

Autumn 1 Strand- Identity expectation and society				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	Core strand (personal social and emotional) ELG- managing self Explain the reasons for rules, know right from wrong and try to behave accordingly;	<ul style="list-style-type: none"> To create and follow class rules Use of puppets to explain and discuss scenarios Role play positive behaviours 	(Strand-power and identity) <ul style="list-style-type: none"> Develop an identity Learn to distinguish fantasy from reality Learn how to explore power with responsibility Develop ability to adapt to different roles and relationships Learn to understand consequences and contexts 	<ul style="list-style-type: none"> Develop a positive sense of self and understanding self and others Self-identity – Wonderful Me, what makes me special
Key Stage 1 Cycle A	In this unit pupil will learn- My Rights and Responsibilities The importance of rules How there are different rules for different situations Personal like and dislikes and what that means	<ul style="list-style-type: none"> To identify jobs and responsibilities they have at school. To explain the importance of following rules To know there are different rules for different situations To understand how rules enable them to feel safe and happy in school. To understand our likes and dislikes 	(Strand-power and identity) <ul style="list-style-type: none"> Develop a positive sense of self and understanding self and others Begin to develop an individual identity Discovering different roles and relationships with others. Understand the consequences of their behaviour and are familiar with social expectations. Acquiring information about the world, their bodies and their identity/role. 	
Key Stage 1 Cycle B	In this unit pupils will- Rights and Responsibility within society Belonging to a group and what that means Roles and responsibilities within different groups	<ul style="list-style-type: none"> To identify their role and responsibility within different groups To understand the roles and responsibility of trusted adults To explain roles of people who keep us safe To explore what it means to work as a team 		<ul style="list-style-type: none"> The pupils can identify the people who look after them, who to go to if they get worried, (Ruby’s <i>Worry</i>, Percival.T) Year1-asking for help
Lower Key Stage 2 Cycle A	In this unit pupil will learn - Democracy Why we have/ abide by rules and laws How they keep us safe and what our rights and responsibilities are.	<ul style="list-style-type: none"> To explain the importance of following rules in the wider society Understand that Britain is a democratic society To understand what a law is To Understand that children have their own rights To learn about the local council and their role 	(Strand- Skills and Structure) <ul style="list-style-type: none"> Learn about their own and others’ way of doing things; to develop new skills Take enjoyment in thinking about different ways of doing things and acquiring new skills Take enjoyment in difference and be curious about new experiences. Having appropriate responsibilities, understand the need for rules and regulations Giving thought to the values that underpin rules Identify strongly with peers 	<ul style="list-style-type: none"> Understand their right to protect their body from unwanted touch- My rights and responsibilities year 3
Lower Key Stage 2 cycle B	In this unit pupil will learn Community and belonging: Look at what it means to be part of a community inside and outside of school. Understand there are different groups within communities the need to help and shared responsibility to ensure their community thrives	<ul style="list-style-type: none"> To explain The importance of rules within the classroom To understand the term belonging To identify different communities we belong to To discuss shared responsibility To discuss ways to help within the community 		<ul style="list-style-type: none"> Recognise when they might need help to manage a situation and have developed skills to ask for help-Asking for help year 4
Upper Key Stage 2 Cycle A	In this unit pupils will: Understand their individual actions and how that effect the environment as well as express what they think and the responsibility they have to protect the environment.	<ul style="list-style-type: none"> To understand and explain why we have class rules To understand the importance of protecting the environment To explore what is meant by the term compassion To understand the impact we have on our environment To debate about who is responsible for protecting the environment 	(Strand- Skills and Structure) <ul style="list-style-type: none"> Learn about their own and others’ way of doing things; to develop new skills Take enjoyment in thinking about different ways of doing things and acquiring new skills Take enjoyment in difference and be curious about new experiences. Having appropriate responsibilities, understand the need for rules and regulations Giving thought to the values that underpin rules Identify strongly with peers 	
Upper Key Stage 2 Cycle B	In this unit pupils will: Be able to value diversity and recognise and challenge prejudice, discrimination and stereotypes.	<ul style="list-style-type: none"> To understand and challenge stereotypes To know what the term diversity means To understand what prejudice is To discuss how to challenge discrimination 		<ul style="list-style-type: none"> Realisation of the nature and consequences of discrimination, including the use of prejudice based language- My relationships year 6

