

Changing Me

Year R

| Lesson | Learning Intention |
|---------------------------|--|
| My Body | I can name parts of the body. |
| Respecting My Body | I can tell you some things I can do and foods I can eat to be healthy. |
| Growing Up | I understand that we all grow from babies to adults. |
| Fun and Fears 1 | I can express how I feel about moving to Year 1. |
| Fun and Fears 2 | I can talk about my worries and/or the things I am looking forward to about being in Year 1. |
| Celebration | I can share my memories of the best bits of this year in Reception. |

Year 1

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|--------------------------------|---|---|
| Life Cycles | I am starting to understand the life cycles of animals and humans. | I understand that changes happen as we grow and that this is OK. |
| Changing Me | I can tell you some things about me that have changed and some things about me that have stayed the same. | I know that changes are OK and that sometimes they will happen whether I want them to or not. |
| My Changing Body | I can tell you how my body has changed since I was a baby. | I understand that growing up is natural and that everybody grows at different rates. |
| Boys' and Girls' Bodies | I can identify the parts of the body that make boys different to girls and can use the correct names for these. | I respect my body and understand which parts are private. |
| Learning and Growing | I understand that every time I learn something new I change a little bit. | I enjoy learning new things. |
| Coping with Changes | I can tell you about changes that have happened in my life. | I know some ways to cope with changes. |

Year 2

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|----------------------------------|---|--|
| Life Cycles in Nature | I can recognise cycles of life in nature. | I understand there are some changes that are outside my control and can recognise how I feel about this. |
| Growing from Young to Old | I can tell you about the natural process of growing from young to old and understand that this is not in my control. | I can identify people I respect who are older than me. |
| The Changing Me | I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. | I feel proud about becoming more independent. |
| Boys' and Girls' Bodies | I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. | I can tell you what I like/don't like about being a boy/girl. |
| Assertiveness | I understand there are different types of touch and can tell you which ones I like and don't like. | I am confident to say what I like and don't like and can ask for help. |
| Looking Ahead | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make when I am in Year 3 and know how to go about this. |

Year 3

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|-----------------------------|--|--|
| How Babies Grow | I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. | I can express how I feel when I see babies or baby animals. |
| Babies | I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. | I can express how I might feel if I had a new baby in my family. |
| Outside Body Changes | I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process. | I recognise how I feel about these changes happening to me and know how to cope with those feelings. |
| Inside Body Changes | I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. | I recognise how I feel about these changes happening to me and know how to cope with these feelings. |
| Family Stereotypes | I can start to recognise stereotypical ideas I might have about parenting and family roles. | I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes. |
| Looking Ahead | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |

Year 4

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|--------------------------------------|---|--|
| Girls and boys – body changes | I can describe the ways in which our bodies change during puberty. E.g. Hair growth. | I have strategies to help me cope with physical and emotional changes I will experience during puberty. |
| Circles of change | I know how the circle of change works and can apply it to changes I want to make in my life. | I am confident enough to try to make changes when I think they will benefit me. |
| Accepting Change | I can identify changes that have been and may continue to be outside of my control that I learnt to accept. | I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively. |
| Looking Ahead | I can identify what I am looking forward to when I move to a new class. | I can reflect on the changes I would like to make next year and can describe how to go about this. |

Year 5

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|-----------------------------------|---|---|
| Self and Body Image | I am aware of my own self-image and how my body image fits into that | I know how to develop my own self esteem. |
| Puberty for Girls | I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally, | I understand that puberty is a natural process that happens to everybody and that happens to everybody and that it will be ok for me. |
| Puberty for Boys | I can describe how boys' and girls' bodies change during puberty. | I can express how I feel about the changes that will happen to me during puberty. |
| Conception (Non-Statutory) | <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>I also understand that sometimes people need IVF to help them have a baby.</p> | I appreciate how amazing it is that human bodies can reproduce in these ways. |
| Looking Ahead 1 | I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). | I am confident that I can cope with the changes that growing up will bring. |
| Looking Ahead 2 | I can identify what I am looking forward to when I move to my next class. | I can start to think about changes I will make next year and know how to go about this. |

Year 6

| Lesson | PSHE learning intention | Social and emotional development learning intention |
|---|--|---|
| Self and Body Image | I am aware of my own self-image and how my body image fits into that. | I know how to develop my own self esteem. |
| Puberty | I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally. I can ask the questions I need answered about changes during puberty. | I can express how I feel about the changes that will happen to me during puberty. I can express how I feel about asking the questions and about the answers I receive. |
| Babies – Conception to Birth (Non-Statutory) | I can explain how conception occurs. | |
| Attraction | I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. | I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressures into doing something I don't want to. |
| Real Self and Ideal Self | I am aware of the importance of a positive self-esteem and what I can do to develop it. | I can express how I feel about my self-mage and know how to challenge negative 'body-talk'. |
| The Year Ahead | I can identify what I am looking forward to and what worries me about the transition to secondary school. | I know how to prepare myself emotionally for the changes next year. |
| Understanding Transgender | I understand that some people are born transgender and what that means. | I understand that transgender people have the right to be treated fairly. |