



No Limits to Learning!

Child's Name \_\_\_\_\_ Year Group 6 Class \_\_\_\_\_

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

Learning Intention	Content including Vocabulary	✓/X
<p>To explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>	<p>Using puberty vocabulary cards, the children will discuss the changes that take place in girls and boys. All the items on the cards relate to changes and developments at puberty or to body parts that are affected by those changes. We will use PowerPoint slides showing girl to woman and boy to man, and the animations (The Female/Male Reproductive Systems) to reinforce learning.</p> <p>The children will explore 'Puberty Truth or Myth cards' E.g. <i>A girl should avoid having baths when she has a period.</i></p> <p><b>Vocabulary</b> <i>Opportunities, Freedoms, Responsibilities, Pubic Hair, voice breaks, menstruation (, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, masturbation (Masturbation is simply explained as a time when a person touches their own private parts for pleasure in private.), sanitary towel, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube</i></p> <p>Girl/Boy talk The children will be given the opportunity to ask questions or discuss any issues raised from the previous lesson in a safe environment. Each child can- privately and anonymously – ask any questions they have in their mind concerning puberty and growing up: these might be factual questions, things that confuse or puzzle them, or things they may be worried or concerned about. The children will the explore the girl/boy worry cards in their groups. E.g. <i>I am getting spots on my face. Under my arms I am sweating a lot more than I used to. It's a bit smelly. Should I be doing more to keep myself clean?</i> <b>(The staff will not answer questions if they are not related to the areas covered in school.)</b></p>	
<p>To describe how a baby develops from conception through the nine months of</p>	<p>The children will follow a PowerPoint showing slides of a baby developing in the womb. What parts of the body can they identify in the pictures of the tiny, growing baby? The children will play 'Baby Can...' game: They have to decide whether the statement are true or false. E.g. <i>When I was a baby in the womb I could pick my nose</i></p>	

<p>pregnancy, and how it is born</p>	<p>The children will review the main facts of the progression from conception through pregnancy to birth, including the male/female reproductive systems.</p> <p><i>Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix, Midwife</i></p>	
<p>To understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p>	<p>Why might people want to be in a romantic relationship with a boyfriend or Girlfriend?          What's different between having a boyfriend or girlfriend relationship and having friends who are boys and friends who are girls?          We will explore in romantic relationships there is usually a physical and romantic attraction, and that is what makes this type of relationship special.          The children will discuss the pressure they might feel such as social media.</p> <p>The children will explore a real-life scenario of a 12 year old who was pressured in to sending photos that made her feel uncomfortable.</p> <p>The children will use 'Should I/Shouldn't I' cards to explore relationships.  <i>E.g. Make fun of somebody's looks and say they'll never get a boyfriend/girlfriend</i></p> <p><b>Vocabulary</b>  <i>Attraction, Relationship, Pressure, Love, Sexting, Respect</i></p>	

Parent Carer Name \_\_\_\_\_ Parent/Carer Signature \_\_\_\_\_

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