

# Health and Wellbeing – Growing Up

PSHE & Citizenship | KS1 | Planning Overview

## About the Topic

This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.



## Home Learning

**What Makes Me, Me?:** Children have a poem to read about what makes someone the person they are. They then illustrate the poem with images of the things they like and things that are personal to them.

**Brilliant Bodies:** Children create a fact file about a body part of their choice, including pictures and information.



## Wider Learning:

Aspects of the science curriculum and related resources will support some of the learning in this unit. The school might also think about supporting the learning about respecting our own and others' bodies with a workshop by the NSPCC, who teach children 'The Underwear Rule'.

## Assessment Statements

### All children should be able to...

- use the scientific names introduced to name male and female body parts.
- identify some differences between males and females.
- identify the body parts that we keep private.
- understand the words 'no' and 'stop'.
- understand that people's bodies and feelings can be hurt.

- talk about their own likes and dislikes.
- understand that different people like different things.
- understand that girls and boys can like different things, or the same things.
- describe how they have changed since they were a baby.
- understand that peoples' needs change as they grow older.
- talk about things they would like to do when they are older.
- discuss some changes that people might go through in life.
- talk about their family and ask others questions about their family.

### Most children will be able to...

- consider the best thing to do in a given scenario.
- explain what 'unique' means and consider what makes them unique.
- show respect for others' likes and dislikes.
- show an understanding of the need to get to know a person before making assumptions about them.
- describe physical changes humans go through as they grow up.
- show an understanding of how our responsibilities change as we grow.
- discuss how certain changes in people's lives can make them feel.

### Some children will be able to...

- suggest why some male and female body parts are different.
- explain the word 'consent'.
- explain what a 'stereotype' is.
- explain what the word 'independent' means.
- consider skills they will need to acquire and goals they will need to achieve in order to fulfil certain roles.
- suggest some things that might help people cope with difficult changes and the feelings that accompany those changes.
- describe some similarities and differences between families.
- identify different family members and different family structures.

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

## 1. Our Bodies

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

H26. about growing and changing from young to old and how people's needs change

I can name the main parts of boys' and girls' bodies.



## 2. Is It OK?

R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private

R16. about how to respond if physical contact makes them feel uncomfortable or unsafe

R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe

R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard

R22. about how to treat themselves and others with respect; how to be polite and courteous

I understand how to respect my own and other people's bodies.

- Teddy Bear



## 3. Pink and Blue

H22. to recognise the ways in which we are all unique

R23. to recognise the ways in which they are the same and different to others

I understand that we are all different and different people like different things.



## 4. Your Family, My Family

R3. about different types of families including those that may be different to their own

R4. to identify common features of family life

R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried

I can talk about my family and others' families.

- Baby photos brought in by the children.



## 5. Getting Older

H26. about growing and changing from young to old and how people's needs change

H27. about preparing to move to a new class/year group

I can describe how I will change as I get older.



## 6. Changes

H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better

H27. about preparing to move to a new class/year group

I can describe things that might change in a person's life and how it might make them feel.



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. This resource is editable to ensure that you can adapt it to meet the needs of children in your setting.