



Woolgrove Curriculum Skills and Knowledge

Area of the Curriculum –

Puberty – links to UW (science, computing), Life Skills (healthy eating, cooking), PD (physical health), PSED (relationships, emotions, mental health), Zones of Regulation.

	Skills	Knowledge
EYFS	<i>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements and next steps.</i>	
	To be able to wash their hands with appropriate support.	To name external body parts. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To be introduced to language such as vulvas and erections if deemed appropriate to the circumstance and child e.g. during toileting. To know some basic emotions.
Pre-Formal / Semi-Formal 1	<i>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements and next steps.</i>	
	<i>Refining of skills taught in EYFS – experiences provided through Child initiated Learning opportunities, Prime Areas of the Curriculum (Physical Development, Understanding of the World and Personal, Social and Emotional Development) and the Life skills curriculum.</i>	
	KS1 To be able to wash their hands and their bodies/faces with appropriate support.	KS1 To know differences between babies and adults (bear in mind what the chn will see at home even if not on their own bodies i.e. body hair on parents.) To identify external body parts. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To continue to be introduced to language such as vulvas and erections if deemed appropriate to the circumstance and child e.g. during toileting. To know some emotions.
KS2 Personal hygiene (practicalities of menstruation) – To be able to change a sanitary pad with appropriate physical and communication support. To be able to apply deodorant with appropriate support.	KS2 To identify the stages of development from baby to adult. To name external body parts. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To know some emotions, related to puberty.	
Semi- Formal 2	<i>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements and next steps.</i>	



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	<p>KS1 To be able to wash their hands and their bodies/face with reduced physical and communication support.</p>	<p>KS1 To know stages of development from baby to adult. (bear in mind what the chn will see at home even if not on their own bodies i.e. body hair on parents.) To name external body parts. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To label my emotions.</p>
	<p>KS2 Personal hygiene – To be able to change a sanitary pad with reduced support. (attend PSW group) To be able to apply deodorant with reduced support.</p>	<p>KS2 To know stages of puberty. To name external and internal body parts, related to the reproductive system. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To label my emotions, related to puberty. (attend PSW Emotions group) To know how to purchase sanitary pads with support. To know to wash genital area.</p>
<p>Formal</p>	<p><i>Personalised teaching of skills and knowledge according to individuals' prior learning, achievements and next steps.</i></p>	
	<p>KS1 To be able to wash their hands and their bodies/face.</p>	<p>KS1 To know stages of development from baby to adult. (bear in mind what the chn will see at home even if not on their own bodies i.e. body hair on parents.) To name external body parts. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl) To continue to be introduced to language such as vulvas and erections if deemed appropriate to the circumstance and child e.g. during toileting. To label my emotions.</p>
	<p>KS2 Personal hygiene – To be able to change a sanitary pad. (attend PSW group) To be able to apply deodorant.</p>	<p>KS2 To know stages of puberty and key facts about the menstrual cycle.</p> <ul style="list-style-type: none"> - Year 4/5 – basic changes i.e. height, hair, simple explanation of periods. - Year 5/6 – more detailed information, why puberty happens, internal/external reproductive system, physical and emotional changes, erections / wet dreams / masturbation, impact of / how to deal with changes (i.e. pads), who can help, differences from person to



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		<p>person. Sweating more, spots, body hair, developing breasts, voice changes.</p> <p>To name external and internal body parts, related to the reproductive system. (Access to the correct language and consistent visuals – to be used throughout school – see Twinkl)</p> <p>To label and have an understanding of my emotions, related to puberty. (attend PSW Emotions group)</p> <p>To know how to purchase sanitary pads. To know when are appropriate times to change sanitary pads. To know to wash genital area, and why it is important.</p>
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For all - Appropriate touch/consent, personal space, consistent language to be used: 'let's use our words not our hands', 'kisses are for home', 'asking before hugging', 'can I take your photo?'

Emotions (related to puberty) PSW Group for those who are referred (separate from what is taught in class):

- Naming emotions in others and themselves
- Strategies to support their emotions i.e. sensory box, take a break etc

Girls' Puberty PSW Group for all girls (separate from what is taught in class):

- Look at sanitary products – practice applying
- Sequencing how to use products
- Create box of soothing items i.e. hot water bottle.

NSPCC PANTS Week

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