

Growing and Changing

EYFS

Key Themes

- Life cycles
- Girls and boys

Learning intentions	Skills	Assessment Questions
1. Understand that there are changes in nature and humans.	I can describe the life cycle of an animal.	Do they use relevant vocabulary? Can they put the stages in order? Can they explain seasonal changes?
2. Name the different stages in childhood and growing up.	I can describe how a baby grows to an adult and what they might need.	What vocabulary do they use? Can they explain how they have changed and the skills they have learnt? What experience do they have of younger or older children?
3. Understand that babies are made by a man and a woman.	I can tell you some things about how babies are made.	Do they use the correct vocabulary for male and female body parts? Can they match a baby animal to its mother?
4. Use the correct vocabulary when naming the different parts of the body.	I can tell you the scientific names for my body parts.	Do they have a good knowledge of body part names in addition to private parts?
5. Know how to keep themselves safe.	I can tell you the PANTS rule.	Can they name trusted adults? Do they know the correct vocabulary for their private parts? Do they practice keeping safe during times when they go to the toilet etc?

Vocabulary

adult autumn baby care child child cycle family	grow growing life cycles love old age penis private parts	seasons spring summer teenager vulva winter
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Year 1					Year 2				
Key Themes		<ul style="list-style-type: none"> <li>• Getting help</li> <li>• Becoming independent</li> <li>• Body parts</li> </ul>			Key Themes		<ul style="list-style-type: none"> <li>• Being supportive</li> <li>• Dealing with loss</li> <li>• Life cycles</li> </ul>		
Learning intentions		Skills	Assessment Questions		Learning intentions		Skills	Assessment Questions	
1. To think of what babies need to stay happy and healthy.		I can tell you some things that babies need.	Can they describe the needs of a baby? Can they describe what a baby may do? Can they explain how babies communicate their needs?		1. To give positive feedback to someone.		I can give support to a friend.	How do they help their friends? Do they give advice when they are worried? Do they give positive feedback during group activities or sharing time?	
2. 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.	Can they give you an example of what they would like to improve or learn?		3. 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.	What experience do they have regarding this? Do they show empathy to the people in this lesson?	
4. To identify the difference between a surprise and a secret. To identify who they can talk to about secrets.		I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Can they distinguish between a secret and a surprise (like a birthday present)?		5. 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.	Can they give you an example of what they would like to improve or learn? Could they set themselves a goal?	
4. 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.	Do they use the correct vocabulary? Can they explain how someone would keep their private parts private? Do they understand why?		5. 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.	Do they use the correct vocabulary? Are they beginning to understand the processes of reproduction? Do they use vocabulary related to seeds (sperm) and eggs.	
6. 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.	See above		7. 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.	Do they identify trusted adults in their lives as well as those in the community? Do they have a good balance? Do they practice asking or giving consent?	

Vocabulary										
Year 1					Year 2					
attention	experience	love	privates	uncomfortable	accident	feelings	kettle	privacy	special	
brain	getting help	lungs	secret	unkind	burn	first aid	learning	private	support	
bully	growing	organ	stomach	unkindness	care	food	loss	rest	supportive	
bullying	heart	oxygen	surprise	vulva	change	frightened	nervous	risk	testicles	
caring	hygiene	penis	tease	witness	consent	genitals	nipples	safe	unique	
change	intestines	private	teasing		danger	growing	penis	scald	vulva	
digested					emergency	hazard	permission	sleep		
					emotions	help				

Year 3			Year 4						
Key Themes	<ul style="list-style-type: none"> <li>• Keeping safe</li> <li>• Relationships</li> <li>• Menstruation</li> </ul>	Key Themes	<ul style="list-style-type: none"> <li>• Managing difficult feelings</li> <li>• Relationships including marriage</li> <li>• Body changes during puberty</li> </ul>	Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1.	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.	Do they practice giving or asking for consent? Are they aware of appropriate touch? Do they express their feelings in an appropriate way?	1.	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).	Can they make links with this and changes during puberty? How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change.		
2.	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.	Can they distinguish how they would behave with a parent/carer and a friend? Could they tell you what is different about their relationships?	2.	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.	How do they manage their own emotions? Can they make links with physical changes during puberty?		
3.	To identify what makes a positive relationship and what makes a negative relationship.	I can tell you what qualities a healthy positive relationship has.	Consider their friendships within school. Do they use vocabulary such as trust, kindness, caring, listening, support?	3.	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.	Can they talk about the reproduction cycle? Do they understand why people may not choose to have a baby? Do they know/use the correct vocabulary for body parts?		
4.	To identify puberty changes.	I can describe how a girl's and boy's body will change when it reaches puberty.	What is their current experience (some may be going through changes already)? Do they use the correct vocabulary? Do they also make reference to emotional changes?	5.	To know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes.	See above		
6.	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.	Do they use the correct vocabulary? Do they know the names of their own private parts?	6.	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.	Consider their own experience of marriage, civil partnerships or co-habiting. Can they give reasons why people do get married? Do they have an understanding of consent?		

