

Leintwardine Endowed CE Primary School Learning Journey Itinerary

‘Letting Our Light Shine’

SUBJECT : PSHE	YEAR : A	TERM : Summer 2	YEAR GROUPS : 5/6
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Key Question: What will I experience while growing up?

Previous Knowledge – • 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.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
<ul style="list-style-type: none"> > name physical changes young people will experience during puberty > describe emotional changes young people might experience during puberty > explain that there is no such thing as a perfect body > list things that all loving relationships have in common > explain what a sexual relationship is > understand that some infections can be passed on during sexual intercourse and contraception can prevent this > explain how babies are conceived and how they are born > identify someone I can talk to about my changing body > explain the laws around sexual relationships 	<ul style="list-style-type: none"> > name physical changes young people will experience during puberty > describe emotional changes young people might experience during puberty > explain that there is no such thing as a perfect body > list things that all loving relationships have in common > explain what a sexual relationship is > explain how to look after my body during puberty > name ways to cope with new or difficult emotions > explain the laws around sexual relationships > use a range of key vocabulary 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. > describe the process from conception to birth and the needs of the foetus. > understand that some infections can be passed on during sexual intercourse and contraception can prevent this > explain how babies are conceived and how they are born > identify someone I can talk to about my changing body > explain the laws around sexual relationships 	<ul style="list-style-type: none"> > name physical changes young people will experience during puberty > describe emotional changes young people might experience during puberty > explain that there is no such thing as a perfect body > list things that all loving relationships have in common > explain what a sexual relationship is > explain how to look after my body during puberty > name ways to cope with new or difficult emotions > explain the laws around sexual relationships > use a range of key vocabulary 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. > describe the process from conception to birth and the needs of the foetus. > understand that some infections can be passed on during sexual intercourse and contraception can prevent this > explain how babies are conceived and how they are born > identify someone I can talk to about my changing body > explain the laws around sexual relationships > tailor advice to others in specific situations, regarding how to manage changing emotions. > challenge society’s perceptions of a perfect body. > discuss the way different types of relationships are viewed in society. > consider how some couples in loving relationships have children in ways other than male-female reproduction through sexual intercourse. > ask mature questions about puberty and the changes people experience. > consider the sensitive nature of this topic, why it can be difficult to discuss and what could be done to improve this

ASSESSMENT OPPORTUNITIES

End of unit assessments, quiz, class discussions, work produced in lessons

ENRICHMENT OPPORTUNITIES Helping children to remember more	SUBJECT SPECIFIC VOCABULARY reproduction, male, female, breasts, testicles, testes, testosterone, hormones, sperm, shape, weight, voice change, periods, erections, wet dreams, masturbation, discharge, acne, odour, emotions, vulva, nocturnal emissions, feelings, sex, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, body image, self-esteem, beauty, media, advertising, ideal, appearance, stereotype, positive, negative, representative, gay, lesbian, sexual orientation, society, race, age, civil partnership, commitment, sexual, sexually transmitted infection, intercourse, heterosexual, bisexual, homosexual, penis, vagina, egg, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, crush, fancy, physical, contact, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise	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.
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