



Farnborough Grange Nursery and Infant School – Curriculum Progression

Personal, Social, Health Education (including Relationship and Sex Education)

Curriculum Expectations

Early Years (Personal, Social, Emotional Development)

Birth to three / 3-4 years old / Reception

See Development Matters

Early Learning Goals – end of Reception

Self-Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

KS1 (Expectations by the end of Primary phase)

Relationship education:

- Families & people who are for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Physical health and mental wellbeing education:

- Mental wellbeing
- Physical health & fitness
- Healthy eating
- Drugs, alcohol & tobacco
- Health & prevention
- Basic first aid
- Changing adolescent body

SCARF units:

- Me & my relationships
- Valuing difference
- Keeping myself safe
- Rights & responsibilities
- Being my best
- Growing & changing

Content progression

	Nursery	Reception	Year 1	Year 2
Me & my relationships	<ul style="list-style-type: none"> • Marvellous me! • I'm special • People who are special to me 	<ul style="list-style-type: none"> • All about me • What makes me special • Me and my special people • Who can help me? • My feelings 	<ul style="list-style-type: none"> • Why we have classroom rules • Thinking about feelings • Our feelings • Feelings and bodies • Our special people balloons • Good friends • How are you listening? 	<ul style="list-style-type: none"> • Our ideal classroom • How are you feeling today? • Bullying or teasing? • Don't do that! • Types of bullying • Being a good friend • Let's all be happy!
Valuing difference	<ul style="list-style-type: none"> • Me and my friends • Friends and family • Including everyone 	<ul style="list-style-type: none"> • I'm special, you're special • Same and different • Same and different families • Same and different homes • I am caring 	<ul style="list-style-type: none"> • Same or different? • Unkind, tease or bully? • Harold's school rules • Who are our special people? • It's not fair! 	<ul style="list-style-type: none"> • What makes us who we are? • How do we make others feel? • My special people • When someone is feeling left out • An act of kindness • Solve the problem
Keeping myself safe	<ul style="list-style-type: none"> • People who help to keep me safe • Safety Indoors and Outdoors • What's safe to go into my body 	<ul style="list-style-type: none"> • What's safe to go onto my body • What's safe to go into my body (including medicines) • Safe indoors and outdoors • Listening to my feelings • Keeping safe online • People who help to keep me safe 	<ul style="list-style-type: none"> • Healthy me • Super sleep • Who can help? • Harold loses Geoffrey, what could Harold do? • Good or bad touches? • Sharing pictures 	<ul style="list-style-type: none"> • Harold's picnic • How safe would you feel? • What should Harold say? • I don't like that! • Fun or not? • Should I tell? • Some secrets should never be kept
Rights and responsibilities	<ul style="list-style-type: none"> • Looking after myself • Looking after others • Looking after my environment 	<ul style="list-style-type: none"> • Looking after my special people • Looking after my friends • Being helpful at home and caring for our classroom • Caring for our world • Looking after money (1): recognising, spending, using • Looking after money (2): saving money and keeping it safe 	<ul style="list-style-type: none"> • Harold's wash and brush up • Around and about the school • Taking care of something • Harold's money • How should we look after our money? • Basic first aid 	<ul style="list-style-type: none"> • Getting on with others • When I feel like erupting • Feeling safe • How can we look after our environment? • Harold saves for something special • Harold goes camping • Playing games

Being my best	<ul style="list-style-type: none"> • What does my body need? • I can keep trying • I can do it! 	<ul style="list-style-type: none"> • Bouncing back when things go wrong • Yes, I can! • Healthy eating • Move your body • A good night's sleep 	<ul style="list-style-type: none"> • I can eat a rainbow • Eat well • Catch it! Bin it! Kill it! • Harold learns to ride his bike • Pass on the praise! • Harold has a bad day 	<ul style="list-style-type: none"> • You can do it! • My day • Harold's postcard - helping us to keep clean and healthy • Harold's bathroom • My body needs... • What does my body do?
Growing & changing	<ul style="list-style-type: none"> • Growing and changing in nature • When I was a baby • Girls, boys and families 	<ul style="list-style-type: none"> • Seasons • Life stages - plants, animals, humans • Life Stages: Human life stage - who will I be? • Where do babies come from? • Getting bigger • Me and my body - girls and boys 	<ul style="list-style-type: none"> • Inside my wonderful body! • Taking care of a baby • Then and now • Who can help? • Surprises and secrets • Keeping privates private 	<ul style="list-style-type: none"> • A helping hand • Sam moves away • Haven't you grown! • My body, your body • Respecting privacy • Basic first aid

