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| **Key stage:** 4 | **Year: 1** | **Term: 2a** | | | **Subject: PSHE- Growing and changing** | **Assessment focus: Health and Wellbeing/ Relationships/ safety** |
| **Objectives:**  Pupils should be taught   * About growing, changing and becoming more independent * The correct names for the main parts of the body (male and female) | | | | | | **Key words:**  Boy, girl, male, female, baby, child, adult, body parts, private, underwear, period, towel, tampon, change, puberty, relationship, hygiene, body odour, hair |
| **Essential skills and attributes developed:**  **Developing and maintaining a healthy self-concept** |
| **The boxes below show both suggested activities and actual skills you are trying to develop through this topic at each level.**  **These are not definite lists – You should look at the individual mix of pupils within your groups and alter the planning accordingly.** | | | | | | |
| **Low (p3-4)** | | | **Middle (P5-7)** | | | **High (P8+)** |
| **Key skills (expected outcomes)** | | | | | | |
| * Make choice from 2 objects * Indicate they want to continue an activity * Anticipate result of action * Initiate appropriate physical contact * Respond with displeasure * Enjoy the company of another * Aware of sequence of events * Respond to praise * Combine sound and gesture to indicate need or desire | | | * Names own gender * Listen to others talking without interruption * Uses names of people * Points to main features on a persons body when asked * Identifies the sex of peers and adults * Able to say no * State how a story makes them feel * Identify things they can do * Listen to a story * Watch a short clip * Plays group games requiring interaction with peers | | | * Identifies the sex of peers * Name some parts of the body * Know they grow * Draws a human with the main body features * Name the main external parts of the body * Know babies grow in their mother * Know humans have babies * Knows the human life cycle- baby- child- adult * Identify changes to their bodies since they were babies * Know that bodies change shape during puberty * Discuss emotional needs * Identify appropriate levels of physical contact * Is aware puberty will bring psychological and emotional changes * Discuss the importance of hygiene with the onset of puberty * Discuss types of physical contact |
| **Activities** | | | | | | |
| At this level pupils should share experiences and interact with staff and other pupils in daily routines, for example, through eye contact, imitation, fun sequences, songs, mealtimes. They should begin to recognise certain people and associate them with particular events, for example, adult helpers for swimming, lunch time staff   * Sorting/ matching activities related to topic * Exploring resources related to topic e.g. animals and their young, babies * Songs involving body parts * Shared activities e.g. hydro, sensory room, messy play, tac pac, massage * Multi-sensory massage focussing on different parts of the body e.g. hands, feet * Rebound therapy | | | * Action songs/ games involving parts of the body * Produce a class symbol dictionary- include proper name, slang terms and symbol * Labelling parts of the body * Make a list of different words pupils use for genitalia * Matching and sorting activities * Sequence photographs e.g. young to old. Discuss what you can do at each stage i.e. babies can eat, sleep, cry, crawl. What can you do when you are 5? What can you do when you are a teenager? This activity is particularly good for pupils who struggle with growing up/ change * Describe features of humans at different ages | | | * P5-7 plus * Naming private parts of the body and identify where it is ok to be naked/ touch certain parts of the body * Describing differences between males and females * Describe changes that take place during puberty- including emotional changes and how relationships change * Discuss responsibilities pupils now have at school and home that they didn’t have when younger * Sort changes into male and female |
| **Web links:**  [**https://www.bbc.com/bitesize/topics/zbgcwmn/resources/1**](https://www.bbc.com/bitesize/topics/zbgcwmn/resources/1)  [**http://www.sexeducationforum.org.uk/resources**](http://www.sexeducationforum.org.uk/resources) | | | | **Outdoor learning opportunities:**  Visit chemist/ supermarket to find sanitary products | | **Resources:**  Model genitalia, books ‘What Ellie likes’, ‘What Tom Likes’, diagrams to label, worksheets, sex and relationships software, Desmond and Daisy dolls, sanitary products, personal hygiene products, photographs |