE 1.17, 1.30</p> <p>Know that marriage represents a formal and legal recognised commitment of two people to each other which is intended to be lifelong (inc opposite sex, same sex, civil & religious). RHE 1.5</p> <p>Know that most friendships have ups and downs. RHE 1.10</p> <p>Develop strategies to resolve conflicts within friendships. RHE 1.10, 1.11</p>	<p>Understand what bullying is and how to get help for yourself and others. RHE 1.17, 1.30, 2.8</p> <p>Know that most friendships have ups and downs. RHE 1.10</p> <p>Develop strategies to resolve conflicts within friendships. RHE 1.10, 1.11</p> <p>Know how to look after and support others – the young, elderly and those with additional needs.</p>	<p>Know that marriage represents a formal and legal recognised commitment of two people to each other which is intended to be lifelong (inc opposite sex, same sex, civil & religious). RHE 1.5</p> <p>Know about different types of bullying and how to get help for yourself and others. RHE 1.17, 1.30, 2.8</p> <p>Know that most friendships have ups and downs. RHE 1.10</p> <p>Develop strategies to resolve conflicts within friendships. RHE 1.10, 1.11</p> <p>Know how to look after and support others – the young, elderly and those with additional needs.</p>	<p>Develop strategies to resolve conflicts within friendships. RHE 1.10, 1.11</p> <p>Know some types of abuse (racial, homophobic, physical, verbal) and how get support. RHE 1.17, 1.30, 2.8</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong (<i>link to work on bullying</i>) RHE 1.17, 1.30</p> <p>Know how to look after and support others – the young, elderly and those with additional needs.</p>	<p>Identify unhealthy friendships and know how to manage these. RHE 1.9, 1.11</p> <p>Understand that people do not always get on but we should always be respectful and kind. RHE 1.10</p> <p>Know some types of abuse (racial, homophobic, physical, verbal) and how get support. RHE 1.17, 1.30, 2.8</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong (<i>link to work on bullying</i>) RHE 1.17, 1.30</p>

			Understand what sort of boundaries are appropriate in friendships and others relationships RHE 1.25					
			Know how to seek help or advice from others RHE 1.6, 1.30, 1.31, 1.32					
Vocabulary			Family, love, security, stability, safety, healthy, unhealthy, appropriate, inappropriate, friendship, trust, honesty, respect, compassion, loyal, kind, generous, forgiving, patient	Bully, bullying, antibullying, teasing, physical, verbal, unkind, safe, unsafe, healthy, unhealthy, friendship	Marriage, opposite sex, same sex, civil, religious, ceremony, legal, divorce, disagreement, argument, conflict, resolve, compromise, forgiveness, bully, bullying, antibullying, teasing, physical, verbal, unkind, safe, unsafe, healthy, unhealthy, friendship, bystander		Disagreement, argument, conflict, resolve, compromise, prejudice, discrimination, homophobic, racial, care giving, carer, disability, special needs, physical, verbal, elderly, dignity	

KEEPING SAFE								
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>Ms.4.4 Increasingly follow rules, understanding why they are important.</p> <p>Ms.4.5 Do not always need an adult to remind them of a rule.</p>	<p>Ms.r.4 Manage their own needs.</p> <p>Fms.r.3 Know and talk about the different factors that support their overall health and wellbeing: being a safe pedestrian</p>	<p>Know how to make a clear and efficient call to emergency services if necessary. RHE 2.32</p> <p>Know how to respond safely and appropriately to adults they may encounter (including online) whom they do not know. RHE 1.28</p> <p>Know who to accept medicine from (linking to trust). RHE 1.11</p> <p>Know how to keep safe in public, including knowledge of home address/ telephone numbers and who to ask for help (e.g. getting lost).</p>	<p>Know concepts of basic first aid: cuts, grazes, bumps. RHE 2.33</p> <p>Recognise hazards in the home and at school.</p> <p>Understand road safety.</p> <p>Understand the concept of privacy, including that it is not always right to keep secrets if they relate to being safe (good & bad secrets). RHE 1.26</p>	<p>Know concepts of basic first aid: cuts, grazes, bumps. RHE 2.33</p> <p>Know some more advanced first aid (Heart start programme)</p> <p>Recognise hazards in home and school.</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p> <p>Understand the concept of privacy, including that it is not always right to keep secrets if they relate to</p>	<p>Understand water safety (e.g. if someone falls in, iced water, temptations of swimming in open water in hot weather).</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p>	<p>Understand cycle safety (Y5 – Bike ability programme).</p> <p>Understand water safety (e.g. if someone falls in, iced water, temptations of swimming in open water in hot weather).</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p>	<p>Know how to stay safe when out without an adult (e.g. walking home, socialising out with friends).</p> <p>Know some more advanced first aid (British Red Cross)</p> <p>Understand what peer pressure is, how to ask for help and basis techniques for resisting pressure to do wrong RHE 1.17, 1.30</p> <p>Know the age of legal responsibility and understand the potential impact.</p>