Autumn 2 Strand- Celebrating differences				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	Core strand (personal social and emotional) ELG - Self Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	<ul style="list-style-type: none"> • Happy • Sad • Angry • How my friends feel • What I should do 	(Strand-power and identity) <ul style="list-style-type: none"> • Develop an identity •Learn to distinguish fantasy from reality •Learn how to explore power with responsibility •Develop ability to adapt to different roles and relationships •Learn to understand consequences and contexts 	<ul style="list-style-type: none"> • How to share and take turns • Naming and expressing feelings and emotions
Key Stage 1 Cycle A	In this unit pupils will learn How people are different to them Different types of family and what family means to them What caring for others looks like	<ul style="list-style-type: none"> • To discuss how we are the same and different • To understand not everyone’s family is the same • To explain what family means to you • To know what it means to care • To discuss people who care for us 	(Strand-power and identity) <ul style="list-style-type: none"> • Develop a positive sense of self and understanding self and others •Begin to develop an individual identity •Discovering different roles and relationships with others. •Understand the consequences of their behaviour and are familiar with social expectations. •Acquiring information about the world, their bodies and their identity/role. 	<ul style="list-style-type: none"> • Recognise and respect differences and similarities between people – My beliefs year 1 • Identify ways in which people and families are unique and understand there is only ever going to be one of them- My beliefs year 2
Key Stage 1 Cycle B	In this unit pupils will learn: About what they have in common and how they are different. Understanding differences are okay and team work listening to others.	<ul style="list-style-type: none"> • To identify differences between girls and boys • To understand how they are different to others • To compare differences within themselves • To look at what it means to be unique • To understand how difference help when working in a group 		<ul style="list-style-type: none"> • Correctly name the parts of the body including external genitalia using scientific terms –My body- year1
Lower Key Stage 2 Cycle A	In this unit pupils will learn: Recognise and respect different types of families, understand what being part of family looks like to them and how to manage upset or worry within the family looking at when and who to ask for help.	<ul style="list-style-type: none"> • To recognise and respect all family types • To know what it means to be part of your family • To manage worry and upset within the family setting • To know when to ask for help 	(Strand- Skills and Structure) <ul style="list-style-type: none"> •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences. •Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers 	<ul style="list-style-type: none"> • Recognise differences and similarities between people arise from a number of factors including family and personal identity- My beliefs year4
Lower Key Stage 2 cycle B	In this unit pupils will learn: To identify shared values and respect and embrace differences between people.	<ul style="list-style-type: none"> • To understand what is meant by the term shared values • To respect and embrace differences with others • To compare our culture to others • To respect and embrace how we are different 		<ul style="list-style-type: none"> • Know marriage is a commitment freely entered into by both people and that no one should marry if they don’t absolutely want to or are not making the decision freely for themselves.- My right and responsibilities year 4
Upper Key Stage 2 Cycle A	In this unit pupils will learn: That everyone has the right to be treated fairly and with respect. Understand that although we are different in race gender or sexuality we all have the right to our lifestyle identify and challenge discrimination both online and face to face.	<ul style="list-style-type: none"> • To understand what fair treatment mean • Understand differences in race, gender and sexuality • To discuss the right to our choice of lifestyle • To identify and challenge face to face discrimination • To identify and challenge online discrimination 	(Strand- Skills and Structure) <ul style="list-style-type: none"> •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences. •Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers 	<ul style="list-style-type: none"> • Know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. – My beliefs year 5
Upper Key Stage 2 Cycle B	In this unit pupils will learn: The importance of respect for others culture and lifestyles. Whilst discussing the impact of discrimination and how to challenge it.	<ul style="list-style-type: none"> • To understand and respect all cultures and lifestyles • To discuss the impact that discrimination can have on a person’s life • To discuss the importance of challenging discrimination • To discuss our responsibility in challenging discrimination. 		<ul style="list-style-type: none"> • Know that some cultural practices are against British Law and universal human rights including female genital mutilation (FGM)- My beliefs year 6

Spring 1 Strand- Feelings and Friendships				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	ELG-Building relationships – Form positive attachments to adults and friendships with peers;		(Strand-power and identity) • Develop an identity •Learn to distinguish fantasy from reality •Learn how to explore power with responsibility •Develop ability to adapt to different roles and relationships •Learn to understand consequences and contexts	<ul style="list-style-type: none"> • What being a good friend is • Working together • Belonging to a family
