



No Limits to Learning!

Child's Name \_\_\_\_\_ Year Group 5 Class \_\_\_\_\_

**Coverage of PSHE UNIT 'Changing Me' Summer 2023.**

| Learning Intention  | Content including Vocabulary  | ✓/X |
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| <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> | <p>Children will be asked: What are the main ingredients for making a baby?</p> <p>Children will be shown, clear, colourful, scientific diagrams of both the female and male reproductive organs. Through an animation, children recap where the female reproduction organs are found in the body.</p> <p>Children will be shown a range of sanitary products, (tampons with and without applicators, pads with and without wings, pads of varying sizes, colours and shapes), and will be briefly explained how these are used.</p> <p>The children will have the opportunity to anonymously ask any questions they might have.</p> <p>Vocabulary – puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary/ ovaries, vagina, oestrogen, Vulva, Womb/Uterus</p> |     |
| <p>I can describe how boys' and girls' bodies change during puberty.</p>  | <p>Children discuss and explore 'Puberty Points of View'.</p> <p>In regards to fancying people, children are introduced to the idea that for some people normality will mean fancying their own gender, and that who we 'fancy' is a very personal thing and is normal for that person. The words, gay, lesbian, bi-sexual and transgender (in simple terms) may be introduced and discussed.</p> <p>Through simple diagrams the children will become familiar with the male reproductive system.</p> <p><b>Vocabulary</b> – Puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones.</p>  |     |

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| <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made.<br/>I also understand that sometimes people need IVF to help them have a baby</p> | <p>Children are introduced to the idea of different categories of relationship: Family Relationships, Peer Relationships, Working Relationships and Relationships with Physical Attraction.</p> <p>We explain to the children that we are focusing on relationships that involve physical attraction, where adults decide they want to make a life together, may get married, and may decide to start a new family, but not all. These are all personal choices. We will explore that there are many different types of relationships in the adult world and they are not all as straightforward as we might assume.</p> <p>Children are then introduced to the word 'Conception' - the moment when a new life begins by revisiting the animations: The Female Reproductive System and The Male Reproductive System to recap on the physical facts of how this happens and also to illustrate how the wonder of a new life grows out of the closest and most loving and private part of the couple's own relationship, sexual intercourse.</p> <p>Children are shown animated slides of a baby in the womb.<br/>We then have a class discussion to explain that on some occasions some children are not conceived in this traditional way and doctors can help people to have a baby perhaps through egg donation, artificial insemination, surrogacy, or IVF. Or people can choose to adopt.</p> <p>Children have the opportunity to discuss and recap 'The Truth About Conception and pregnancy' to consolidate and develop their understanding by sorting True and False cards and matching statements correctly.</p> <p>As always, children are reminded of Jez's post box for the questions they're still not sure about, or that may occur to them later.</p> |  |
| <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>   | <p>Children examine a selection of pages from teen magazines and discuss. What do these magazines show us about what life is like as a teenager?<br/>Is this accurate?</p> <p>Children sort the pages (or parts of pages) into those they think reflect reality and those they think are unrealistic. Children work in groups to document their perceptions of being a teenager, including both positive and negative perceptions.</p> <p>Discuss that sometimes teenagers may experience challenging and difficult times, e.g. when bodies are changing during puberty, but explain that this process of growing up through these years is normal, manageable and fun.</p> <p>We help children understand that growing up brings increased responsibilities by completing an activity that identifies the responsibilities that come with being a</p>  |  |

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|  | <p>teenager e.g. if they have written 'I am looking forward to staying out later with my friends', the accompanying responsibility might be 'I will make sure my parents know where I am, who I am with and that I am safe'.</p> <p>Discuss relationships and introduce/reinforce that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16.</p> <p>Vocabulary – teenager, milestone, perceptions, puberty and responsibilities</p> |  |
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Parent Carer Name \_\_\_\_\_ Parent/Carer Signature \_\_\_\_\_

Authorised by the Headteacher: \_\_\_\_\_ Date \_\_\_\_\_