

Component 6: To explore how puberty is linked to reproduction.

What we will know after this sequence:

- Children will be able to describe the physical and emotional changes that happen in puberty.
- They will be able to understand that children change into adults in order to reproduce.

Vocabulary: Pubic hair, private parts, breasts, periods, mood swings

How will this feed into my next learning:

Pupils will use their understanding of the human lifecycle and puberty when undertaking the next unit of SRE in year 5.

SEND: visual representation of new vocabulary, help with recording verbal responses.



Component 4: To explore the human lifecycle.

What we will know after this sequence:

- Children will be able to describe the main stages of the human lifecycle.
- They will be able to describe the body changes that happen when a human grows up.

Vocabulary: Baby, toddler, child, teenager, adult, elder.

How will this feed into my next learning:

Pupils will use their knowledge of the human lifecycle to understand some facts about puberty.

SEND: visual representation of new vocabulary, help with recording verbal responses.



Component 5: To identify some basic facts about puberty.

What we will know after this sequence:

- Children will be able to identify and describe male and female body parts using agreed words.
- They will be able to describe some of the changes that happen to the body during puberty.

Vocabulary: Fingers, armpits, penis, womb, vagina, nipples, face, testicles, ears

How will this feed into my next learning:

Pupils will use their understanding of puberty to explore how puberty is linked to reproduction.

SEND: visual representation of new vocabulary, help with recording verbal responses.



Component 3: To understand the consequences of racism on communities.

What we will know after this sequence:

- Children will be able to describe the effects of racism in South Africa and the USA.
- They will explore ways in which racism may continue to affect communities in the UK.
- They will describe ways of challenging racism.

Vocabulary: racism, apartheid, Ku Klux Klan, Nelson Mandela, Martin Luther King, Rosa Parks

How will this feed into my next learning:

Pupils will use their understanding of racism to challenge discrimination in daily life.

SEND: visual representation of new vocabulary, help with recording verbal responses.



Component 2: To understand the consequences of discrimination on individuals.

What we will know after this sequence:

- Children will be able to describe different types of discrimination.
- They will be able to explain the effects on an individual of discrimination.
- They can describe some ways of challenging discrimination.

Vocabulary: Discrimination, racism, sexism, disability, age, religion, stereotype

How will this feed into my next learning:

Pupils will use their knowledge of discrimination to understand the consequences of racism on communities.

SEND: visual representation of new vocabulary, help with recording verbal responses.



Component 1: To understand the consequences of bullying.

We should know:

That anti-social behaviours include bullying and racism.

What we will know after this sequence:

- Children will be able to define bullying and give examples of how it might occur.
- They will be able to explain the effects of hurtful behaviour or bullying on an individual.
- They can describe ways of responding to hurtful behaviour, how to report concerns and get support.

Vocabulary: Hurtful, bullying, teasing, name calling, deliberately excluding, online, offline

How will this feed into my next learning:

Pupils will use their understanding of hurtful behaviour to consider how racism and discrimination can be challenged

SEND: Pre-teaching vocabulary, help with recording verbal responses.