Key Stage 1 Cycle A	In this unit pupils will learn Understanding basic emotions what happens to our body when we feel like that Understand how others make us feel. Learn calming techniques	<ul style="list-style-type: none"> • Understand what makes us happy and how we respond when we are happy • Understand what makes us sad and how we respond when we are sad • Understand what makes us worried or afraid and how we respond when we are worried and afraid • Understand what makes us angry and how we respond when we are angry • Learn how to self-regulate 	(Strand-power and identity) • Develop a positive sense of self and understanding self and others •Begin to develop an individual identity •Discovering different roles and relationships with others. •Understand the consequences of their behaviour and are familiar with social expectations. •Acquiring information about the world, their bodies and their identity/role.	<ul style="list-style-type: none"> • Communicate about feelings, recognise how others show feelings and know how to respond.- My feelings year 1
Key Stage 1 Cycle B	In this unit pupils will learn: About different emotions we may feel when making and maintaining friendships.	<ul style="list-style-type: none"> • To understand what it means to be a good friend • To identify positive play within friendship • How to manage falling out with friends • To learn ways to resolve disputes between friends • To know when to ask for help 		<ul style="list-style-type: none"> • Understand the importance of listening to other people to play and work cooperatively including strategies to resolve simple arguments through negotiation- My relationships year 1
Lower Key Stage 2 Cycle A	In this unit pupils will learn: Understand and recognising respectful behaviour with a focus on including and helping others and being tolerant of different cultures and life choices	<ul style="list-style-type: none"> • To identify ways in which we help others • To discuss what is meant by the term self-respect • To understand the importance of showing respect to others • To be tolerant and respectful of different cultures • To be tolerant and respectful of other lifestyle choices 	(Strand- Skills and Structure) •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences.	<ul style="list-style-type: none"> • Challenge stereotypes understanding that there is not one way to be a girl or one way to be a boy – My beliefs year 3
Lower Key Stage 2 cycle B	In this unit pupils will learn: What a healthy and positive friendship is and how to build positivity in your friendship. Differences between a face to face friendship and an online one.	<ul style="list-style-type: none"> • To explain what a healthy friendship is • To identify traits of an unhealthy friendship • To discuss how to build healthy friendships • To compare face to face friendships to those formed online • To share your worries about friendships 	•Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers	*Able to judge what kind of physical behaviours are acceptable and unacceptable and ways to respond- My relationships year 4
Upper Key Stage 2 Cycle A	In this unit pupils will learn: To recognise what a healthy friendship looks like, that peer pressure can cause people to act and feel a certain way. Identify challenges and appropriate ways to resolve these.	<ul style="list-style-type: none"> • To explain traits of a healthy friendship • To understand the impact of peer pressure • To discuss ways to identify and challenge peer pressure • To accept changes within friendships • To identify when a friendship is unhealthy and feels unsafe 	(Strand- Skills and Structure) •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences.	<ul style="list-style-type: none"> • Identify healthy relationships and recognise the skills needed to manage and maintain healthy relationships- My relationships year 5
Upper Key Stage 2 Cycle B	In this unit pupils will learn: What it means to have a health min, the importance of looking after your mental health and strategies to cope when things are difficult.	<ul style="list-style-type: none"> • To understand that we all have mental health • To look at what is meant by ill mental health • To discuss the stigma around mental health • To discuss strategies to looking after your mental health • To identify what mental health means to you 	•Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers	Recognise how images in the media, including online images do not always reflect reality and can affect how people feel about themselves- My feelings year 6

Spring 2 Strand- Keeping Safe and Managing Risk				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	ELG-Managing self Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices		(Strand-power and identity) • Develop an identity • Learn to distinguish fantasy from reality • Learn how to explore power with responsibility • Develop ability to adapt to different roles and relationships • Learn to understand consequences and contexts	• My Body – Keeping Clean and safe • Respecting my body – healthy choices • Changes and differences/similarities
Key Stage 1 Cycle A	In this unit pupils will learn Identify dangers that are real/ imaginary Understand what personal safety looks like How to keep ourselves safe outside of the house	<ul style="list-style-type: none"> To be able to identify dangers to our safety To understand how to keep ourselves safe everyday To explain how to keep safe outdoors To identify dangers that are real or imaginary 	(Strand-power and identity) • Develop a positive sense of self and understanding self and others • Begin to develop an individual identity • Discovering different roles and relationships with others. • Understand the consequences of their behaviour and are familiar with social expectations. • Acquiring information about the world, their bodies and their identity/role.	