			Understand road safety.		being safe (good & bad secrets). RHE 1.26			
			Know how to seek help or advice from others RHE 1.6, 1.30, 1.31, 1.32					
Vocabulary			emergency services, fire service, police, ambulance, paramedics, coast guard, hoax call, stranger, familiar adult, trusted adult, medicine, crossing, pavement, traffic, danger, collision, pedestrian, high way code	first aid, cut, graze, bump, concussion, trip, fall, burn, scald, bandage, plaster, fire risk, gas, secret, private, safe, unsafe, risk, danger, crossing, pavement, traffic, danger, collision, pedestrian, high way code	cardiopulmonary resuscitation (CPR), heart attack, response, airway, breathing, circulation, recovery position, secret, private, safe, unsafe, risk, danger, electrocution, peer pressure	open water, depth, danger, float, lifebuoy ring, ice water, peer pressure	signal, manoeuvre, lights, helmet, reflective, tyres, tread, open water, depth, danger, float, lifebuoy ring, ice water, peer pressure	cardiopulmonary resuscitation (CPR), heart attack, response, airway, breathing, circulation, recovery position, peer pressure, responsibility, legal responsibility, trust, curfew, gang, socialise

HEALTHY BODY AND MIND

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Knowledge & skills	Fms.4.3 Start to eat independently and learning how to use a knife and fork.	Fms.r.1 Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. SCIENCE NCY2, RHE 2.22	Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. SCIENCE NCY2, RHE 2.22	Know the characteristics of a poor diet. RHE 2.4	Know the risks of an inactive lifestyle and poor diet (including obesity, tooth decay). RHE 2.20, 2.24	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. SCIENCE NCY6	Know the risk associated with drugs and alcohol and associated peer pressure. SCIENCE NCY6, RHE 2.25	
	Fms.4.5 Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.		Know that some foods are healthy and some are unhealthy RHE 2.22.	Know the physical and mental benefits of physical exercise/an active lifestyle. RHE 2.5, 2.18, 2.19	Know the risks of an inactive lifestyle and poor diet (including obesity, tooth decay). RHE 2.20, 2.24	Know the importance of building in regular exercise into daily/weekly routine. RHE 2.19	Recognise the impact of drugs on the body and understand the risks associated with different drugs (legal & illegal) SCIENCE NCY6, RHE 2.25	Understand the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. RHE 2.6, 2.28	
	Fms.4.6. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly	Fms.r.3 Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine	Know about germs, including bacteria and viruses, how they are spread and how to prevent the spread. RHE 2.30	Know how to maintain personal hygiene (including dental hygiene). SCIENCE NCY2, RHE 2.29, 2.30	Know the importance of building in regular exercise into daily/weekly routine. RHE 2.19	Know the risks associated with smoking. RHE 2.25	Know the risks associated with smoking. RHE 2.25	Understand the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. RHE 2.6, 2.28	Know the importance of positive body image.
	Fms.4.7. Make healthy choices about food, drink, activity and tooth brushing.	Fms.r.4 Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene	Know about safe and unsafe exposure to the sun and how to reduce the risk of sun damage. RHE 2.27	Recognise possible physical effects of different emotions. RHE 2.2, 2.3	Know the risks associated with smoking. RHE 2.25	Recognise the range of emotions linked to grief. RHE 2.2, 2.3	How to recognise early signs of illness and know when to seek medical help. RHE 1.32, 2.26	Understand the importance of sufficient good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn. RHE 2.6, 2.28	Understand how the media can influence what people think about bodies.
	Br.4.4 Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		Recognise and name a wide range of emotions people experience. RHE 2.2, 2.3	Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. RHE 2.4	Know how to support people experiencing difficult emotions. RHE 1.30	Know how to support people experiencing difficult emotions. RHE 1.30	Know which commonly available substances and drugs are legal and illegal. RHE 2.25	How to recognise early signs of illness and know when to seek medical help. RHE 1.32, 2.26	Know the importance of self-respect and how this links of their own happiness. RHE 1.15
	Br.4.5 Begin to understand how others might be feeling.	Ms.r.1 Express their feelings and consider the feelings of others.	Understand why talking about our emotions is important. RHE 2.3	Know that mental wellbeing is a normal part of daily life, in the same way as physical health. RHE 2.1	Know the impact of isolation and loneliness. RHE 2.7	Know the importance of self-respect and how this links of their own happiness. RHE 1.15	Recognise and name the effects of grief. RHE 2.2, 2.3	Recognise different types of mental health difficulties. RHE 2.10	
			Know ways to keep a healthy mind (self-care). RHE 2.6	Know that mental wellbeing is a normal part of daily life, in the same way as physical health. RHE 2.1	Know the importance of self-respect and how this links of their own happiness. RHE 1.15		Know the impact of isolation and loneliness. RHE 2.7	Know the facts and science relating to allergies, immunisations and vaccination. RHE 2.31	
			Know that mental wellbeing is a normal part of daily life, in the same way as physical health. RHE 2.1	Know ways to keep a healthy mind (self-care). RHE 2.6			Know the importance of self-respect and how this links of their own happiness. RHE 1.15	Know the importance of self-respect and how this links of their own happiness. RHE 1.15	
				Know the importance of self-respect and how this links of their own happiness. RHE 1.15					