Skills and key vocabulary progression

	Nursery	Reception	Year 1	Year 2
Me & my relationships	<ul style="list-style-type: none"> • Share their likes and dislikes with their friends and adults in their classroom • Name the different features of their face and parts of their body • Use their senses to explore the world around them • Speak positively about themselves Name different feelings and possible causes • Name some key adults who can help them when feeling sad / worried / scared • Talk about their families and special people • Name those who care for them and keep them safe • Describe the different types of homes 	<ul style="list-style-type: none"> • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Talk about their own interests. Talk about their families. • Talk about how they are the same or different to others. • Share their favourite interests and objects. • Talk about themselves positively. Listen to what others say and respond. • Talk about the important people in their lives. • Name key people outside of families that care for them. • Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them. • Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad. 	<ul style="list-style-type: none"> • Explain their classroom rules and be able to contribute to making these. • Recognise and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Recognise how others might be feeling by reading body language/facial expressions; • Identify a range of feelings; • Identify how feelings might make us behave • Suggest strategies for someone experiencing 'not so good' feelings to manage these • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us Identify simple qualities of friendship; • Suggest simple strategies for making up. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel 	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions • Take part in creating and agreeing classroom rules. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour

	Do you like...? How does it make you feel...? Body parts	Same, different, friends, family, interests	Classroom rules, feelings, friends,	British values, caring, rules, laws, safety, feelings, positive relationships, bullying, safeguarding, support.
Valuing difference	<ul style="list-style-type: none"> • Talk about the similarities and differences amongst their peers • Talk about the things they and their friends are good at • Spot similarities and differences in nature • Notice and talk about differences in nature • Recognise the differences within and amongst families • Explore and use different materials • Show kindness by including their friends • Talk about how to help those who are in need 	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story • Talk about their family, customs and traditions. • Listen to others talk about their experiences. • Compare their own experiences with those of others • Recognise the similarities and differences between their home and those of others. • Talk about what makes their home feel special and safe. • Be sensitive towards others • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others • Show friendly behaviour towards a peer. • Build relationships with others 	<ul style="list-style-type: none"> • Identify the differences and similarities between people; • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare • Explain some of their school rules and how those rules help to keep everybody safe. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. 	<ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them; Explain some of the ways those people are special to them. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; • Show acts of kindness to others in school. • Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); • Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
	Special, different, same, different families, similarities	Special, same, different, families, homes, kind, caring	Same, different, unkind, tease, bully, special people, fair, unfair	Positive relationships, support, caring, teamwork, British values, building self-esteem, diversity, respect, tolerance

