

Progression and key vocabulary

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
Year 1	<p>Pupils should be taught to:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</p>
Year 2	<p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults¹</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>(<i>'Growing into adults' should include reference to baby, toddler, child, teenager, adult</i>)</p>	<p><i>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i></p>	<p>baby, toddler, child, teenager, adult</p>
KS/Year	<p>PSHE Association Programme of Study</p> <p>Core Theme 1: Health and Wellbeing</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 2: Relationships</p>	<p>Vocabulary</p> <p>– see section on Keeping Safe – Vocabulary for further guidance</p>
Key Stage 1	<p>Pupils should have the opportunity to learn:</p> <p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new</p>	<p>Pupils should have the opportunity to learn:</p> <p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>9. to identify their special</p>	<p>Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change,</p>

	<p>baby)</p> <p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>	<p>people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>grow, feelings, love, care, comfortable feeling, uncomfortable feeling</p>
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<p>KS2</p> <p>Year 3</p>	<p>Pupils should be taught to:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *</p> <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule.</p>		<p>Pollination, pollen, male, ovule, female, seed</p>
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KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary - see section on Keeping Safe – Vocabulary for further guidance
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<p>KS2</p> <p>Year 3</p>	<p>Pupils should have the opportunity to learn:</p> <p>8. about change, including transitions (between key stages and schools) loss,</p>	<p>Pupils should have the opportunity to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the</p>	<p>change, grow, mature, feelings, emotions, excited, up and down,</p>
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	<p>separation, divorce and bereavement</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>worried, reproductive organs, sperm, egg</p>
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
KS2 Year 5	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life processes of reproduction in some plants and animals</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>
KS/Year	PSHE Association Programme of Study	PSHE Association Programme of Study	Vocabulary:
	Core Theme 1: Health and Wellbeing	Core Theme 2: Relationships	see section on Keeping Safe – Vocabulary for further guidance
KS2 Year 4/5	<p>Pupils should have the opportunities to learn:</p> <p>18. How their body will, and emotions may, change as</p>	<p>Pupils should have the opportunities to learn:</p> <p>2. to recognise what constitutes a positive, healthy</p>	<p>puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings,</p>

	<p>they approach and move through puberty</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon</p>
Year 6	<p>18. How their body will, and emotions may, change as they approach and move through puberty</p> <p>19. about human reproduction</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</p>