



Learning Intentions:

- Know that animals including humans have a life cycle.
- Know that changes happen when we grow up.
- Know that people grow up at different rates and that is normal.
- Know the names of male and female private body parts.
- Know that there are correct names for private body parts/nicknames and when to use them.
- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these.
- Know who to ask for help if they are worried or frightened.
- Know that learning brings about change.

Positive Affirmation:

I enjoy learning about change.



Social and Emotional Development Outcomes:

- Understand and accepts that change is a natural part of getting older.
- Can identify some things that have changed and some things that have stayed the same since being a baby (including the body).
- Can express why they enjoy learning.
- Can suggest ways to manage change e.g. moving to a new class.

**Imagine
Try New Things
Work Hard
Don't Give Up**

Key Vocabulary:

Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.

**Understand Others
Push Yourself
Improve
Concentrate**

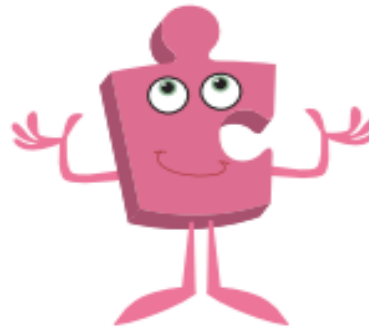


Learning Intentions:

- Know that life cycles exist in nature.
- Know that aging is a natural process including old-age.
- Know that some changes are out of an individual's control.
- Know how their bodies have changed from when they were a baby and that they will continue to change as they age.
- Know the physical differences between male and female bodies.
- Know the correct names for private body parts.
- Know that private body parts are special and that no one has the right to hurt these.
- Know who to ask for help if they are worried or frightened.
- Know there are different types of touch and that some are acceptable and some are unacceptable.

Positive Affirmation:

I am confident when explaining my feelings.



Social and Emotional Development Outcomes:

- Can appreciate that changes will happen and that some can be controlled and others not.
- Be able to express how they feel about changes.
- Show appreciation for people who are older.
- Can recognise the independence and responsibilities they have now compared to being a baby or toddler.
- Can say what greater responsibilities and freedoms they may have in the future.
- Can say who they would go to for help if worried or scared.
- Can say what types of touch they find comfortable/uncomfortable.
- Be able to confidently ask someone to stop if they are being hurt or frightened.
- Can say what they are looking forward to in the next year.

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Key Vocabulary:

Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.

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Learning Intentions:

- Know that in animals and humans lots of changes happen between conception and growing up.
- Know that in nature it is usually the female that carries the baby.
- Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops (Science Link – not Sex Education).
- Know that babies need love and care from their parents/carers.
- Know some of the changes that happen between being a baby and a child.
- Know that the male and female body needs to change from being a child to adult.

Positive Affirmation:

I am prepared for natural changes I will experience in my future.



Social and Emotional Development Outcomes:

- Can express how they feel about babies.
- Can describe the emotions that a new baby can bring to a family.
- Can express how they feel about puberty.
- Can say who they can talk to about changes if they have any worries.
- Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry.
- Can identify changes they are looking forward to in the next year.
- Can suggest ways to help them manage feelings during changes they are more anxious about.

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Key Vocabulary:

Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.

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Learning Intentions:

- Know that personal characteristics are inherited from birth parents.
- Know how the female and male body change at puberty.
- Know that personal hygiene is important during puberty and as an adult.
- Know that change is a normal part of life and that some cannot be controlled and have to be accepted.
- Explore a range of ways we can deal with our emotions regarding change.
- Know that change can bring about a range of different emotions.

Positive Affirmation:

I am positive about the changes my body will go through.



Social and Emotional Development Outcomes:

- Can appreciate their own uniqueness and that of others.
- Can express how they feel about having children when they are grown up.
- Can express any concerns they have about puberty.
- Can say who they can talk to about puberty if they are worried.
- Can apply the circle of change model to themselves to have strategies for managing change.
- Have strategies for managing the emotions relating to change.

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Key Vocabulary:

Personal, Unique, Characteristics, Parents, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.

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Learning Intentions:

- Know what perception means and that perceptions can be right or wrong.
- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.
- Know that sexual intercourse can lead to conception (Science link – not Sex Education).
- Know that some people need help to conceive and might use IVF (Science link – not Sex Education).
- Know that becoming a teenager involves various changes and also brings growing responsibility.

Positive Affirmation:

I know my changes are part of a natural process.



Social and Emotional Development Outcomes:

- Can celebrate what they like about their own and others' self- image and body-image.
- Can suggest ways to boost self-esteem of self and others.
- Recognise that puberty is a natural process that happens to everybody and that it will be OK for them.
- Can ask questions about puberty to seek clarification.
- Can express how they feel about having a romantic relationship when they are an adult.
- Can express how they feel about having children when they are an adult.
- Can express how they feel about becoming a teenager.
- Can say who they can talk to if concerned about puberty or becoming a teenager/adult.

Key Vocabulary:

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Adam's Apple, Genitals, Hair, Broader, Wider, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Testosterone, Period, Fertilised, Unfertilised, Conception, Embryo, Umbilical Cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.

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Learning Intentions:

- Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.
- Know how a baby develops from conception through the nine months of pregnancy and how it is born.
- Know how being physically attracted to someone changes the nature of the relationship.
- Know the importance of self-esteem and what they can do to develop it.
- Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/meeting new people.
- **A Sex Education talk will take place for Year 6 children (which parents are allowed to withdraw their child from).**

Positive Affirmation:
I am in control of my own life; I decide what I want.



Social and Emotional Development Outcomes:

- Recognise ways they can develop their own self-esteem.
- Can express how they feel about the changes that will happen to them during puberty.
- Recognise how they feel when they reflect on the development and birth of a baby.
- Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to.
- Can celebrate what they like about their own and others' self- image and body-image.
- Use strategies to prepare themselves emotionally for the transition (changes) to secondary school.

Key Vocabulary:

Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Negative Body-talk, Mental Health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet Dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Midwife, Labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, Opportunities, Freedoms, Responsibilities, Attraction, Relationship, Love, Sexting, Transition, Secondary, Looking forward, Journey, Worries, Anxiety, Excitement.

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Weekly Celebration:

Week 1 – Understand that everyone is unique and special.

Week 2 – How do I feel when change happens?

Week 3 – Understand and respect changes we see in ourselves.

Week 4 – Understand and respect the changes we see in others.

Week 5 – Who do we ask for help if we are worried about a change?

Week 6 – Let's look forward to change!

Links to Our British Values:

- **Mutual Respect** – being aware that everyone experiences changes and we need to be respectful of the process.
- **Individual Liberty** – acknowledging that we all experience changes in different ways and that this is completely normal.

Links to Relationship and Health Education:

By the end of Primary, pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice, for example family, school or other sources.