

Reception Key Themes Life cycles Girls and boys			Y1/P2 Key Themes Getting help Becoming independent Body parts			Y2/P3 Key Themes Being supportive Dealing with loss Life cycles			Y3/P4 Key Themes Keeping safe Relationships Menstruation			Y4/P5 Key Themes Managing difficult feelings Relationships including marriage Body changes during puberty			Y5/P6 Key Themes Managing difficult feelings Getting help Managing change			Y6/P7 Key Themes Self esteem Keeping safe Body Image		
Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions	Learning Intentions	Skills	Assessment Questions			
Understand that there are changes in nature and humans.	I can describe the life cycle of an animal and humans.	Do they use relevant vocabulary? Can they list the stages in order? Can they explain seasonal changes?	To think of what babies need to stay happy and healthy.	Can tell you some things that babies need.	Can they describe the needs of a baby? Can they describe when a baby may die? Can they explain how babies communicate their needs?	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?	To identify the meaning of 'body space' and when someone is too close to me.	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?	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.	To identify 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 a broad range of vocabulary to describe emotions? What strategies do they use themselves? How do they self-regulate their feelings?			
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 young girl or older children?	To identify the changes they have made since they were a baby.	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?	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?	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?	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?	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.			
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?	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)?	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?	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?	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?	To recall the key messages 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?			
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?	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 use the correct vocabulary for private parts? Do they understand why?	To identify the human private parts (penis/vagina) 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.	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 also make reference to emotional changes?	To know the key facts of the menstrual cycle and puberty.	I can talk about how people feel during puberty and the menstruation cycle and ways to help cope with these changes.	See above	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 those products people might need.	Check their understanding of the menstruation cycle. Do they use the correct vocabulary for reproductive organs?			
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?	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	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?	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?	To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony, or have a civil ceremony or live together.	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?	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?			