



Term 6

Unit Overview: LKS2 PSHE

Growing and Changing

<p><u>Key questions</u></p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> • Can a relationship be positive? How? • How can relationships be negative? • What can someone do to make a friendship healthy? <p><u>Menstruation</u></p> <ul style="list-style-type: none"> • What is menstruation? • What happens when the human egg is not fertilised? • Which parts of a woman's body are involved in menstruation? <p><u>Keeping Safe</u></p> <ul style="list-style-type: none"> • What is someone's 'body space'? • When is it ok to go into someone's body space? • If someone wants another person to leave their body space, how can they ask them to leave? • If someone feels uncomfortable, who can they talk to? 	<p><u>Substantiative Knowledge</u></p> <ul style="list-style-type: none"> • Identify the meaning of 'body space' and when it is appropriate to allow someone into their body space. <ul style="list-style-type: none"> ○ I can explain what body space is and how it feels when someone is too close to me. • Identify the different types of relationships people have and their different purposes and qualities. <ul style="list-style-type: none"> ○ I can tell you some of the different relationships I have. • Identify what makes a positive relationship and what makes a negative relationship. <ul style="list-style-type: none"> ○ I can tell you what qualities a healthy positive relationship has. • Identify puberty changes. <ul style="list-style-type: none"> ○ I can describe how a girls and boys body will change when it reaches puberty. • Explain the menstruation cycle as something that happens when a sperm does not meet and egg. <ul style="list-style-type: none"> ○ I can tell you what happens to a woman's body when the sperm does not meet the egg. 	<p><u>Vocabulary</u></p> <p>Angry, penis, relationships, body space, touch, assertive, vagina, jealous, womb, period, menstruation, trust, lining, respect, breasts, uncomfortable, caring, genitals, upset, egg, healthy, puberty, testicles.</p> <p><u>Phonics / polysyllabic words</u></p> <p>Re/la/tion/ships Re/spect Grow/ing</p>
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ Role-play and drama to explore positive and negative relationships. 	<p><u>PSHE themes:</u></p> <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy:</u> Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. ❖ <u>The rule of law:</u> Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules 	<p><u>Linked texts:</u></p> <hr/> <p><u>Possible misconceptions</u></p> <ul style="list-style-type: none"> • Some children may think that everyone goes through, or should go through puberty at the same time.



DOWN AMPNEY PRIMARY SCHOOL

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<ul style="list-style-type: none"> ❖ Circle time/quality talk led by the children. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what to have positive and negative relationships. ❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own. 	<p>and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment.</p> <ul style="list-style-type: none"> ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics. ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Christian Values:</p> <p>Courage: Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be able to reflect courageously on their own emotions.</p> <p>Respect: The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p>Trust: Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>
<p>Prior learning <u>Me and my relationships</u> KS1 Feelings Getting help Classroom rules Special people Being a good friend</p> <p>LKS2 Solving problems Looking after our special people Special friends Dares</p>	<p>Future learning LKS2 Year B <u>Keeping safe</u> Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge Picture wise Medicines: check the label Know the norms Traffic lights</p>	