

PSHE including Citizenship

Programme of Study Unit:

4. Changing and Growing

Content of this grid is adapted from the National Curriculum, the PSHE Association planning framework for pupils with SEND, and Development Matters non-statutory curriculum guidance for early years. Primary composites will continue beyond Key Stage 2 according to developmental levels and progression rate.

C = links also to Citizenship Programmes of Study/Citizenship Assessment Framework

Changing and growing - Primary			
Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Baby to adult	a. Attends and responds with curiosity to prompting about babies, what they look like and how they behave. b. Demonstrates an emerging awareness of babies, children and adults. c. Demonstrates a realisation of the differences between environments and people d. Explores the differences between a baby, child and adult. e. Encounters the differences between a baby, child and adult.	a. Describes the needs of a baby and a child. b. Begins to demonstrate an awareness of body changes through time (baby – old person). C c. Demonstrates an awareness of different needs people have, at different ages (i.e. bottle for a baby) C d. Describes some of the things we can do now that we could not do when we e. were younger.	a. Identifies stages of the human life cycle. b. Understands the process of growing from young to old. C c. Explains how the needs of babies, children, adults and older people differ.

	f. Demonstrates a realisation of the differences between a baby, child and adult. g. Identifies some of the differences between a baby, child and adult.		
Changes at Puberty	a. Demonstrates an awareness of their body. b. Tolerates physical touch. c. Anticipates touch in familiar situations (e.g. hoisting, massage stories). d. Realises that our body has different parts (legs, arms, head etc). e. Attends and responds with curiosity to adult prompting of the names for body parts and changes of puberty. f. Recognises correct vocabulary for some of the main body parts, including genitalia. g. Realises that bodies change as people become adults, including the onset of menstruation (when appropriate).	a. Demonstrates an understanding of genders (boy/girl) C b. Identifies and names body parts with preferred methods of communication C c. Describes the main physical differences between male and female bodies, including the onset of menstruation at puberty (when appropriate). d. Demonstrates an understanding that menstruation happens to every girl/ woman and it is a perfectly normal part of growing up. e. Identifies whom we can talk to about growing and changing. f. Describes some of the physical changes that occur as we grow up (e.g. body shape, height, menstruation). e. Begins to develop an awareness of themselves	a. Describes what happens during puberty, including mood swings, emotional changes, menstruation and wet dreams/ejaculation, hair growth, skin and voice changes. b. Names the main parts of the body C c. Uses correct vocabulary to name male and female reproductive organs d. Recognises that during and after puberty, some people enjoy masturbating, and this should be done in private. e. Recognises that people experience the physical and emotional changes of puberty over different lengths of time.

		through appropriate use of pronouns and expression of personal circumstances exclusive to themselves. C	
Dealing with Touch	a. Encounters different kinds of physical contact. b. Demonstrates an interest about different kinds of daily physical contact we experience (passive, active). Realises some of the appropriate ways trusted adults/family members may physically touch us as part of our daily care, during play, or to show affection. d. Anticipating touch from trusted adults/ family members during daily activities. e. Encountering adult modelling/visual stimuli that shows, through our responses, if we are unhappy/uncomfortable with the way someone is touching us. f. Demonstrates a realisation that we can let people who help us know if we do not want to be touched or we are not comfortable with how we are	a. Explains that our bodies belong to us and that we have a right to feel safe. b. Recognises the need to respect other people's bodies and to ask for permission before we touch them. c. Describes different types of physical contact d. Explains how to differentiate between acceptable and unacceptable, comfortable and uncomfortable, necessary and unnecessary, physical contact. e. Indicates when and why physical contact may be inappropriate (e.g. it causes us to feel upset, hurts us, we feel uncomfortable about it). f. Identifies occasions when it might be okay for someone to make us feel uncomfortable (injections, cleaning cuts or grazes); that these might be when we are unwell, injured or need medical treatment.	a. Explains that we have the right to protect our bodies from Inappropriate/unwanted touching. b. Explains that our bodies should be looked after c. Explains that female genital mutilation (FGM) (removing or injuring female genitalia for non-medical reasons) is wrong and illegal, even if some adults think it is necessary. d. Explains how we can respect other people's rights to protect their bodies from inappropriate/unwanted touching. e. Explains when and whom to tell if we are worried, and the importance of persisting in telling until we feel comfortable and safe. f. Identifies someone we could safely go to for help if we are worried about ourselves or someone else.

