

Health and Wellbeing - Growing Up

PSHE and Citizenship | LKS2 | Planning Overview

About the Topic

This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.



Home Learning

Growing and Changing: Children interview their parents about when they were pregnant with them, about the birth and about how they have changed as they have got older. They also get to ask their parents about what puberty was like for them.

My Family: Children consider things that are important and special to their family, such as things they like to do together or things they celebrate. They draw four illustrations and add captions.



Wider Learning:

The school may have links with local farms or animal sanctuaries. The class could visit and talk about reproduction in animals and how animals change as they grow. Some schools have incubators so that the children can watch chicks hatch from eggs.

Assessment Statements

All children should be able to:

- name the main male and female body parts needed for reproduction;
- describe some of the changes boys go through during puberty;
- describe some of the changes girls go through during puberty;
- describe some feelings young people might experience as they grow up;
- talk about their own family and the relationships within it;
- understand that there are many different types of family;
- identify similarities and differences in different loving relationships;
- explain in simple terms how babies are made and how they are born.
- identify someone they could talk to about their changing body should they need to.

Most children should be able to:

- explain what the male and female reproductive body parts are for;
- discuss ways in which people can deal with or overcome emotions experienced during puberty;
- show respect for the differences between different families;
- describe the different types of relationship that exist, without prejudice;
- show an awareness of myths surrounding pregnancy and birth;
- describe the conception and birth of a baby, using some scientific vocabulary.

Some children should be able to:

- use correct scientific vocabulary to discuss male and female body parts and what they are for;
- ask mature questions about puberty and the changes people experience;
- use a range of technical terms when discussing differences in sex, gender identity and sexual orientation;
- use scientific vocabulary to accurately explain how babies are made and how they are born;
- consider why this topic is sensitive and difficult for some people to explore.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

1. Human Reproduction

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

I can describe male and female body parts and explain what these are for.



2. Changes in Boys

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

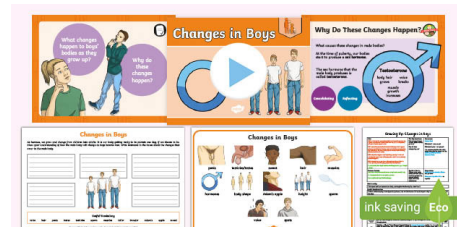
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe how boys' bodies will change as they go through puberty.

- White board - one per pair
- White board pens - one per pair



3. Changes in Girls

H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction

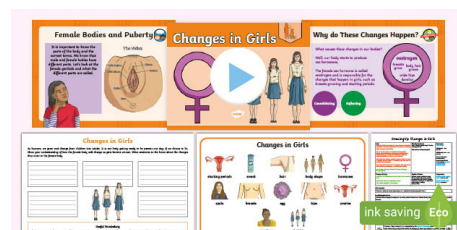
H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe how girls' bodies will change as they go through puberty.

- White board - one per pair
- White board pens - one per pair



4. Changing Emotions

H17. to recognise that feelings can change over time and range in intensity

H18. about everyday things that affect feelings and the importance of expressing feelings

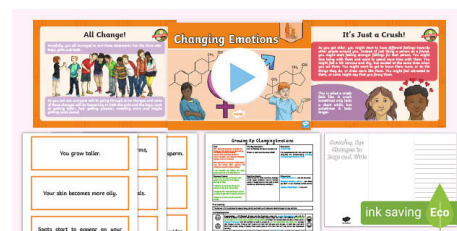
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways

H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations

H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)

H34. about where to get more information, help and advice about growing and changing, especially about puberty

I can describe the feelings that some people experience as they grow up.



5. Relationships and Families

H26. that for some people gender identity does not correspond with their biological sex

R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different

R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others

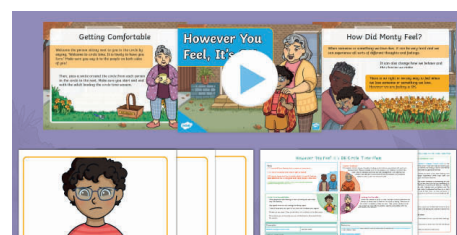
R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability

R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty

I understand that there are many different types of relationships and families.

- 'And Tango Makes Three' by Justin Richardson and Peter Parnell (optional book)



Lesson Breakdown

Resources

6. Where Do I Come From?

H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for

I can describe how babies are made and how they are born.

- 'Where Willy Went' by Nicolas Allen (optional book)
- 'Mummy Laid an Egg' by Babette Cole (optional book)



This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Programme of Study](#).

Disclaimer

This resource is designed to support teaching about biological attributes. You should consider whether this content is appropriate for all children in your class, especially children who have DSD/are intersex, or who are transgender.