

## St Philips PSHE Skills/Knowledge Progression Map



|  | EIFS   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
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| <p>Skill/Knowledge</p> <p>Healthy Lifestyles</p> | <p>Manage their own needs and personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing including:</p> <ul style="list-style-type: none"> <li>● regular physical activity</li> <li>● healthy eating</li> <li>● toothbrushing</li> <li>● sensible amounts of 'screen time'</li> <li>● having a good sleep routine</li> <li>● being a safe pedestrian</li> </ul> | <p>Recognise that food can be grown on farms or at home on allotments, in gardens or on windowsills</p> <p>Name some common fruits and vegetables and know that they are healthy food choices</p> <p>Explain the '5 a day' health message and how it can be achieved</p> <p>Describe how to look after my teeth</p> <p>Explain why sugary snacks and drinks are</p> | <p>Recognise that we should eat lots of fruits, vegetables, starchy foods, meat, fish and beans to stay healthy</p> <p>Describe how water is the healthiest drink we can choose and that we should drink water throughout the day</p> <p>Explain why we should only eat cakes, sweets and biscuits occasionally</p> <p>Describe what it means to have a healthy body</p> | <p>Recognise the Eatwell Guide</p> <p>Use the Eatwell Guide as a tool for planning a healthy meal</p> <p>Explain why it is important to eat foods from each food group to stay healthy.</p> <p>Recall the 'slip, slop, slap message'</p> <p>Demonstrate how to stay safe in the sun</p> <p>Persuade others of the importance of staying safe in the sun</p> | <p>Explain why sleep is important for a healthy lifestyle</p> <p>Describe bedtime routines that help improve sleep</p> <p>Evaluate the potential health implications of not getting enough sleep</p> <p>Understand that food and drink (except water) provide energy for the body</p> <p>Recognise that different foods and drinks provide different</p> | <p>Identify personal hygiene routines that help maintain good health and wellbeing</p> <p>Describe a range of household (or school) routines that help keep good hygiene and understand how this is a shared responsibility</p> <p>Explain the importance of this in relation to preventing the spread of infection</p> <p>Describe how being vaccinated can help us to stay well.</p> | <p>Recognise the importance of keeping physically and mentally healthy</p> <p>Explain how healthy eating, physical activity, rest and relaxation can support all aspects of wellbeing- physical, mental and emotional</p> <p>Analyse the positive and negative influences on choices relating to health</p> <p>List some lifestyle choices that are likely to be detrimental to my health and</p> |

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|  |  | <p>bad for our teeth</p> <p>Recognise that plaque contains bacteria which can damage our teeth and cause holes to form cavities</p> <p>Explain that germs on our hands are easily spread and are so tiny that we can't see them</p> <p>Recognise that we can become poorly if we don't wash our hands, especially after using the toilet and before eating</p> <p>Demonstrate how to wash hands thoroughly, using warm water and soap,</p> | <p>Explain what it means to be active</p> <p>List a number of ways we can be active</p> <p>Describe some of the benefits of keeping active such as keeping a healthy weight having a healthy heart, having strong bones and muscles, healthy mind</p> <p>Identify some of the ways germs are spread including through not washing hands, through sneezing, not cleaning teeth etc.</p> <p>Describe how germs are able to enter the body (through</p> | <p>Recognise what germs (bacteria and viruses) are and understand that they can sometimes cause illnesses</p> <p>Explain how bacteria and viruses can be passed from one person to another</p> <p>Describe how, through simple hygiene routines, they can help to stop the spread of germs that negatively affect their own and others' health</p> | <p>amounts of energy</p> <p>Explain the potential consequences of consuming too much/too little energy</p> <p>Justify why some people might have different energy requirements than others</p> <p>Recognise some signs and symptoms of some common infections, including the common cold.</p> <p>Identify that symptoms such as headache, stomach ache and temperature</p> <p>Describe where to go for help</p> | <p>Understand that there are not vaccinations for all infections and illnesses.</p> <p>Explain that vaccines are dead or weakened microbes.</p> <p>Explain the benefits of a balanced diet on health and wellbeing</p> <p>Describe what people might consider, and what might influence them when choosing what to eat and drink</p> <p>Reflect on situations where making a healthy choice may be more difficult and identify some of the</p> | <p>some that are likely to be beneficial to my health</p> <p>Explain how people might approach making an informed decision in relation to health and wellbeing</p> <p>Describe the benefits of a balanced lifestyle</p> <p>Recognise how a balanced diet contributes to a person's general health and wellbeing</p> <p>Explain the ways in which a person might be influenced about their choices in relation to food and drink</p> |
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|  |  | rinsing well and drying properly | the skin, nose or mouth) which can make us unwell<br><br>Explain how we can keep ourselves clean. |  |  | ways people can make more informed decisions about what to eat and drink | Describe the strategies people can use to help them make informed decisions around what they choose to eat or drink<br><br>Demonstrate an example of a healthy meal using my understanding of a balanced diet |
