

Health and Wellbeing - Growing Up

PSHE and Citizenship | UKS2 | Planning Overview

About the Topic

This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.



Home Learning

Growing Up and Changing: Children think about the changes that boys and girls will go through during puberty and record these.

Amazing Me: Children create a profile of themselves, detailing such things as how they see themselves, what they like about themselves, how others see them and what they are proud of.



Wider Learning:

The school could hold a themed day where all children are invited to celebrate their individuality, their likes, their talents and the diversity within the school. Visitors could be invited in too, to promote positive body image.

Assessment Statements

All children should be able to...

- name physical changes young people will experience during puberty.
- describe emotional changes young people might experience during puberty.
- appreciate that there is no such thing as a perfect body.
- list things that all loving relationships have in common.
- explain what a sexual relationship is.
- understand that some infections can be passed on during sexual intercourse, but that contraception can prevent this.
- explain how babies are conceived 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 how to look after their bodies during puberty.
- name some ways to cope with new or difficult emotions.
- describe some of the ways in which the media fuels the notion of a perfect body.
- describe the different types of loving relationships that exist.
- explain the laws around sexual relationships.
- explain what contraception is, how it is used and what it is used for.
- use a range of key vocabulary 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.
- describe the process from conception to birth and the needs of the foetus.

Some children should be able to...

- explain why young people experience physical and emotional changes during puberty.
- tailor advice to others in specific situations, regarding how to manage changing emotions.
- challenge society's perceptions of a perfect body.
- discuss the way different types of relationships are viewed in society.
- consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse.
- ask mature questions about puberty and the changes people experience.
- consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this.

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

Lesson Breakdown

Resources

1. Changing Bodies

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

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies.

- whiteboards
- whiteboard pens
- small pieces of paper



2. 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)

I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.

- whiteboards
- pens



3. Just the Way You Are

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

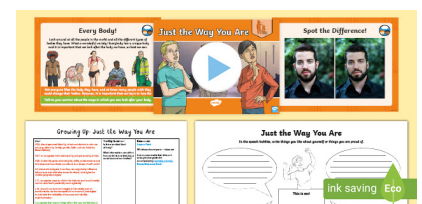
L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L11. recognise ways in which the internet and social media can be used both positively and negatively

L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation

I recognise that many things affect the way we feel about ourselves and I understand that there is no such thing as an ideal kind of body.

- whiteboards
- pens



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4. Relationships

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

I understand what a loving relationship is and that there are many types of relationships.



5. Let's Talk About Sex

H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

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

R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact

I understand what a sexual relationship is and who can have a sexual relationship.

- Sticky notes
- Question Box – a box into which children can, confidentially, put questions they have, to be answered by the teacher at a later date



6. 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 the process of human reproduction, from conception to birth.

- Question Box



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.