	Know how and when to seek help or advice and who to seek help from. RHE 1.6, 1.30, 1.31, 1.32, 2.21, 2.10						
Vocabulary			Healthy, unhealthy, exercise, active, inactive, diet, hygiene, germs bacteria, virus, spread, sun burn, exposure, sun hat, sun cream, UVA, UVB, factor, emotions, mental health, wellbeing, self-care	Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, mental health, wellbeing, self-care, self-respect, grief, loss, bereavement, isolation, loneliness	Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, mental health, wellbeing, self-care, self-respect, grief, loss, bereavement, isolation, loneliness, smoking, vaping, tar, nicotine, addiction, second hand smoke, passive smoking	Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, drugs, legal, illegal, class A/B/C, possession, supply, drug dealer, mental health, wellbeing, self-care, depression, anxiety, self-respect, self-checking, body awareness, grief, loss, bereavement, isolation, loneliness, smoking, vaping, tar, nicotine, addiction, second hand smoke, passive smoking	Healthy, unhealthy, exercise, active, inactive, diet, balanced diet, nutrition, routine, emotions, drugs, alcohol, legal, illegal, class A/B/C, possession, supply, drug dealer, mental health, wellbeing, self-care, depression, anxiety, self-respect, self-checking, body awareness, rehab, intoxication, peer pressure, stimulant, depressant, sleep, sleep deprivation, insomnia, body image, Photoshop, filter, anorexia, bulimia, calories media, body image disorder, psychiatrist, counselling