Keeping myself safe

<ul style="list-style-type: none"> • Name key relatives/care givers at home and those who care for them in their education settings • Recognise a 'funny tummy' feeling when something feels wrong or unsafe and say what to do • Talk about what makes them feel safe • Name potential dangers, both inside and outside, and how to avoid getting hurt • Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules • Talk about how to keep their bodies safe • Know which products in the home are to be used only by adults • Sort items according to their use and purpose • Explain who can give medicine to children and why 	<ul style="list-style-type: none"> • Name things that keep their bodies safe. • Name things that keep their bodies clean and protected. • Think about how to recognise things that might not be safe. • Make safe decisions about items they don't recognise. • Talk about what our bodies need to stay well. • Name the safe ways to store medicine and who can give it to children (adults). • Name some hazards and ways to stay safe inside. • Name some hazards and ways to stay safe outside. • Show how to care for the safety of others. • Name the adults who they can ask for help from, and will keep them safe. • Recognise the feelings they have when they are unsafe. • Talk about keeping themselves safe, safe touches and consent • Share ideas about activities that are safe to do on electronic devices. • Understand what to do and who to talk to if they feel unsafe online. • Name the people in their lives who help to keep them safe. • Name people in their community who help to keep them safe. • Talk about ways to keep themselves safe in their environment. 	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and air (oxygen); • Recognise that exercise and sleep are important parts of a healthy lifestyle • Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; • Identify simple bedtime routines that promote healthy sleep • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe • Recognise the range of feelings that are associated with loss. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety and responsibility about medicines and their use. • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help 	<ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel; • Understand that there are unsafe secrets and secrets that are nice surprises;
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	Safety, people who help us, medicine.	Safe, feelings, online safety, good, bad, protect, clean, medicine, pharmacy	Routine, dental hygiene, healthy lifestyles, personal hygiene, environment, British values, caring, money, responsibility, first aid	Drugs, medicine, safeguarding, safety, support, appropriate touch, consent, positive relationships, secrets, privacy, private parts.
	Additional knowledge for 'Keeping Myself Safe' (from RSE curriculum - DfE Relationships Education and Health Education statutory requirements) <ul style="list-style-type: none"> The importance of permission-seeking and giving in relationships with friends, peers and adults That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. How information and data is shared and used online. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to ask for advice or help for themselves or others, and to keep trying until they are heard. That for most people the internet is an integral part of life and has many benefits. How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health Where and how to report concerns and get support with issues online 			

Rights and responsibilities	<ul style="list-style-type: none"> • Talk about how healthy food and keeping clean can help our bodies • Name some healthy foods • Try new experiences • Name some activities that they can do to help out at home • Talk about how they can look after other members of their family • Talk about how they can look after their friends • Show care and responsibility for their home and learning environments • Talk about what is special within the natural world • Name some ways in which they can help their world 	<ul style="list-style-type: none"> • Name the special people in their lives. • Talk about why friends are important and how they help us. • Identify ways to care for a friend in need. • Identify ways to help others in their community. • Identify ways in which they help at home. • Recognise the importance of taking care of a shared environment. • Name ways in which they can look after their learning environment. • Think about what makes the world special and beautiful. • Name ways in which they can help take care of the environment, e.g. recycling, saving energy, wasting less. • Talk about what can happen to living things if the world is not cared for • Recognise coins and other items relating to money. • Identify the uses of money • Talk about why it's important to keep money safe. • Identify ways to save money. • Talk about why we save money. 	<ul style="list-style-type: none"> • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order • Identify what they like about the school environment; • Recognise who cares for and looks after the school environment • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom • Explain, and be able to use, strategies for dealing with impulsive behaviour. • Identify special people in the school and community who can help to keep them safe; • Know how to ask for help. • Identify what they like about the school environment; • Identify any problems with the school environment (e.g. things needing repair); • Make suggestions for improving the school environment; • Recognise that they all have a responsibility for helping to look after the school environment. • Understand that people have choices about what they do with their money; • Know that money can be saved for a use at a future time; • Explain how they might feel when they spend money on different things. • Recognise that money can be spent on items which are essential or nonessential; • Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.
	Responsibility, healthy eating, hygiene, special people, family, helping, feeling words.	Caring, money, safe, special people, describing feelings	Healthy food, sleep, exercise, routine, nervous, worried, medicine, illnesses, pharmacy	British values, caring, teamwork, cooperation, respect, rules and laws, safeguarding, community, environment, money, saving, responsibility, online safety.

Additional knowledge for 'Rights and Responsibilities' (from RSE curriculum - DfE Relationships Education and Health Education statutory requirements)

- That people sometimes behave differently online, including by pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- How information and data is shared and used online.
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- That for most people the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- Where and how to report concerns and get support with issues online.

