



Year group	Unit Content Overview	Vocabulary	Questions for Family Learning
EYFS	<p>Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed.</p> <p>They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>	<ul style="list-style-type: none"> • Which parts of your body do you know the name of? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • Can you tell me about a time when you felt really happy
Year 1	<p>Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates.</p> <p>As part of a school's safeguarding duty, pupils are taught the NSPCC 'PANTS Rules' as a teaching resource – ie that private parts are those covered by underwear/swimwear. They are also taught that nobody has the right to hurt these parts of the body.</p> <p>Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>	<p>Changes, Life cycles, Adulthood, Mature, Male, Female, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping</p>	<ul style="list-style-type: none"> • What is a life cycle? • How will you change as you grow up? • Which parts of your body are private? • Who is allowed to see your private body parts? • What should you do if you don't like the way someone is touching you? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part about being your age?
Year 2	<p>Children compare different life cycles in nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age.</p> <p>Within this, children also discuss how independence, freedoms and responsibility can increase with age.</p> <p>As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by swim wear: vagina, anus, penis).</p> <p>We use the NSPCC 'PANTS Rules' as a teaching resource and we may also have NSPCC visitors to talk to the class.</p> <p>Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened.</p> <p>Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Public, Private, Touch, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy</p>	<ul style="list-style-type: none"> • What is a life cycle? • How have you changed since you were a baby? • How will you change over the next year / 5 years / 20 years? • What changes can you / can't you control? • Which parts are your private parts? • Who is allowed to see them? • What would you do if someone was touching you and you didn't like it? • Who can you talk to if you ever feel worried or frightened? (at school / at home) • What is the best part of being your age? • What are you looking forward to as you get older?



<p>Year 3</p>	<p>Consolidate Year 1 and Y2 content Children learn about what babies need to grow and develop. They learn about stereotypical family roles and challenge these.</p>	<p>Birth, Animals, Babies, Mother, Grow, Womb, Nutrients, Survive, Love, Affection, Care, Stereotypes, Task, Roles, Challenge</p>	<ul style="list-style-type: none"> • Can you tell me about some of the changes that happen to a puppy / kitten / baby as they grow up? • Can you describe the emotions that a new baby can bring to a family? • Can you identify changes you are looking forward to in the next year?
<p>Year 4</p>	<p>Children first look at the outside/external body changes in males and females. They learn that puberty is a natural part of growing up and becoming an adult. Children are taught that it is usually the female that carries the baby in nature.</p>	<p>Personal, Unique, Characteristics, Parents, Control, Emotions, Acceptance</p>	<ul style="list-style-type: none"> • Which of your characteristics did you get from your birth parents? • Can we talk about some of the changes that are going to happen to you as you grow up? • Do you have any questions about the changes that happen to a girls and boys when they grow up? • How do you feel about the changes that will happen to you as you grow?
<p>Year 5</p>	<p>The children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Inside body changes at puberty are taught for the first time. Children learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	<p>Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Urethra, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Foreskin, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness,</p>	<ul style="list-style-type: none"> • Can you tell me how you feel about yourself? • What can people do if they don't feel great about themselves? • Can I share with you how I see you and how I care about you? • Do you have any worries about puberty? • Do you have any questions about puberty? • Do you have any questions that you'd like to ask me about how babies are conceived? • What do you think it will be like when you are a teenager? • What kinds of things do you think you will be allowed to do when you are a teenager that you're not allowed to do now? • What do you enjoy about being your age now?



		<p>Legal, Laws, Responsible, Teenager, Responsibilities, Rights</p>	
<p>Year 6</p>	<p>In this unit, the children consolidate year 5 learning about puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship.</p> <p>They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to.</p> <p>The children also learn about self-esteem, why it is important and ways to develop it.</p> <p>Finally, they look at the transition to secondary school and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>	<p>Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement</p>	<ul style="list-style-type: none"> • Can we talk about the changes that will happen to your body over the next few years? • How do you feel about these changes? • What does mutual respect mean? Why is that important in a relationship? • What are you excited about in secondary school? • What are you worried about in secondary school? • What can we do with these worries?