



DOWN AMPNEY PRIMARY SCHOOL

Term 6

Unit Overview: LKS2 PSHE

Growing and Changing

Key questions	Substantiative Knowledge	Vocabulary
<p><u>Body changes during puberty</u></p> <p>What parts of the body are the same for girls and boys?</p> <p>What parts of the body are different for girls and boys?</p> <p>How do some parts of the body change during puberty?</p> <p><u>Managing difficult feelings</u></p> <p>What feelings might someone have during puberty?</p> <p>Why might someone have difficult feelings during puberty?</p> <p>What are good ways to compromise?</p> <p><u>Relationships, including marriage</u></p> <p>Why do some people choose to get married?</p> <p>Who can get married and how old do they need to be?</p> <p>Why do some people choose to have a civil ceremony?</p> <p>Why do some people choose to live together?</p>	<ul style="list-style-type: none"> To identify the different emotional reactions to different types of change. <ul style="list-style-type: none"> Describe how change can make a person feel both positive and negative. To understand how the onset of puberty can have emotional as well as physical impact. <ul style="list-style-type: none"> Explain why young people can have mixed up feelings when they go through puberty, To learn what happens to a woman or a man when they go through puberty. <ul style="list-style-type: none"> Explain why puberty happens. To know the key facts of the menstrual cycle and understand that periods are a normal part of bleeding. <ul style="list-style-type: none"> Talk about how people feel during puberty and the menstruation cycle and ways to help cope with the changes. To discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. To know that marriage should be entered into freely. <ul style="list-style-type: none"> Explain why some people choose to get married, have a civil ceremony or live together, 	<p>Nervous, scared, inappropriate, connection, civil partnership, marriage.</p> <p><u>Phonics / polysyllabic words</u></p> <p>-ous suffix</p> <p>-in prefix</p>
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ Role-play and drama to different situations. ❖ 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. 	<p><u>PSHE themes:</u></p> <p>Managing difficult feelings, relationships including marriage and body changes.</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 and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. ❖ <u>Respect and Tolerance:</u> 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. ❖ <u>Mutual respect:</u> Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p><u>Linked texts:</u></p> <p>Growing up (facts of life).</p> <p><u>Possible misconceptions</u></p> <p><u>Christian Values:</u></p> <p><u>Courage:</u> 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</p>



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<p>❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own.</p>		<p>able to reflect courageously on their own emotions.</p> <p><u>Respect:</u> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p>
<p><u>Prior learning</u></p> <p><u>Me and my relationships</u></p> <p><u>KS1</u></p> <p>Feelings Getting help Classroom rules Special people Being a good friend</p> <p><u>LKS2</u></p> <p>Cooperation Friendships Bullying Assertive skills</p>	<p><u>Future learning LKS2 Year A (some)</u></p> <p><u>Valuing Differences</u></p> <p>Respect and challenge, communities, our friends and neighbours, celebrating our differences.</p> <p><u>Me and My Relationships</u></p> <p>Trust, friendships, cooperation.</p> <p><u>Keeping Myself Safe</u></p> <p>Managing risk, straying safe online, drugs and their risk</p>	<p><u>Trust:</u> 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>