Key Stage 1 Cycle B	In this unit pupils will learn Identify risk in different environments including risk and safety at home. Understand what to do in an emergency	<ul style="list-style-type: none"> To identify risks in everyday situations To discuss what unsafe situations could be To understand how to be safe at home To understand how to keep our bodies safe To know what to do in an emergency 		<ul style="list-style-type: none"> Understand how some diseases are spread including the right to be protected from diseases and the responsibility to protect others- My rights and responsibilities year 1
Lower Key Stage 2 Cycle A	In this unit pupils will learn: Hazards in our everyday life, the importance of rules that are there to keep us safe	<ul style="list-style-type: none"> To identify hazards at home and at school To understand how to manage everyday risk To discuss fire safety To look at rules that keep us safe To describe how we can keep ourselves safe 	(Strand- Skills and Structure) • Learn about their own and others' way of doing things; to develop new skills • Take enjoyment in thinking about different ways of doing things and acquiring new skills • Take enjoyment in difference and be curious about new experiences. • Having appropriate responsibilities, understand the need for rules and regulations • Giving thought to the values that underpin rules • Identify strongly with peers	<ul style="list-style-type: none"> To judge what kind of physical contact is acceptable, comfortable and uncomfortable and how to respond- My rights and responsibilities year 2
Lower Key Stage 2 cycle B	In this unit pupils will learn: What the term drug is recognise that everyday drugs are common. The negative and positive of drug use and where to go if you need support.	<ul style="list-style-type: none"> To explain how to safely use medicines and everyday drugs To discuss health and everyday drug use To explain common side effects and risks of drug use To understand that drug use can become a habit To know when someone may need help and support around drug use 		<ul style="list-style-type: none"> Know how their body may change and how to care for their body and celebrate their uniqueness – My body year 3
Upper Key Stage 2 Cycle A	In this unit pupils will learn: Recognising both face to face and online situations that are unsafe look at positive risks and how these are very different to dangerous behaviour and look at how to respond in an emergency as well as report unsafe behaviour.	<ul style="list-style-type: none"> To be able to recognise unsafe situations To distinguish between a positive and dangerous risk To understand basic first aid To recall the steps that should be taken in the case of an emergency To know what is meant by FGM 	(Strand- Skills and Structure) • Learn about their own and others' way of doing things; to develop new skills • Take enjoyment in thinking about different ways of doing things and acquiring new skills • Take enjoyment in difference and be curious about new experiences. • Having appropriate responsibilities, understand the need for rules and regulations • Giving thought to the values that underpin rules • Identify strongly with peers	<ul style="list-style-type: none"> Consider how to manage accidental exposure of explicit images and upsetting online material including who to talk to about what they have seen - Asking for help year 5
Upper Key Stage 2 Cycle B	In this unit pupils will learn: Understand how age ratings keep them safe the importance of understanding our personal data information and what not to share as well as building up independent risk assessment skills to weigh up and manage risks accordingly.	<ul style="list-style-type: none"> To understand that some data is personal and should not be shared To understand how age ratings are there to keep you safe To be able to assess the level of risk in a given situation To learn how to weigh up and manage risks accordingly 		<ul style="list-style-type: none"> Having strategies to keeping safe online, knowing personal information and images can be shared without their permission – My rights and responsibilities year 5

Summer 1 Strand- Healthy Relationships				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	ELG- building relationships Work and play cooperatively and take turns with others		(Strand-power and identity) • Develop an identity • Learn to distinguish fantasy from reality • Learn how to explore power with responsibility • Develop ability to adapt to different roles and relationships • Learn to understand consequences and contexts	<ul style="list-style-type: none"> • My rights and responsibilities • Persevering • Tackling challenges and new experiences