WORLD-WIDE CITIZEN

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>ms.4.1 Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Sr.4.2 Develop their sense of responsibility and membership of a community.</p> <p>Pc.4.1. Continue to develop positive attitudes about the differences between people.</p>	<p>Pc.4.2 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Pc.r.2 Understand that some places are special to members of their community.</p> <p>Pc.r.3 Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Pc.r.4 Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Identify groups and communities that they belong to (e.g. school, church, football/dance clubs, Scouts/Rainbows etc).</p> <p>Recognise what they like and dislike and understand that people may have different opinions which should be respected. RHE 1.12</p> <p>Understand what rules are and how they help us.</p> <p>Recognises that they have choices and identify possible negative and positive consequences of choices.</p>	<p>Explain if they feel something is fair or not and reflect on how things can be improved. RHE 1.11</p> <p>Recognise how the lives of people from around the world are similar and different (shelter, water/food, families, education). RHE 1.12</p> <p>Understand that everyone has the right to be respected and everyone should show due respect to others (in school and in wider society). RHE 1.16</p>	<p>Know what democracy is and understand why it is important.</p> <p>Understand what laws are and why they are needed.</p> <p>Describe a diverse society and the benefits of living in a diverse and multicultural society. RHE 1.12, 1.16</p> <p>Understand that respect should be demonstrated between different communities and identify how this can be done. RHE 1.13, 1.16</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative and destructive (gender). RHE 1.18</p> <p>Understand global environmental issues and discuss what can be done to reduce the effects (plastic pollution).</p>	<p>Understand what it is like for people who are not living in a democracy.</p> <p>Understand what laws are, how they are made and how they are enforced.</p> <p>Recognise the range of faiths and ethnicities in Britain and how to show respect to people of all faith and ethnicities. RHE 1.12, 1.16, 1.13</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative and destructive (gender). RHE 1.18</p>	<p>Understand global environmental issues and discuss what can be done to reduce the effects (climate change).</p> <p>Know what a stereotype is and how stereotypes can be unfair, negative and destructive (cultural, religious, racial). RHE 1.18</p> <p>Understand the role of local government.</p>	<p>Understand why people seek asylum and why people become refugees. (British Red Cross session: empathy and migration)</p> <p>Understand that respect should be demonstrated between different communities and identify how this can be done. RHE 1.13, 1.16</p> <p>Recognise and challenge stereotypes (cultural, religious, racial). RHE 1.18</p> <p>Know the basic structure of national government and the role of national government.</p> <p>Recognise types and consequences of anti-social behaviour and aggressive behaviours (e.g. bullying, racism, hate crime). RHE 1.16, 2.8</p>
	<p>CoEL's</p> <p>PE.1 Realise that their actions have an effect on the world, so they want to keep repeating them.</p>	<p>Know the conventions of courtesy and manners. RHE 1.14</p>						

Vocabulary			Community, belong, opinion, respect, differences, similarities, choice, negative, positive, consequences, manners, rude, polite, courtesy	Fair, unfair, equality, right, responsibility, similar, different, respect	Democracy, laws, diverse society, community, multicultural, stereotype, gender, negative, fair, unfair, environmental, pollution, effects, reduce	Democracy, laws, diverse society, community, multicultural, stereotype, gender, negative, fair, unfair	Environmental, climate change, ozone layer, global warming, effects, reduce, stereotype, gender, racial, cultural, religious, government, council, mayor, chamber, councillor, election, vote, polling card, polling station, ballot, campaign	Asylum seeker, refugee, safety, refugee camps, communities, stereotype, gender, racial, cultural, religious, anti-social behaviour, consequences, bullying, hate crime, racism, law, government, parliament, house of lords, house of commons, houses of parliament, member of parliament (MP), prime minister, advisor, secretary, election, vote, polling card, polling station, ballot, campaign
-------------------	--	--	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

FINANCE EDUCATION								
	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	pp.4.2 Show interest in different occupations.	pp.r.1. Talk about members of their immediate family and community. * pp.r.2 Name and describe people who are familiar to them. * <i>*(Linked to occupations they are familiar with)</i>	Understand where money comes from. Identify what money is used for. Know the difference between a want and a need (food/toys etc).	Recognise that money comes from different sources and can be used for different purposes. Know ways to keep money safe. Understand the importance of saving money. Identify a wide range of job opportunities.	Understand how to prioritise spending. Understand how advertising is used to encourage spending. Know about the range of jobs carried out by people, and understand the skills associated with these jobs. *	Understand how advertising is used to encourage spending. Understand the impact of spending money without permission. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.	Know and develop an understanding of the value of money. Know about different bank accounts and the benefits and drawbacks of different accounts. Understand the impact of spending money without permission. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.	Know how the tax system works within the UK. Understand how borrowing/loaning money works and develop an understanding of debt and interest. Know about how to save for later life, for example, university, house, driving lessons, pensions. *NB: Range of jobs: pupil knowledge built upon across KS2 through opportunities created with non-core lesson links and whole school assemblies.
Vocabulary			Job, spending money, allowance, gift, reward, want, need, luxury, essential	Job, spending money, allowance, gift, reward, bank, money box, cash, card, save, spend, career, wage	Budget, save, spend, prioritise, luxury, essential, advert, consumer, persuade, career, jobs, skills	Advert, consumer, persuade, steal, career, jobs, skills	Value, cash, card, expense, bank account, saving account, current account, ISA, shares, stocks, steal, career, jobs, skills	Council tax, national insurance, VAT, pension, mortgage, loan, finance, debt, interest, student loan, career, jobs, skills