Being my best	<ul style="list-style-type: none"> • Talk about healthy choices and activities • Name what their bodies need for energy (food, water, exercise, sleep) • Describe how they feel when they don't have enough food, water, exercise or sleep • Make healthy choices independently, in their home or education setting • Explain how people might feel if they find something hard • Suggest ways to encourage others to keep going • Have a go at challenging themselves • Develop skills in planning, reviewing applying a trial and error approach • Explore activities that they wouldn't normally try, pushing the boundaries of their comfort zone • Communicate with others by sharing with and listening to each other's ideas 	<ul style="list-style-type: none"> • Share an experience where they haven't achieved their goal. • Develop their confidence and resilience towards having a growth mindset. • Name a strategy to overcome a hurdle. • Recognise that some skills take time to learn. • Plan and review an achievable goal. • Celebrate the successes of their peers • Name and choose healthy foods and drink. • Understand there are some foods that are a "just sometimes" food or drink (eating in moderation). • Explain the jobs of different food groups. • Identify the 5 ways to support their wellbeing. • Name some activities or ideas to promote positive mental health. • Reflect on their mental health and how they can protect it. • Describe the changes in their body during exercise and what is happening to their body. • Explain how exercise can help us stay well - physically and mentally. • Name some ways to keep their body fit and well • Understand why our body needs sleep. • Talk about their own bedtime routine. • Suggest ways to have a calm evening and bedtime routine. 	<ul style="list-style-type: none"> • Recognise the importance of fruit and vegetables in their daily diet; • Know that eating at least five portions of vegetables and fruit a day helps to maintain health. • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how a person's behaviour (including their own) can affect other people. 	<ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Help themselves and others develop a positive attitude that support their wellbeing; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood.
	Keeping healthy, exercise, sleep, energy, growth mindset, setting goals.	Healthy eating, sleeping, shy, goals, encouraging, exercise, physical activity	Healthy eating, healthy lifestyles, teamwork, hygiene, illness, growth mindset, resilience, achievement, caring, cooperation, positive relationships.	Achievement, aspirations, building self-esteem, growth mindset, resilience, hygiene, illness, viruses, dental hygiene, physical activity, body parts

Growing & changing

<ul style="list-style-type: none"> • Describe seasonal changes • Use key vocabulary relating to natural change, e.g. weather, seasons, cold, hot • Describe the life cycle of an animal • Talk about how babies change as they grow • Explain what babies need and how this changes as they grow • Share their own experiences and listen to those of the others • Talk about the similarities and differences between the males and females • Begin to play inclusively with their friends, regardless of their sex (if not already doing so) • Think differently and more openly about what a family may look like 	<ul style="list-style-type: none"> • Name the different seasons and describe their differences. • Explain the changes that occur as seasons change. • Talk about how they have grown in resilience. • Understand that animals and humans change in appearance over time. • Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). • Make observations and ask questions about living things. • Retell a story and respond to questions about it. • Use the language and describe the different life stages of: baby, child, teenager, adult, older age. • Talk about their own experience of growing up. • Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. • Understand that every family is different. Talk about similarities and differences between themselves and others. • Talk about how they have changed as they have grown • Explain the differences between babies, children, and adults. • Understand that we are all unique. • Name parts of the body (including reproductive parts) using the correct vocabulary. • Explain which parts of their body are kept private and safe and why. • Tell or ask an appropriate adult for help if they feel unsafe 	<ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. • Understand some of the tasks required to look after a baby; • Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts. 	<ul style="list-style-type: none"> • 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); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of the human body are private; • Explain that a person's genitals help them to make babies when they are grown up; • Understand that humans mostly have the same body parts but that they can look different from person to person. • Explain what privacy means; • Know that you are not allowed to touch someone's private belongings without their permission; • Give examples of different types of private information.
Seasons, hot, cold, baby, infant, toddler, child, teenager, adult, male, female, family, parent, brother, sister, grandparent, carer	Seasons, cycle, weather, life cycle, stages of life, baby, child, teenage, adult, old age, adoption, surrogacy, private parts (penis, testicles, vagina/vulva).	Body parts, caring, growing and changing, communication, gender, bullying, support, secrets, privates, penis, vulva.	Cooperation, teamwork, feelings, resilience, loss, change, growing, body image, privacy, consent, genitals, first aid.