Key Stage 1 Cycle A	In this unit pupils will learn Recognise privacy and understand how to keep ourselves safe and understanding the importance of asking permission	<ul style="list-style-type: none"> • To identify people you trust • To understand what makes us feel safe around others • To recognise and respect privacy • To understand the importance of asking permission 	(Strand-power and identity) • Develop a positive sense of self and understanding self and others • Begin to develop an individual identity • Discovering different roles and relationships with others. • Understand the consequences of their behaviour and are familiar with social expectations. • Acquiring information about the world, their bodies and their identity/role.	<ul style="list-style-type: none"> • Understand the concept of privacy and the right to keep things private and the rights others have to privacy – My rights and responsibilities Reception
Key Stage 1 Cycle B	In this unit pupils will learn How to recognise and deal with hurtful behaviour, understand all forms of bullying and how it can make people feel	<ul style="list-style-type: none"> • To recognise hurtful behaviour • To understand what is meant by the term bullying • To discuss how bullying can make people feel • To understand the difference between a surprise and a secret • To know when and how to ask for help 		<ul style="list-style-type: none"> • Recognise different types of teasing and bullying and understand why this is wrong and unacceptable- My relationships year 2 • Know the difference between a surprise and a secret including knowing not to keep a secret that makes them feel worried scared or uncomfortable – Asking for help year 2
Lower Key Stage 2 Cycle A	In this unit pupils will learn: About what they should and shouldn't share. What is meant by the term personal boundary and what privacy means to them. Explore the effects and hurt bullying has.	<ul style="list-style-type: none"> • To know what is and isn't appropriate to share • To understand what is meant by the term personal boundaries • To recognise ways to keep ourselves safe online • To discuss the effect and consequences of bullying • To understand how bullying can occur online 	(Strand- Skills and Structure) • Learn about their own and others' way of doing things; to develop new skills • Take enjoyment in thinking about different ways of doing things and acquiring new skills • Take enjoyment in difference and be curious about new experiences. • Having appropriate responsibilities, understand the need for rules and regulations	<ul style="list-style-type: none"> • Recognise and respond to a wide range of emotions in themselves and others- My feelings year 4
Lower Key Stage 2 cycle B	In this unit pupils will learn: Recognising differences between teasing and hurtful behaviour and dares and peer pressure. Discussing online presence and bullying.	<ul style="list-style-type: none"> • To recognise the difference between playful and hurtful teasing • To discuss what a by stander is • To recognise the difference between a dare and peer pressure • To understand when sharing a secret is important • To discuss what an online identity is and how to behave online 	<ul style="list-style-type: none"> • Giving thought to the values that underpin rules • Identify strongly with peers 	<ul style="list-style-type: none"> • Recognise a wide range of relationships including the attributes of positive healthy relationships- My relationships year 3 • Know the difference between a secret and a surprise and know when it is right to break the confidence of a secret-Asking for help year 3
Upper Key Stage 2 Cycle A	In this unit pupils will learn: What is meant by acceptable physical touch that is age appropriate as well as the importance of consent and what to do in you are feeling uncomfortable with unwanted physical contact or being asked to keep a secret.	<ul style="list-style-type: none"> • To distinguish what is meant by acceptable physical touch • To understand the importance of consent • To recognise when you a feeling uncomfortable and what to do • Understand what to do if you are given unwanted physical contact • To know who to go to for help if someone asks you to keep a secret 	(Strand- Skills and Structure) • Learn about their own and others' way of doing things; to develop new skills • Take enjoyment in thinking about different ways of doing things and acquiring new skills • Take enjoyment in difference and be curious about new experiences. • Having appropriate responsibilities, understand the need for rules and regulations	<ul style="list-style-type: none"> • Develop confidence and skills to know when who and how to ask for help independently or with support- Asking for help year 6
Upper Key Stage 2 Cycle B	In this unit pupils will learn: There are different types of relationships	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Giving thought to the values that underpin rules • Identify strongly with peers 	

Summer 2 Strand- Managing and Embracing Change				
	Unit overview	Key Concepts	Thrive Strand goals	RSE