	being touched.	g. Describes or demonstrates how to respond to unwanted physical contact; how to let someone know we do not like it or want it. h. Indicates trusted adults we can tell.	
Different Types of Relationships	a. Demonstrates an awareness when they are surrounded by familiar people. b. Demonstrates an awareness when they are surrounded by unfamiliar people. c. Recognises familiar people d. Demonstrates engagement in interaction with people (family, adults, peers) – by gazing, smiling, responding non-verbally etc). e. Indicates likes and dislikes (rejection) of people. f. Realises that they are part of a small group. g. Begins to demonstrate an awareness of self in a bigger group. h. Realises who are the people who make up our family. i. Realises how each member of family interacts differently with	a. Identifies different types of family. b. Recognises others' families in school may be different from their family. c. Identifies some of the ways in which we may be cared for by our families, friends and other adults who care for us. d. Explains that two people who love and care for one another can be in a romantic relationship; that this is different from a friendship. e. Demonstrates an awareness that we can be happy and unhappy in a relationship (family, friendship). f. Indicates who are the people we can speak to if we are feeling unhappy in a relationship (family, friendship, school friends). g. Identifies some of the h. differences between family relationships, friendships and romantic relationships.	a. Meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse) C b. Recognises that two people in a long-term relationship might live together or be married or in a civil partnership; that getting married must always be a choice both people make together. c. Recognises that two people who love and care for one another may or may not have children. d. Identifies some of the roles and responsibilities of parents and carers. a. Explains the features of a healthy and positive friendship or family relationship. b. Identifies whom to tell if something in our family life makes us unhappy or worried. c. Recognises that relationships, including marriage and civil

	us (e.g. mum, dad – caring, brother – playing) j. Begins to demonstrate an awareness to demonstrate an awareness of self in relationships with family, school friends, school staff, and friends outside of school. k. Initiates interactions with adults. l. Initiates interactions with peers. m. Begins to acknowledge turn-taking with another person.		partnership, can be between people of any gender.
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Changing and growing – Secondary

Pupils should know:	Redway Pre-Formal Pathway Encounter → Foundation	Redway Semi-formal Pathway Core → Development	Redway Formal Pathway Enrichment → Enhancement
Puberty	Please refer to Unit Changing and Growing KS1/ KS2: a. To explore gender body changes over time b. To show awareness of having a period	c. Identifies some of the different ways we have changed as we have grown older. d. Describes some of the new opportunities and responsibilities we have experienced as we have grown older. e. Identifies some of the different stages of change as people progress from birth to adulthood (physical, emotional, social). f. Understands why puberty happens. g. Understands the specific physical and emotional changes that happen during puberty, including menstruation, wet dreams, skin and voice changes, body hair, mood swings. h. Explains aspects of personal hygiene that we can take responsibility for, and why this is important during puberty.	j. Identifies the functions of the reproductive organs, including how conception occurs. k. Understands the different stages of reproduction, pregnancy and birth. l. Evaluates how emotions may change as we get older and are no longer children.

		i. g. Develops some independence in personal hygiene during menstruation (girls).	
Friendship	a. To identify people who are family or friends (using chosen methods of communication). Please refer to Unit “Different types of relationships” KS1/KS2	b. Shows awareness that friendship is a two-way relationship. c. Identifies occasions when we might need the support of friends. d. Gives examples of how we can show support to our friends. e. Describes how we can let friends know that we need their help and support. f. Identifies occasions when our friends might need our support. g. Explains that we might disagree with someone and still be friends. h. To recognise mistakes can be corrected C Demonstrates ways to manage friendship disagreements restoratively. h. Recognises that friends do not always know what is best for each other.	a. Describes ways in which friendships might change over time. b. Explains that sometimes friendships may end, through choice or circumstances. c. Demonstrates strategies for managing feelings about friendships as they change and develop. d. Demonstrates how we might end a friendship positively. e. Identifies reliable and appropriate sources of support for ourselves and our friends.

Healthy/unhealthy relationship behaviour	Please refer to RSE curriculum Unit “Respectful relationships, including friendship”	Please refer to RSE curriculum Unit “Respectful relationships, including friendship”	Please refer to RSE curriculum Unit “Respectful relationships, including friendship”
Intimate relationships, consent and contraception	Please refer to RSE curriculum Unit “Intimate and Sexual Relationship, Sexual Health”	Please refer to RSE curriculum Unit “Intimate and Sexual Relationship, Sexual Health”	Please refer to RSE curriculum Unit “Intimate and Sexual Relationship, Sexual Health”
Long term relationship and parenthood	Please refer to RSE curriculum Unit “Families 3, 4”	Please refer to RSE curriculum Unit “Families 3, 4”	Please refer to RSE curriculum Unit “Families3, 4”