Vocabulary								
Year 3					Year 4			
angry	jealous	relationships	touch		breasts	learning line	period/menstruation	tampons
body space	lining	respect	trust		civil partnership	live together	pad	testicles
breasts	menstruation cup	scared	uncomfortable		clitoris	marriage	periods	uncomfortable feelings
caring	ovary	secret	upset		compromise	menstrual cycle	practice	vagina
egg	penis	sperm	uterus (womb)		eggs	menstruation	puberty	vulva
excited	period	stop	vagina		eggs	menstruation cup	pubic hair	wet dreams
fallopian tube	period/menstruation	surprise	wet dream		forced marriage	ovaries	secret	womb
feelings	pad	talk	womb		hormones	penis	sperm	
genitals	personal space	tampon	worried		labia		surprise	
healthy	positive	testicles						
invade	puberty							

Year 5			Year 6		
Key Themes	<ul style="list-style-type: none"> <li>Managing difficult feelings</li> <li>Getting help</li> <li>Managing change</li> </ul>		Key Themes	<ul style="list-style-type: none"> <li>Self esteem</li> <li>Keeping safe</li> <li>Body Image</li> </ul>	
Learning intentions	Skills	Assessment Questions	Learning intentions	Skills	Assessment Questions
1. To describe the intensity of different feelings and strategies to build resilience.	I can begin to manage challenging emotions by building my resilience.	What is their understanding of resilience? Do they use it in their learning and other areas? How do they self-regular their emotions?	1. 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.	What is their understanding of resilience? Do they use a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?
1. 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.	Do they use different vocabulary to highlight intensity (e.g. cross, angry, frustrated, mad)? Are they respectful of the emotions of other people? Consider their skills learnt or used during previous units.	2. 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.	Could they name people and places where someone can get support? What advice would they give to someone? Can they give sympathetic advice or support?
3. 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.	Can they name trusted adults both in their personal life and community? Do they understand the importance of sharing unsafe secrets?	2. To understand that social media and fame don't always reflect true appearance. To give positive feedback that is based on a person's qualities.	I can identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image.	Consider their own body image? How do they describe themselves? What is their understanding of how the social media, influences and processes such as editing and filters affects a persons body image? What do they see as 'normal'?
3. 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.	Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs?	4. 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.	Do they know the laws and restrictions around using social media? What can they recall from previous lessons in online safety? What is their experience of using social media? What do they consider risky behaviour online?
5. 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.	Consider their experience of change and loss. How do they cope with change during the day (in home or at school)? Consider those children with SEND who may need more support with managing change? Do they use relevant emotional terminology?	6. 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.	What advice would they offer - is it appropriate? Does it take into account previous learning about secrets, consent, appropriate touch and emotional needs? Can they explain why confidentiality would need to be broken?

Vocabulary

Year 5					Year 6			
anus	gender identity	prejudice	tampon		adoption	emotional changes	orgasm	sharing needles
biological sex	genitalia	puberty	testicles		age of consent	FGM	ovaries	sharing online
break a confidence	hormones	pubic hair	trust		body image	gender stereotype	peer pressure	sperm
clitoris	in confidence	reactions	unwanted attention		break a confidence	HIV	penis	stereotype
compromise	lips (labia)	resilience	unwanted touch		change	immune system	physical changes	support
confidential	menstruation	respect	urinary opening		condom	in confidence	prejudice	surrogacy
consequences	menstruation cup	sanitary protection	vaginal opening		confidential	infection	puberty	testicles
crush	mood swings	scrotum	verbal abuse		consensual	IVF	right to privacy	transmission
embarrassed	penis	semen	vulva		conversation	manipulation	rights	vagina
erection	period	separation	wellbeing		discuss	media manipulation	self esteem	virus
foreskin	period/menstruation	sexual orientation	wet dream		egg	miscarriage	sexual contact	womb
fostered	pads	stretch marks			embryo	online safety	sexual intercourse	
gender expression	physical abuse							