

Growing and Changing R to Y6

Reception Key Themes Life cycles Girls and boys		Y1 Key Themes Getting help Becoming independent Body parts		Y2 Key Themes Being supportive Dealing with loss Life cycles		Y3 Key Themes Keeping safe Relationships including marriage		Y4 Key Themes Managing difficult feelings Menstruation Body changes during puberty		Y5 Key Themes Managing difficult feelings Getting help Managing change		Y6 Key Themes Self esteem Keeping safe Body Image	
Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills	Learning Intentions	Skills
Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	To think of what babies need to stay happy and healthy.	I can tell you some things that babies need.	To give positive feedback to someone.	I can give support to a friend.	To identify the meaning of 'body space' and when it is appropriate or inappropriate to allow someone into their body space.	I can explain what body space is and how it feels when someone is too close to me.	To identify the different emotional reactions to different types of change and discuss.	I can describe how change can make a person feel (both negative and positive).	To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	To identify types of emotional responses and some strategies for coping with change.	I can name some of the feelings and emotions people have during change.

Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	To identify the changes they have made since they were a baby.	I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.	To recognise the range of feelings associated with loss and to discuss things people can do to feel better.	I can describe feelings of loss and suggest what someone can do if a friend moves away.	To identify the different types of relationships people have and their different purposes and qualities.	I can tell you some of the different relationships I have.	To understand how the onset of puberty can have emotional as well as physical impact.	I can explain why young people can have mixed up feelings when they go through puberty.	To understand the different types of feelings and emotions associated with puberty.	I can describe the emotions and feelings people have during puberty and some respectful strategies to deal with conflict.	To identify the physical and emotional challenges faced during puberty and the strategies or support available for this.	I can give examples of how someone could cope with or get support during puberty.
Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	To identify the difference between a surprise and a secret. To identify who they can talk to about	I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	To identify the different stages of growth and what people are able to do at these different stages.	I can describe the stages of growth I have been through and what I look forward to in my future.	To identify what makes a positive relationship and what makes a negative relationship.	I can tell you what qualities a healthy relationship has.	To learn what happens to a woman or a man's body during puberty and that this is linked to reproduction.	I can explain why puberty happens.	To recall the key strategies needed in dealing with inappropriate touch, secrets and confidentiality.	I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe.	To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their

		secrets										person's qualities.	own body image.
Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	To identify some internal organs and systems and those body parts which are private.	I can name the body parts girls and boys have that are the same and which body parts are different.	To identify the human private parts/genitalia and explain that they are used to make a baby.	I can name the human private parts that are used to make a baby.	To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely.	I can explain why some people choose to get married, have a civil ceremony or live together.	To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty. To identify puberty changes.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. I can describe how a girl's and boy's body will change when it reaches puberty.	To identify the different types of products someone might use during puberty or menstruation.	I can explain, using the correct vocabulary, the menstruation cycle and puberty changes and the products people might need.	To identify the risks of sharing images online and understand how online influences can cause people to take unsafe risks.	I can explain how to stay safe when sharing images and information online.

Know how to keep themselves safe.	I can tell you the PANTS rule.	To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts.	I can name the adults I can talk to at home and school if I need help.	To explain who can see someone's private part, what consent means and how to protect privacy.	I can talk about keeping private parts private.			To explain menstruation cycle as something that happens when a sperm does not meet an egg.	I can tell you what happens to a woman's body when the sperm does not meet the egg.	To explain how people might feel at times of change and loss. To consider strategies when coping with this.	I can give examples of feelings and emotions people have at times of change.	To identify places or people of support and understand that sometimes confidentiality must be broken to keep a person safe.	I can offer advice and name people to help keep someone safe. I can identify if a secret is unsafe.
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