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| Keeping Safe | <p>Explain to children and model how to travel safely in their local environment, including:</p> <ul style="list-style-type: none"> <li>staying on the pavement</li> <li>holding hands and crossing</li> </ul> | <p>Identify the rules of being and staying safe in all relevant situations</p> <p>Name and describe people who help me in school, at home or in the wider environment<br/>Explain what to say or do if I feel unsafe or think</p> | <p>Identify people who can help me when I am unwell</p> <p>Describe what to do when feeling unwell</p> <p>Identify who gives us medicines and who I could speak to if I wasn't feeling well</p> | <p>Recognise that the way we breathe changes in different circumstances and situations</p> <p>Explain how and why it can sometimes be more difficult to breathe</p> <p>Analyse the consequences of</p> | <p>Identify what is meant by risk, danger and hazard</p> <p>Describe steps that can reduce risk/avoid danger</p> <p>Assess whether I can manage the risk and if not, who is responsible</p> | <p>Reflect on views and attitudes to a range of dares<br/>Evaluate the consequences of dares</p> <p>Demonstrate several ways to respond to dares confidently</p> <p>List healthy and unhealthy habits</p> | <p>Recall commonly used legal and illegal drugs</p> <p>Describe some common effects of drugs in general</p> <p>Evaluate the effect of a commonly used drugs on the mind and body</p> |

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|  | <p>the road when walking</p> <ul style="list-style-type: none"> <li>• stopping quickly when scootering and cycling</li> <li>• being sensitive to other pedestrians</li> </ul> | <p>something is not safe</p> <p>Name and describe several things that can help and harm the body</p> <p>Identify who gives us medicines and who I could speak to if I wasn't feeling well</p> <p>Identify risk in everyday situations</p> <p>Describe what is an emergency</p> <p>Identify that 999 is an emergency number and can be dialled to get help in an emergency</p> | <p>Recognise that some items in the home can be dangerous or harmful</p> <p>Recall rules to keep me safe from dangerous substances</p> <p>Identify ways to keep safe around electrical appliances</p> <p>List rules about keeping safe around fire</p> <p>Identify that there are rules for different situations</p> <p>Explain the importance of rules to keep me safe</p> <p>Assess some risks that may occur and how to respond appropriately</p> | <p>second-hand smoke</p> <p>Give examples of what is meant by high/low risk</p> <p>Recognise the difference between potential positive and negative risky behaviour</p> <p>Identify who to talk to when I am in risky situations</p> <p>Identify different people who work in emergency services and what their roles are</p> <p>Explain how to ask for help (in a range of situations)</p> <p>Demonstrate how to dial 999 and what to say to get help in an emergency</p> | <p>Recognise situations when self-control may need to be used</p> <p>Identify when I have been successful in using self-control</p> <p>Analyse different strategies that can help when it is more difficult to use self-control</p> <p>Discuss how some drugs help us but can be harmful if not used properly</p> <p>Classify drugs as: legal/illegal/harmful/have an age limit</p> <p>Describe how smoking affects the lungs</p> | <p>Discuss why habits can be difficult to change</p> <p>Reflect on my own habits</p> <p>Describe how outside factors influence us in choices that we make</p> <p>List positive and negative influences that young people experience</p> <p>Demonstrate ways to respond to negative influences</p> | <p>Recall ways we are positively and negatively influenced by outside factors</p> <p>Identify what assertive body language looks like</p> <p>Assess how to respond if I am pressured by my peers</p> <p>Demonstrate basic techniques for resisting peer pressure</p> <p>Recall what an emergency situation looks like</p> <p>Demonstrate basic emergency aid procedures</p> <p>Explain the importance of following basic emergency</p> |
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|  |  |  |  |  |  |  | procedures E.g. how to attract help, giving accurate information |
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|                           | EYFS   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
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| Living in the Wider World | <p>Identify the value of coins</p> <p>Recognise good and bad classroom behaviour</p> <p>Recognise that environments around the world have similarities and differences</p> | <p>Identify British Values</p> <p>Recognise good and bad classroom behaviour</p> <p>Explain why it is important to have rules</p> <p>Demonstrate how my class celebrates British Values through our class rules</p> <p>Identify the value of notes and coins</p> <p>Describe where money comes from</p> | <p>Identify the different groups I belong to (e.g. friends, class, faith, sports clubs)</p> <p>Describe what it is like to be a part of the group (special people, places they go and things they do)</p> <p>Explain what is special about the group I belong to</p> <p>Identify how money is obtained (won, borrowed, found, earned, presents)</p> <p>Give some examples