GROWING UP

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge & skills	<p>Fms.4.6. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p>	<p>Fms.r.4 Further develop the skills they need to manage the school day successfully: personal hygiene</p>	<p>Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) RHE 1.27</p> <p>Know how to respond if being touched makes them feel uncomfortable or unsafe. RHE 1.29</p>	<p>Name body parts for both genders using correct terminology.</p> <p>Know that each person's body belongs to them and the difference between appropriate and inappropriate contact. RHE 1.27</p> <p>Know how to respond if being touched makes them feel uncomfortable or unsafe. RHE 1.29</p> <p>Notice that animals, including humans, have offspring which grow into adults. SCIENCE NCY2</p> <p>Know the importance of personal hygiene and how to keep clean and hygienic. RHE 2.30, SCIENCE NCY2</p>	<p>Know that each person's body belongs to them and the difference between appropriate and inappropriate contact. RHE 1.27</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p> <p>Know the importance of personal hygiene and how to keep clean and hygienic. RHE 2.30, SCIENCE NCY2</p>	<p>Know key facts about puberty and the changing adolescent body for boys and girls, including physical and emotional changes. RHE 2.34</p> <p>Develop coping strategies to help with the changes of puberty (physical and emotional).</p> <p>Understand that everyone changes and develops at different times and rates.</p>	<p>Know key facts about puberty and the changing adolescent body for boys and girls, including physical and emotional changes. RHE 2.34</p> <p>Develop coping strategies to help with the changes of puberty (physical and emotional).</p> <p>Know about menstrual wellbeing including the key facts about the menstrual cycle. RHE 2.35</p> <p>Describe the life process of reproduction in some plants and animals. SCIENCE NCY5</p> <p>Know and understand the terms conception and reproduction.</p> <p>Understand the function of the male and female reproductive parts.</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p>	<p>Know and understand the terms conception and reproduction.</p> <p>Understand the function of the male and female reproductive parts.</p> <p>Understand rules and laws around sexual relationships.</p> <p>Know the important of permission-seeking and giving in relationships with friends, peers and adults. RHE1.19, 1.27</p> <p>Know about the different stages of pregnancy (inc birth).</p> <p>Understanding dangers such as grooming, sexting, up skirting.</p> <p>Know that contraception can be used to prevent pregnancy and infections.</p>

							Understand rules and laws around sexual relationships.	
	Know how to seek help or advice from others RHE 1.6, 1.30, 1.31, 1.32							
Vocabulary			hugs, tickling, kisses, punch, kick, push, comfortable, uncomfortable	Penis, testicles, breast, vagina, comfortable, uncomfortable, offspring, young, hygienic, clean	Penis, testicles, breast, vagina, comfortable, uncomfortable, appropriate, inappropriate, permission, offspring, young, hygienic, clean	Puberty, adolescence, breasts, period, menstruation, pubic hair, sweat, hormones, emotions, wet dream, erection, changes, facial hair, beard, chemical, ejaculations, body odour	Puberty, adolescence, breasts, period, menstruation, pubic hair, sweat, hormones, emotions, wet dream, erection, changes, facial hair, beard, chemical, ejaculations, body odour, conception, reproduction, sexual reproduction/ intercourse, womb, egg, ovary, sperm	Conception, reproduction, sexual reproduction/ intercourse, womb, clitoris, cervix, fallopian tube, egg, ovary, sperm, penis, vagina, pregnancy, sexually transmitted infection, contraception, condom, pill, coil, implant, patch, grooming, sexting, up skirting, law, legal, illegal