



PSHE/RSE CLASS 5 - Spring 2 – Growing & Changing - Cycle B

Taking care of mental health, managing change and loss, body changes and puberty, human reproduction and birth



Substantive Knowledge – Key Foci - Self-Esteem, Keeping Safe, Body Image, Puberty <ul style="list-style-type: none"> • To name some of the feelings and emotions people have during change. • To give examples of how someone could cope with, or get support during puberty. • To identify ways the media can create stereotypes and how this can affect how someone can feel about their own body image. • I can describe how a girls and boys body will change when it reaches puberty, including the menstrual cycle using correct vocabulary. • To know that my body belongs to me and I have the right to say NO if I feel uncomfortable or intimidated by words or the actions of another person 	Markers for Assessment – Substantive Knowledge <ul style="list-style-type: none"> • Define the word 'puberty', giving examples of some of the physical and emotional changes associated with it • Understand that people can feel pressured to behave in a certain way because of peer group influence • To understand the risks of sharing images online and how these are difficult to control, once shared 	Below	Above
Disciplinary Knowledge <ul style="list-style-type: none"> • I can explain how to stay safe when sharing images and information online. • I can offer advice and name people to help keep someone safe. • I can identify if a secret is unsafe and have strategies to help me manage this situation • I can suggest ways of developing high self-esteem and protect my mental health 	Markers for Assessment – Disciplinary Knowledge <ul style="list-style-type: none"> • To suggest positive strategies for dealing with change • To know where someone could get support if they were concerned about their own or another person's safety • Identify situations where someone may need to break a confidence in order to keep someone safe. 		
Prior Substantive Knowledge <ul style="list-style-type: none"> • I can begin to manage challenging emotions by building my resilience. • I can describe the emotions and feelings people have during the start of puberty and some respectful strategies to deal with conflict. • I can give examples of feelings and emotions people have at times of change. 	Vocabulary characteristics, inherited, sexual reproduction, puberty, menstruation names of reproductive organs and sexual body parts breast, penis, testicle, vagina some of the vocabulary may be child led and adult must be up to date and relate to children's experience of "latest trends".		
Prior Disciplinary Knowledge <ul style="list-style-type: none"> • I can identify how someone could deal with an unsafe situation by naming trusted adults and strategies to stay safe. 	SCARF Units to be Covered <ul style="list-style-type: none"> • Helpful or Unhelpful? Managing Change • I look great! • Pressure Online • Is this normal? • Dear Ash • Making Babies 		
Questions (potential 'hook' questions for lessons) <ul style="list-style-type: none"> • What is normal? • How can photographs posted online influence us positively/negatively? • What is the difference between a safe and an unsafe secret? • How might we feel pressured to behave in certain ways? 	Cross-Curricular/Enrichment <ul style="list-style-type: none"> • Science – The Human Body and Sexual Reproduction • Online Safety – Teach Computing Curriculum and half termly non-negotiable • Debates and Discussion - English 		