of some of the ways that</p> | <p>Give reasons and practical examples for why different rules are needed in different situations</p> <p>Describe what might happen if rules and laws are broken</p> <p>Explain how rules keep us safe</p> <p>Give a definition what 'community' means</p> <p>Identify people in the local community who help (parent/friends of the school committees,</p> | <p>Recognise what is meant by a 'basic human right'</p> <p>Describe what is meant by the UN declaration on the Rights of the Child</p> <p>Explain why rules and laws are made specifically to protect children</p> <p>Explain why it is very important that people speak out about human rights</p> <p>Identify a range of forms of payment the reasons for using</p> | <p>Recognise what the earth's resources are used for (electricity, heating, food, paper, fuel etc.)</p> <p>Recall that there is a limited supply of the earth's resources</p> <p>Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)</p> <p>Explain how if one group of people use all the</p> | <p>Identify some potential dangers of accepting information 'at face value'</p> <p>Consider how some of our views and choices are influenced by the way in which the media present information to us (e.g. online, advertising, reviews, reality TV, gossip etc)</p> <p>Evaluate the different ways this happens (including via the wider media and social media)</p> <p>Explain how the media can appear</p> |

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|  |  | <p>List ways pocket money can be used</p> <p>Describe what is meant by the environment</p> <p>Recognise that environments around the world have similarities and differences</p> <p>List ways we can help care for the environment</p> | <p>money can be used (saved as well as spent)</p> <p>Describe the differences between needs and wants</p> <p>Identify what makes the local environment nice</p> <p>Describe what can harm different environments</p> <p>Explain what we can do more of (or stop doing) to help care for the environment</p> | <p>voluntary helpers)</p> <p>Explain what a global community is and the difference between global and local communities</p> <p>Recall how money is obtained (won, borrowed, found, presents, focus on earning)</p> <p>Recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so and give examples of this in school i.e. charity fundraising</p> <p>Describe or demonstrate some of the skills</p> | <p>these (other than coins and notes)</p> <p>Explain different ways of keeping track of money and why this is important</p> <p>Make a simple plan for my spending and saving choices and stick to it</p> <p>Explain how money is important in people's lives and that different people have different feelings and attitudes to spending and saving money</p> <p>Recognise what the earth's resources are used for (electricity, heating, food, paper, fuel etc.)</p> | <p>resources there are not enough for others and how this relates to the environment</p> <p>Identify the different resources (money from taxes / environmental) that people and societies need and use</p> <p>Describe how environmental resources are in limited supply</p> <p>Explain who makes the decisions about how the resources are allocated and how they can be sustained and the importance of having Fair Trade</p> <p>Evaluate the impact of these decisions on</p> | <p>to reinforce stereotypes in society (such as about gender, disability, young people, older people)</p> <p>Explain why people may borrow money (e.g. loans, credit cards)</p> <p>Explain the differences between credit and debt and what is meant by 'interest'</p> <p>Explain the importance of being a critical consumer when it comes to saving or borrowing money</p> <p>Identify where people can access reliable information on spending, saving money or</p> |
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|  |  |  |  | <p>that are needed to help to raise / make money at these events</p> <p>Explain where adults get their money from and how work can enhance life and the way we feel about ourselves</p> | <p>Recall that there is a limited supply of the earth's resources</p> <p>Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy)</p> <p>Explain how if one group of people use all the resources there are not enough for others and how this relates to the environment</p> | <p>individuals, communities and/or the sustainability of the environment</p> <p>Identify some of the steps needed to set up an enterprise project</p> <p>Recognise that being enterprising may mean taking a risk</p> <p>Explain what enterprise means and give some examples (from school, local or wider community)</p> <p>Demonstrate how research can help find out if an enterprise will be successful</p> <p>Explain why it is important to have people who are 'enterprising' in our society (job</p> | <p>borrowing and how this will help make the most of their money</p> <p>Give reasons for why money is deducted from earnings (tax) to provide things we all need</p> <p>Identify things I have enjoyed learning in the past and explain why</p> <p>Describe the importance of having goals and aspirations and identify my own aspirations;</p> <p>Explain that a person's career is their pathway through learning, work and life</p> |
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|                             | EYFS  | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
