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| **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **L1 - How babies grow**  **Focus:** Discussion on what babies can’t do yet and how adults support them.  **Activity:** Choose an animal/human and draw pictures to show sequence of change – Birth-Young-Full grown. | **L1 – Unique me.**  **Focus:** Understanding personal characteristics come from birth parents. Discussion about genes.  **Activity:** Identify characteristics of parents and themselves. What is similar/different? | **L1 – Self image and body image**  **Focus:** To be aware of my own self-image and body image.  **Activity:** Children write 10 words that best describe the self-image they hold of themselves. | **L1 – My self-image**  **Focus:** A discussion to make children aware of their self-image and body image.  **Activity:** Write positive and negative ideas down and discuss how positive ideas can fight off negative ideas. |
| **L2 – Babies**  **Focus:** How babies grow and develop in the uterus. Class discussion and images. Children to spot the changes they see as a baby grows.  **Activity:** Draw a baby and list things a baby needs to survive. | **L2a – Having a baby (alternative lesson)**  **Focus:** Understand the responsibilities there are in parenthood.  **Activity:** Children state the reasons people might choose to have a baby and the responsibilities involved. | **L2 – Puberty for girls**  **Focus:** A discussion on how a girl’s body changes during puberty. **Vocabulary used:** puberty, menstruation, period, fallopian tubes, ovaries, vagina, sanitary towel.  **Activity:** Menstruation sequence game. | **L2 – Puberty**  **Focus:** A discussion on how girls and boy’s bodies change during puberty. Recap on the reproductive systems.  **Vocabulary used:** All vocabulary in previous year groups.  **Activity:** Puberty truth or myth game. |
| **L3 – Outside body change.**  **Focus:** To identify how boys and girls change on the outside. Puberty is mentioned and changes they can and can’t control.  **Activity:** Class task to identify changes they can and can’t change e.g. deciding when to go to bed/growing armpit hair. | **L3 – Girls and puberty**  **Focus:** A discussion about puberty and how a girl’s body changes.  **Vocabulary used:** puberty, menstruation, period, fallopian tubes, ovaries, vagina.  **Activity:** Class activity to sequence the menstrual cycle. | **L3 – Puberty for boys**  **Focus:** A discussion about how boys and girl’s bodies change during puberty. **Vocabulary used:** penis, testicles, testosterone, sperm.  **Activity:** Children create an A4 poster about puberty. | **L3 – Babies conception to birth**  **Focus:** Discussion on how a baby develops from conception through the 9 months of pregnancy and how it is born.  **Activity:** Design cards for a sorting game, showing the 8 stages from conception to birth. |
| **L4 – Inside body changes.**  **Focus:** To identify how boys and girl’s bodies change on the inside. **Vocabulary used:** sperm, penis, ovaries, vagina, womb.  **Activity:** Class discussion. | **L4 – Circles of change**  **Focus:** Circle of change discussion and a story provided by Jigsaw.  **Activity:** Children make their own circle of change and identify changes they would make in school next year. | **L4 – Conception**  **Focus:** A class discussion introducing the word conception. A recap of the sperm and egg process.  **Activity:** Children complete a group sorting activity. | **L4 – Boyfriends and girlfriends**  **Focus:** Discussion on relationships and how there are changes when there is physical attraction.  **Activity:** Sorting activity about what is OK and not OK e.g. sulking, texting |
| **L5 – Family stereotypes.**  **Focus:** To recognise stereotypical ideas about parenting and family roles. The term stereotypical is explored.  **Activity:** Design a duvet cover – Girl’s design for boys and vice-versa. | **L5 – Accepting change**  **Focus:** A discussion on changes that have been and may continue to be outside of our control and how to accept these.  **Activity:** List changes that have occurred so far that they have had no control over and describe feelings. | **L5 – Looking ahead 1**  **Focus:** A discussion about what children are looking forward to when they become a teenager.  **Activity:** Design a birthday card containing advice they may give the recipient about coping with the changes in becoming a teenager. | **L5 – Real self and ideal self**  **Focus:** Discussion about the importance of a positive self esteem and what children can do to develop it.  **Activity:** Write 5 words to describe personality and self-image. Then write 5 words about how you want to look when older. Discuss and compare. |
| **L6 – Looking ahead.**  **Focus:** What children are looking forward to when they move class.  **Activity:** Create ribbons stating what they are looking forward to. | **L6 – Looking ahead**  **Focus:** What children are looking forward to when they move class.  **Activity:** How children will achieve a change made from L4’s activity. | **L6 – Looking ahead 2**  **Focus:** What children are looking forward to when they move class.  **Activity:** Create a spinning top with 4 changes they are looking forward to. | **L6 – The year ahead**  **Focus:** What children are looking forward to and their worries about secondary school.  **Activity:** Design a best moments shirt. |

Dear parents/carers

Thank you for attending the PSHCE meeting regarding the changing me module on Friday 6th June.

In response to the query some parents had over what was covered in each lesson and the vocabulary that was included, I have compiled a grid that shows exactly what your child will be taught throughout this module.

Each lesson contains the focus of the lesson and how this will be presented. I have also included the activity that will be accompanying each lesson too.

I do hope you find this useful and it helps to answer questions you may have had. If you have any other questions please do not hesitate to come and ask.

Thank you

Miss Wardle