

## PSHE Summer 2 Changing Me Curriculum Road Map

### EYFS

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. 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.

**Why do we follow on with this unit?**

Delve into life cycles, learning key vocabulary to support with safeguarding and looking at inappropriate touch.

**What skills will we build upon?**

Feelings towards change, offer opinions and advice on how to manage change, identify ways they've changed since being a baby

### Year 1

Children are introduced to life cycles including the human life cycle and look at simple changes from baby to adult. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body. They are also taught that nobody has the right to hurt these parts of the body. 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.

### Year 2

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. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body. They are also reminded that nobody has the right to hurt these parts of the body, and look at inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. 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.

**Why do we follow on with this unit?**  
Learn about puberty and menstruation and the feelings associated with these changes.

**What skills will we build upon?**  
How to manage feelings and identify changes

### Year 3

Children begin learning about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. Puberty is introduced in this unit. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. 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. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.

### Year 4

Children revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. 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 carries personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

**Why do we follow on with this unit?**

Identify the pressures of the media, learn about sexual intercourse and childbirth and feelings and relationships.

**What skills will we build upon?**

Puberty, express they feel about having children when an adult, feelings about puberty

### Year 5

Children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others. They reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty, sexual intercourse and pregnancy (including alternative conception) are revisited in further detail. 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.

### Year 6

Children learn about puberty in boys and girls. 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. 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. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school.

PSHE