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| Mental and Emotional Health | <p>See themselves as a valuable individual</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others\</p> <p>Show resilience and perseverance in the face of challenge</p> | <p>Identify good and bad feelings and what makes them happy</p> <p>Describe how feelings can make their bodies feel inside and what can make them feel better</p> <p>Explain how others might be feeling, who can help them with feelings, and how they can help themselves and others</p> <p>Identify the difference between secrets and nice surprises (that everyone will find out about eventually e.g. birthday</p> | <p>Identify a range of feelings that they may experience day to day - moving home, losing toys, pets or friends</p> <p>Recognise that emotions and feelings are a normal part of everyday life and reflect on how their body reacts to certain emotions</p> <p>Identify what situations/ experiences might cause more negative feelings and develop strategies for problem-solving</p> | <p>Describe situations that make us experience conflicting feelings</p> <p>Identify physical responses in the body when we feel a range of negative feelings</p> <p>Demonstrate ways to manage emotions in a healthy and positive way and develop coping strategies that will support themselves and others</p> <p>Identify what is classed as personal information</p> | <p>Recognise why problem solving is an important life skill and practice problem solving skills</p> <p>Identify what problems we face and might need help with; and how it is important to fix it so it doesn't start to affect us</p> <p>Describe how I feel and what happens when things don't go my own way</p> <p>Identify coping strategies and develop ideas/help to solve the problems</p> | <p>Explain what is meant by the term 'mental health'</p> <p>Identify every day attitudes and behaviours that can support our mental and physical</p> <p>Give examples of ways we can take care of our mental health</p> <p>Recognise that conflict is a part of everyday life as we are all different and have different wants and needs</p> <p>Describe recent conflicts I have experienced and</p> | <p>Identify worries and problems that we may experience daily</p> <p>Name different worries and identify strategies to challenge negative thoughts</p> <p>Challenge negative thoughts with strategies I have learnt</p> <p>Identify incidents of discrimination and stereotyping</p> <p>Describe how to challenge and resist discrimination and stereotyping</p> <p>Explain and evaluate the effects of</p> |

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|  |  | <p>presents, surprise parties, surprising a friend with something nice)</p> <p>Recognise the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid</p> <p>Identify and practice when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets</p> <p>Identify positive and negative behaviours</p> <p>Describe how my behaviour might affect others in a negative way</p> <p>Explain how to show empathy</p> | <p>Identify positive and negative online behaviours</p> <p>Describe rules and principles for keeping safe online</p> <p>Explain how to recognise risks, harmful content and contact, and how to report them</p> <p>Identify different types of behaviour, joking, teasing and bullying</p> <p>Describe how joking, teasing and bullying behaviours might make others feel</p> <p>Explain the different strategies that can be used to resist teasing or bullying including</p> | <p>Describe what personal information is appropriate to share and request and who to talk to if I feel uncomfortable or concerned</p> <p>Explain the risks of sharing personal information and how to avoid and deal with such risks</p> <p>Identify some of my own qualities and strengths</p> <p>Recognise the differences between them and their peers and to celebrate different qualities</p> <p>Reflect on aspirations for the next year and what can help</p> | <p>Identify how to display respectful behaviour online</p> <p>Describe what personal information and photos and that of others should be kept private and who can support them if they feel unsure</p> <p>Explain the effect of their online actions on the mental health of others and know how to manage and deal with such online actions</p> <p>Identify bullying behaviours</p> <p>Describe forms of discrimination, teasing, bullying and aggressive behaviours</p> | <p>identify reasons for disagreements</p> <p>Recognise three behaviour types, assertiveness, passive and aggressive</p> <p>Demonstrate positive ways to resolve conflict in different situations</p> <p>Identify different ways to stay safe on a mobile phone, tablet or gaming device</p> <p>Describe what is appropriate and not appropriate to ask for and share</p> <p>Explain how to be responsible for their devices, habits and behaviours when using a mobile,</p> | <p>discrimination and stereotyping and explain why it is unacceptable</p> <p>Identify the positive and negative feelings that they can experience due to online behaviours</p> <p>Describe the benefits of taking responsibility for online behaviours and time spent online</p> <p>Explain the impact of positive and negative content online on my own and others' mental and physical wellbeing</p> |
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|  |  | and why we should | how to communicate how certain behaviours make you feel in a respectful way | them achieve them | Explain how to recognise bullying and abuse in all forms and methods of seeking support | <p>tablet or gaming device</p> <p>Identify my strengths, skills and achievements</p> <p>Describe the impact of recognising the good in me can have on my body image, self-esteem, and overall health and wellbeing</p> <p>Explain how social media and other media content can impact my wellbeing in a negative way</p> |  |
