



Growing and Changing

Children will be able to:

- Use a range of words and phrases to describe the intensity of different feelings
- Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
- Explain strategies they can use to build resilience.

- [How are they feeling?](#)

Children will be able to:

- Identify people who can be trusted;
- Understand what kinds of touch are acceptable or unacceptable;
- Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.

- [Taking notice of our feelings](#)

Children will be able to:

- Explain how someone might feel when they are separated from someone or something they like;
- Suggest ways to help someone who is separated from someone or something they like.

- [Dear Hetty](#)

Children will be able to:

- Know the correct words for the external sexual organs;
- Discuss some of the myths associated with puberty.

- [Changing bodies and feelings](#)

Children will be able to:

- Identify some products that they may need during puberty and why;
- Know what menstruation is and why it happens.

- [Growing up and changing bodies](#)

Children will be able to:

- Recognise how our body feels when we're relaxed;
- List some of the ways our body feels when it is nervous or sad;
- Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.

- [Help! I'm a teenager - get me out of here!](#)

Children will be able to:

- Identify the consequences of positive and negative behaviour on themselves and others;
- Give examples of how individual/group actions can impact on others in a positive or negative way.

- [It could happen to anyone](#)

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- [Dear Ash](#)

Children will be able to:

- Recognise that some people can get bullied because of the way they express their gender;
- Give examples of how bullying behaviours can be stopped.

- [Stop, start, stereotypes](#)