

Growing and Changing		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Reception	Pre-Unit Focus	Seasons	Life Stages – plants, animals, humans	Life stages- Humans: who will I be?	Where do babies come from?	Getting bigger	Me and My Body – Girls and Boys
	Creating a Safe Space – circle Time Games	Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience.	To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals); Make observations and ask questions about living things.	Retell a story and respond to questions about it. Use the language and describe the different life stages of: baby, child, teenager, adult, older age. Talk about their own experience of growing up.	Explain that a baby is made by a woman and a man, and grows inside a mother’s tummy. Understand that every family is different. Talk about similarities and differences between themselves and others.	Talk about how they have changed as they have grown. Explain the differences between babies, children, and adults. Understand that we are all unique.	Name parts of the body (including reproductive parts) using the correct vocabulary. Explain which parts of their body are kept private and safe and why. Tell or ask an appropriate adult for help if they feel unsafe.
Year 1		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	Healthy me	Then and Now	Taking care of a baby	Who can help?	Surprises and secrets	Keeping privates private
Reflect: Label the basic body parts both inside and out (head, arms, legs, brain, heart, muscles, skin). Think of all the things you can do now that you couldn’t do as a baby.	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.	Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.	Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.	Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation.	Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.	

Year 2		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	A helping hand	Sam moves away	Haven't you Grown	My Body, Your Body	Respecting Privacy	Some Secrets Should Never Be Kept
	<p>Reflect: How might it feel to lose a pet, or if a friend moves away?</p> <p>Discuss growing taller during childhood.</p>	Demonstrate simple ways of giving positive feedback to others.	Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.	<p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p>	<p>Identify which parts of the body are private; Explain that a person's genitals help them make babies (when grown up)</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p>	Identify how inappropriate touch can make someone feel; Understand that some secrets and be unsafe; Explain that if someone is being touched in a way that they don't like they have to tell a trusted adult so they can help it stop.
Year 3		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	Relationship Tree	Body Space	None of Your Business!	Secret or Surprise	My Changing Body	Basic First Aid
	<p>Reflect: What do I already know about safe and unsafe secrets?</p> <p>Discuss hugging a friend – when is it ok to hug a friend? What would you do if your friend didn't want a hug? What about if they wanted a hug at first but then changed their mind whilst hugging?</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p>	<p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space;</p> <p>Rehearse strategies for when someone is inappropriately in their body space.</p>	<p>Know that our body can give us a sign when something doesn't feel right; and talk to a trusted adult if this happens;</p> <p>Recognise appropriate behaviour on and offline; Identify what personal information means and when it is not safe to share this; Understand how to get help in a situation where requests for images or information of themselves or others occurs.</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Recognise that babies come from the joining of an egg and sperm;</p> <p>Explain what happens when an egg doesn't meet a sperm;</p> <p>Understand that for girls, periods are a normal part of puberty.</p>	<p>Discuss what might encourage people to stop and help</p> <p>Practise prioritising what to do first when helping others</p> <p>Evaluate how we can help others in any situation</p>

Year 4		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	Moving House	My feelings are all over the place	All Change	Preparing for Changes at Puberty	Secret or Surprise?	Together
	<p>Reflect: How boys' and girls' bodies change during puberty.</p> <p>Why might teenagers and parents argue and how can they stop? Why do some people marry or have a civil ceremony and why do some people just live together?</p>	<p>Describe some of the changes that happen to people during their lives;</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>Suggest people who may be able to help them deal with change.</p>	<p>Name some positive and negative feelings;</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people may fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p>	<p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p>	<p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods.</p>	<p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p>	<p>Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in England; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
Year 5		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	How Are They Feeling?	Taking Notice of Our Feelings	Dear Ash	Growing Up and Changing Bodies	Changing Bodies and Feelings	Help! I'm a Teenager, Get Me Out of Here!
	<p>Reflect: What changes might a person experience during Puberty? (physical, emotional, changing relationships with others, e.g. parents.) Suggest ways to help manage these feelings and changes.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings. Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p> <p>Explain strategies they can use to build resilience.</p>	<p>Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p>	<p>Explain the difference between a safe and an unsafe secret;</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p>	<p>Identify some products that they may need during puberty and why;</p> <p>Know what menstruation is and why it happens.</p>	<p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty.</p>	<p>Recognise how our body feels when we're relaxed;</p> <p>List some of the ways our body feels when it is nervous or sad;</p> <p>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p>

		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
	Pre-Unit Focus	I Look Great	Media Manipulation	Pressure Online	Helpful or Unhelpful – Managing Change	Is this normal?	Making Babies (non-statutory sex education)
Year 6	<p>Reflect: What did we learn in Year 5 about:</p> <ul style="list-style-type: none"> • Keeping privates private • Safe and Unsafe secrets • Wet Dreams • Body Image 	<p>Understand that fame can be short-lived;</p> <p>Recognise that photos can be changed to match society's view of perfect;</p> <p>Identify qualities that people have, as well as their looks.</p>	<p>Define what is meant by the term stereotype;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Recognise that people fall into a wide range of what is seen as normal;</p> <p>Challenge stereotypical gender portrayals of people.</p>	<p>Understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Identify people who can support someone who is dealing with a challenging time of change.</p>	<p>Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</p> <p>Suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p>	<p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p> <p>Know the legal age of consent and what it means.</p>