

## **Relationships and Health Education**

Our Relationships and Health Education Curriculum (which the Government made statutory from September 2020) has been shaped to support all children to flourish and achieve their potential. In our consultation with families in the Autumn Term, parents feedback how much they would like to have an overview about what their children are learning so that they can continue these conversations at home. Parents told us they would find it helpful to know the vocabulary we use in class and what each year will learn so they can be ready to follow up conversations at home. This summer term is our Changing and Growing learning and we have created this sheet to support parents with conversations at home.

### **Growing and Changing (Year 2 and 3)**

This term, the children will be learning all about how their body grows and changes as they get older. We will be looking at the human lifecycle, body parts and what it means to become independent. We have provided an overview of the sessions below.

Learning objective: I can talk about the human life cycle and how people grow from young to old.

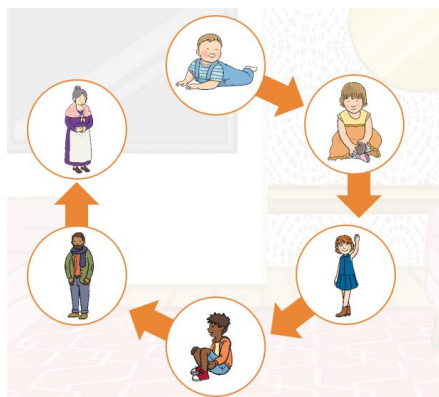
During this session, the children will be naming and identifying each stage of the human life cycle. They will identify key changes that happen at each point of the cycle.

For example, what happens at the baby stage.

**Baby** - When babies are born, they lack independence; they only drink milk, and they need lots of sleep. Babies can't talk so when something is wrong, they let people know by crying.

#### **Key vocabulary:**

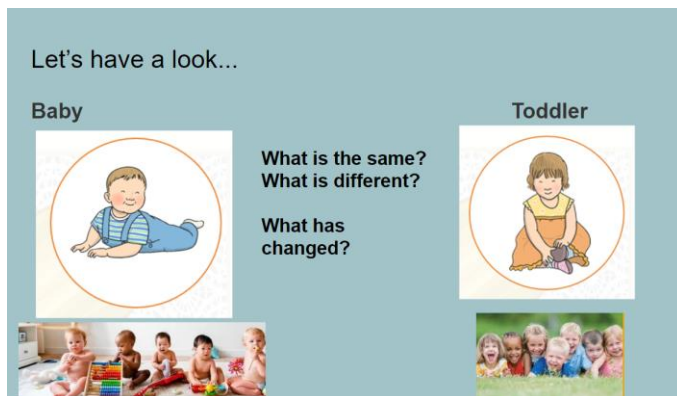
baby, toddler, child, adult, teenager, elderly.



Learning objective: I can talk about how our needs and bodies change as we grow up.

During this session, the children will be building upon our knowledge of the human life cycle by looking at what is the same or different at each stage in the life cycle. We will be looking at some of the ways we change through the stages, not just physical but how we build up our independence.

For example, when we are a toddler, we still have baby teeth but as we move into the childhood stage our baby teeth fall out and we will grow adult teeth.

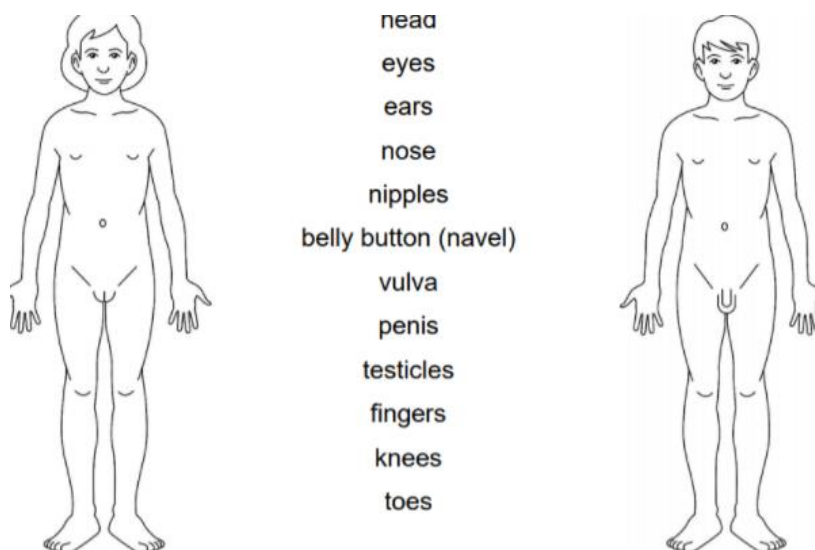


**Key vocabulary:** baby, toddler, child, adult, teenager, elderly, same, different, growing up, independence, resilience, responsibilities, jobs.

**Learning objective: I can identify and name the main parts of the body including external genitalia.**

During the third and fourth sessions, the children will begin by recapping their prior knowledge where they will be identifying and labelling key parts of the body (e.g., leg, knee, elbow). As the session progresses, they will learn to use new scientific vocabulary to name external body parts, as set out in the Statutory Government Guidance and so that children can confidently and appropriately name their body parts. These will be introduced as private body parts and we will be using the NSPCC resources to support their understanding of what the term private means.

**Key vocabulary:** private, unique, genitals, penis, testicles, vulva (this is the correct terminology for female external genitalia, vagina refers to internal genitalia which children will learn about from Y4), nipples.



**Learning objective: I can identify about changes as people grow up, including new opportunities and responsibilities.**

In the final lesson, the children will be identifying and discussing the opportunities that become available as they grow up and develop more independence. Linking to lessons 1 and 2, they will explore the opportunities that are available to babies and toddlers and will consider how they are presented with increasing opportunities as they develop through childhood; for example, changing their reading book, hanging their own coats up and joining clubs.

**Key vocabulary:** independence, responsibility, opportunity.



Responsibility:  
Something that  
you are expected  
to do.