

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : PSHE

YEAR : B

TERM : Spring 1

YEAR GROUPS : 3/4

Key Question: What happens as I grow up?

Previous Knowledge –

Know that different people like different things, Know that our bodies change as they grow older, Know the words 'consent' and 'stereotype'.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are **emerging** because they can:

- name the main male and female body parts needed for reproduction
- describe some of the changes boys go through during puberty
- describe some of the changes girls go through during puberty
- describe some feelings young people might experience as they grow up
- talk about their own family and the relationships within it
- understand that there are many different types of family
- identify similarities and differences in different loving relationships
- explain in simple terms how babies are made and how they are born
- identify someone they could talk to about their changing body should they need to.

Most children will show that they have reached the **expected** level because they can:

- explain what the male and female reproductive body parts are for
- discuss ways in which people can deal with or overcome emotions experienced during puberty
- show respect for the differences between different families
- describe the different types of relationship that exist, without prejudice
- show an awareness of myths surrounding pregnancy and birth
- describe the conception and birth of a baby, using some scientific vocabulary

Some children will have gone beyond the expected level and will show that they are **exceeding** because they can:

- use correct scientific vocabulary to discuss male and female body parts and what they are for
- ask mature questions about puberty and the changes people experience
- use a range of technical terms when discussing differences in sex, gender identity and sexual orientation
- use scientific vocabulary to accurately explain how babies are made and how they are born
- consider why this topic is sensitive and difficult for some people to explore.

ASSESSMENT OPPORTUNITIES

End of unit assessment, class discussions, work in books.

ENRICHMENT OPPORTUNITIES
Helping children to remember more

SUBJECT SPECIFIC VOCABULARY

reproduction, male, female, penis, vagina, breasts, species, womb, uterus, egg, foetus, baby, testicles, sperm, vulva, puberty, testes, Adam's apple, hormones, testosterone, period, genital, menstruation, oestrogen, sex hormones, teenager, acne, ovaries, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same sex, single-parent, fostered, adopted, orphaned, married, civil partnership, step, half, bisexual, blended family, commitment, gender, identity, biological sex, asexual, embryo, foetus, umbilical cord, amniotic sac, baby

CROSS-CURRICULAR LINKS

Links that we can make to help children make sense of what we want them to know and be able to do.

Science – Humans and animals.