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| <i>Relationships and Sex Education</i> | identify and moderate their own feelings socially and emotionally | Identify the important relationships in my life and those that provide love | Recognise I have the right to protect my body from inappropriate or unwanted contact | <p>List reasons why touch is important</p> <p>Describe what kind of physical contact is</p> | Identify similarities and differences between people. | <p>Label the main parts of the body, including genitalia.</p> <p>Describe how children change</p> | Identify how as we grow and change, we have increased independence and responsibilities |

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|  | <p>Think about the perspectives of others</p> | <p>Describe a family and understand that all families are special and different</p> <p>Recognise the different ways our that people care for us and how we can care for them in return</p> <p>Identify similarities and differences in people</p> <p>Recognise that we are all equal and that it is acceptable to be different</p> <p>Respect and value difference</p> <p>Describe similarities and differences between ourselves and others</p> | <p>Label the parts of the body that are private</p> <p>Explain who they would speak to if their privacy was not respected</p> <p>Recognise how all living things including humans start life as babies</p> <p>Identify key stages in the human lifecycle (baby, child, adult)</p> <p>Explore how I have changed since I was a baby</p> <p>Recognise when something is unfair or unkind.</p> <p>Recognise what is fair and kind behaviour, including recognising and</p> | <p>acceptable or unacceptable.</p> <p>Describe how to respond to unwanted contact.</p> <p>Define what is personal space and personal boundaries.</p> <p>Recognise different types of healthy relationships</p> <p>Describe what makes a relationship unhealthy</p> <p>Understand how to develop positive relationships, including recognising and responding so someone feeling lonely.</p> | <p>Recognise diversity within our communities</p> <p>Describe different groups to which we are part of in our communities.</p> <p>Demonstrate respect for difference and communicate this to others</p> <p>Identify simple gender stereotypes</p> <p>Define the meaning of the words 'stereotype' and 'discrimination'</p> <p>To reflect on what we feel about difference and that different things contribute to our identity</p> | <p>into adults so that they are able to reproduce and puberty is part of this process.</p> <p>Define puberty and list physical and emotional changes that happen to boys and girls during puberty.</p> <p>Describe how periods affect girls both physically and emotionally</p> <p>Explain the steps required to look after my body during puberty and how to manage my personal hygiene</p> <p>Identify different relationships in my life, including different types of family.</p> | <p>Describe how to keep safe with increased independence</p> <p>Explain why I have more responsibilities as I grow older</p> <p>Identify reasons why transition may be challenging</p> <p>Identify the positive qualities and expectations for different relationships</p> <p>Describe different types of relationship, including marriage</p> <p>Explain the similarities and differences between friendships and intimate relationships</p> |
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|  |  | <p>Name the main parts of the body</p> <p>Name body parts including male and female genitalia</p> | <p>responding to someone feeling lonely.</p> <p>Describe how to respond if someone was being unkind and who to tell about this.</p> <p>Give examples of kindness and unkind behaviours</p> | <p>Identify who to talk to if worried and required support</p> <p>Listen to others and respond or challenge other views appropriately</p> <p>Define the meaning of respect in relationships and the importance of working with others collaboratively</p> <p>Understand the importance of respecting other people's feelings</p> | <p>Challenge stereotypical thinking</p> <p>Label the main parts of the body and how it differs for boys, girls, men and women.</p> <p>Describe key body changes when men and women become adults</p> <p>Explain key steps required to maintain personal hygiene into adulthood.</p> | <p>Recognise the difference between good and bad secrets</p> <p>Describe what a healthy relationship looks like.</p> <p>Understand the feelings of others and how to respond to this, such as being lonely/ excluded</p> <p>Identify who I would approach for help</p> <p>Recognise that my body belongs to me and recall how to protect my body.</p> <p>Describe inappropriate and appropriate touch</p> <p>Explain the right to privacy and</p> | <p>Define forced marriage</p> <p>Define the term reproduction</p> <p>Label the male and female body parts associated with conception and pregnancy</p> <p>Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</p> <p>Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</p> |
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|  |  |  |  |  |  | where on my body is private<br><br>Recall simple facts about FGM and understand that is never acceptable. | Describe what pregnancy is, where it occurs and how long it takes in a human |
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*St Philip's uses iMatters curriculum materials*