



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Changing Me Curriculum Content	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.	In this Puzzle, children learn about life cycles and the changes that happen as humans and animals grow. They reflect on how their own bodies have changed and develop understanding that everyone grows at different rates. Across the six Pieces, children learn the correct names for private body parts, explore how boys' and girls' bodies can be different, and practise respecting their own bodies and those of others. They also think about feelings linked to change, such as excitement and worry, and learn ways to cope. At the end of the Puzzle, children contribute their flowers of change work to the whole school Tree of Change display, celebrating growth, learning and new beginnings.	In this Puzzle, children explore life cycles in nature and how humans grow from young to old, learning that some changes are outside their control. They reflect on how their own bodies and independence change over time and develop respect for differences in themselves and others. Across the six Pieces, children learn correct names for body parts, understand privacy, and practise being assertive about touch and personal boundaries. They also think about feelings linked to future change, such as excitement and worry, and learn ways to cope. By the end of the Puzzle, children create Leaf Mobiles to celebrate growth and looking ahead.	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them. By the end of the Puzzle, children create Ribbon Mobiles to celebrate growth and looking ahead.	In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support. Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make. By the end of the Puzzle, children use Circles of Change to think about future transitions and celebrate growth and resilience.	In this Puzzle, children explore self-image and body confidence while learning about physical and emotional changes during puberty for girls and boys. They develop understanding of menstruation, male puberty, and how media influences perceptions of appearance and wellbeing. This Puzzle includes one non-statutory sex education lesson where children learn about conception, fertility support, and how babies are made. Across the six Pieces, pupils practise identifying trusted adults and reliable sources of information, alongside discussing responsibilities linked to growing up. By the end of the Puzzle, children reflect on upcoming transitions using Circles of Change and consider how to manage feelings about future changes with confidence and resilience.	In this Puzzle, children explore self-image and self-esteem while learning about physical and emotional changes during puberty. Across the six Pieces, children reflect on identity, adolescent friendships, and the pressures linked to appearance and growing independence. They practise challenging negative self-talk and identifying trusted adults for support, alongside discussing attraction, consent, and respectful relationships. This Puzzle includes a non-statutory sex education lesson where develop understanding of reproduction, pregnancy, and birth. By the end of the Puzzle, children consider the transition to secondary school, using Circles of Change to reflect on worries, hopes, and how to prepare confidently for the year ahead.

Taught Knowledge	Knowledge						
	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
	- Know the names and functions of some parts of the body (see vocabulary list) - Know that we grow from baby to adult - Know who to talk to if they are feeling worried - Know that sharing how they feel can help solve a worry - Know that remembering happy times can help us move on	- I am starting to understand the life cycles of animals and humans - I can tell you some things about me that have changed and some things about me that have stayed the same - I can tell you how my body has changed since I was a baby - I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus - I understand that every time I learn something new, I change a little bit - I can tell you about changes that have happened in my life	- I can recognise cycles of life in nature - I can tell you about the natural process of growing from young to old and understand that this is not in my control - I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old - I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private - I understand there are different types of touch and can tell you which ones I like and don't like - I can identify what I am looking forward to when I move to my next class	- I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby - Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy - I know some simple ways of keeping clean which can keep me healthy and protect me from some infections - I can start to recognise stereotypical ideas I might have about parenting and family roles - I can identify what I am looking forward to when I move to my next class	- I understand that lots of things make up a person's identity and this is what makes them unique - I can describe how a girls' body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this - I know there are many types of family and that often our family members form part of our inner circle - I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty - I know how the circle of change works and can apply it to changes I want to make in my life - I can identify changes that have been and may continue to be outside of my control that I learnt to accept - I can identify what I am looking forward to when I move to a new class	- I am aware of my own self-image and how my body image fits into that - I can explain how a girl's body changes during puberty and understand the importance of looking after ourselves physically and emotionally - I can describe how boys' and girls' bodies change during puberty - I understand that sexual intercourse can lead to conception and that is how babies are usually made - I also understand that sometimes people need IVF to help them have a baby - I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities - I can identify what I am looking forward to when I move to my next class	- I am aware of my own self-image and how my body image fits into that - I can explain how girl's and boys' bodies changes during puberty and understand the importance of looking after myself physically and emotionally - I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born - I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend - I am aware of the importance of a positive self-esteem and what I can do to develop it - I can identify what I am looking forward to when I move to my next class

Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills
	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills	Social and Emotional Skills
	• Recognise that changing class can elicit happy and/or sad emotions • Can say how they feel about changing class/ growing up • Can identify how they have changed from a baby • Can say what might change for them they get older • Can identify positive memories from the past year in school/home	• I understand that changes happen as we grow and that this is OK • I know that changes are OK and that sometimes they will happen whether I want them to or not • I understand that growing up is natural and that everybody grows at different rates • I respect my body and understand which parts are private • I enjoy learning new things • I know some ways to cope with changes	• I understand there are some changes that are outside my control and can recognise how I feel about this • I can identify people I respect who are older than me • I feel proud about becoming more independent • I can describe what I enjoy about being a boy or girl whilst understanding we are all different • I am confident to say what I like and don't like and can ask for help • I can start to think about changes I will make when I am in Year 3 and know how to go about this	• I can express how I feel when I see babies or baby animals • Recognise how I feel about these changes happening to me and know how to cope with those feelings • I have started to think about the ways to keep my body clean as I grow up and how I feel about this • I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes • I can start to think about changes I will make next year and know how to go about this	• I can describe how I will have choices about developing my own identity and interests as I grow up and that these will contribute to who I am • I have strategies to help me cope with the physical and emotional changes I will experience during puberty • I know that sometimes I may feel anxious about growing up and this is normal. There are people who can support me • I am confident enough to try to make changes when I think they will benefit me • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • I can reflect on the changes I would like to make next year and describe how to go about this	• I know how to develop my own self esteem • I understand that puberty is a natural process that happens to everybody and that it will be OK for me • I can express how I feel about the changes that will happen to me during puberty • I appreciate how amazing it is that human bodies can reproduce in these ways • I am confident that I can cope with the changes that growing up will bring • I can start to think about changes I will make next year and know how to go about this	• I know how to develop my own self esteem • I can express how I feel about the changes that will happen to me during puberty • I can recognise how I feel when I reflect on the development and birth of a baby • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I know how to prepare myself emotionally for the changes next year

Taught Vocabulary	angry argue calm family feelings friends jobs lonely relationships upset	adult adulthood anus anxious baby change changes coping curious excited feelings female grow growing up growth happy learn life cycle male nervous new penis proud testicles vulva worried	adult anus anxious assertive baby change child cope comfortable control dislike elderly excited female freedom fully grown grow growing up hug independent life cycle like looking forward male nervous old older penis physical private public respect responsibilities teenager testicles texture timeline toddler touch uncomfortable vagina vulva young	animals babies birth breasts care challenge change changes control egg family female genitals growing up looking forward male mother ovaries ovum / ova penis personal hygiene puberty pubic hair roles scrotum sperm stereotypes task testicles vagina womb / uterus worries	acceptance anxious belonging care characteristics change choices circle control family fallopian tube hobbies hormone identity inner circle interests love looking forward menstrual cup menstrual cycle menstrual pads menstrual towel menstruation ovaries panty liner period pants period products periods personality proud proportionate puberty reliable seasons skills support tampons trusted adult trustworthy unique values vagina vulva womb	Affirmation, anxious, aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement facial hair, fallopian tube, fear, fertilisation, fertility treatment (IVF), filter growth spurt, hormone, hope hormones, influences, larynx, making love, manage, media, media influencer, menstrual cycle, menstrual pads, menstrual towels menstruation, mental health/wellbeing, milestone opportunities, oestrogen, ovary, ovaries, perception, perceptions, periods, pregnancy, puberty, relationships, reliable sources, responsibilities, scrotum, self self-esteem, self-image, sexual intercourse, semen, sperm, teenager, testicles, testes, testosterone, vagina, vulva, wet dream, womb/uterus	adolescent assertive attraction baby caesarean celebrity cervix challenge choice contractions consent criticise embryo feelings/emotions fetus freedoms identity independence journey labour looking forward love mental health midwife negative body-talk opportunities placenta pregnancy pressure puberty real-self relationship relationships responsibilities secondary self-esteem
------------------------------	---	---	---	--	--	--	---

--	--	--	--	--	--	--	--