EYFS	<p>ELG- Self regulation Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>ELG- Managing self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p>		<p>(Strand-power and identity)</p> <ul style="list-style-type: none"> • Develop an identity •Learn to distinguish fantasy from reality •Learn how to explore power with responsibility •Develop ability to adapt to different roles and relationships •Learn to understand consequences and contexts 	<ul style="list-style-type: none"> • Understanding consequences • Celebrating achievements • Setting goals
Key Stage 1 Cycle A	<p>In this unit pupils will learn about: What makes them special and unique Look at change and loss Dreams and wishes for the future (moving year)</p>	<ul style="list-style-type: none"> • To understand what it means to be unique • To discuss change that can be exciting • To discuss loss and change that occurs • To look forward to future change 	<p>(Strand-power and identity)</p> <ul style="list-style-type: none"> • Develop a positive sense of self and understanding self and others •Begin to develop an individual identity •Discovering different roles and relationships with others. •Understand the consequences of their behaviour and are familiar with social expectations. •Acquiring information about the world, their bodies and their identity/role. 	<ul style="list-style-type: none"> • Can celebrate their strengths and achievement and are able to set simple but challenging goals –My feelings year 2
Key Stage 1 Cycle B	<p>In this unit pupils will learn about: Growing older naming body parts Dreams and wishes for the future (moving year)</p>	<ul style="list-style-type: none"> • To compare and discuss changes between young and old • To identify and label body parts • To explain changes that occur as you grow up • To look at how our bodies change as we grow • To create goals for the future 		<ul style="list-style-type: none"> • Recognise how they will grow older and change as they become older- My body year2
Lower Key Stage 2 Cycle A	<p>In this unit pupils will learn about: Growing and changing personal identity showing how to overcome challenges to our self-worth and be a resilient individual. Dreams and wishes for the future (moving year)</p>	<ul style="list-style-type: none"> • To discuss what is meant by personal identity • To explain their strengths and interests • To understand times we may be challenged • To identify ways to manage emotions when things are challenging • To express wishes for the future and celebrate achievements so far 	<p>(Strand- Skills and Structure)</p> <ul style="list-style-type: none"> •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences. •Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers 	<ul style="list-style-type: none"> • Identify their strengths and set aspirational goals for themselves understanding how this contributes to high self-esteem-My feeling year 3
Lower Key Stage 2 cycle B	<p>In this unit pupils will learn about: Class choice. Dreams and wishes for the future (moving year)</p>	<ul style="list-style-type: none"> • Teacher to select an appropriate subject of change tailored to their class. • To explain wishes for the next year and feelings about the future. 		<ul style="list-style-type: none"> • Reflect on how their body has changed and anticipate body changes, understanding some are related to puberty – My body year 4
Upper Key Stage 2 Cycle A	<p>In this unit pupils will learn about: (year 5) Discuss changes mentally and physically that occur during puberty Dreams and wishes for the future (moving year)</p>	<ul style="list-style-type: none"> • To understand emotional change that occurs during puberty • To understand physical change that occurs during puberty • To discuss how to manage change that occurs through puberty • To discuss how to plan for future change 	<p>(Strand- Skills and Structure)</p> <ul style="list-style-type: none"> •Learn about their own and others’ way of doing things; to develop new skills •Take enjoyment in thinking about different ways of doing things and acquiring new skills •Take enjoyment in difference and be curious about new experiences. •Having appropriate responsibilities, understand the need for rules and regulations •Giving thought to the values that underpin rules •Identify strongly with peers 	<ul style="list-style-type: none"> • Anticipate how their emotions may change as they approach and move through puberty- My feelings and My Body year 5
Upper Key Stage 2 Cycle B	<p>In this unit pupils will learn about: (year 6) How a baby is made through sexual reproduction Transition work, preparing them for high school.</p>	<ul style="list-style-type: none"> • To look at and identify the reproductive organs • To be able to explain a baby is made through sexual reproduction • To prepare for high school 		<ul style="list-style-type: none"> • Explain what sexual intercourse is and how this leads to reproduction, using correct terms to describe the male and female organs – My body year 6 • They are aware that infections can be shared during sexual intercourse, and that a condom can help prevent this- My rights and responsibilities year 6