



**PSHCE**

**Year: 6**

**Term 6**

**Theme: Growing and Changing**

**Core Learning Behaviour: Be Reflective**

**Safeguarding Alerts: (add individual children's initials where applicable) - 'MM'**

Be aware of:

- Sensitivity needed around children's home circumstances during discussions of different types of relationships
- Children may disclose sexual abuse unknown to the school. Children who have experienced sexual abuse that need an alternative lesson under the support and guidance of the DSL, ELSA or outside agencies
- Children that have recently experienced or are working through trauma related change and need additional support in the lesson under the guidance and support of the DSL and ELSA

**Mental Health and Wellbeing:**

**Pupils should know...**

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- where and how to seek support

**Knowledge:**

- to recognise some of the changes as they grow up e.g. increasing independence
- about what being more independent might be like, including how it may feel
- about the transition to secondary school and how this may affect their feelings
- about how relationships may change as they grow up or move to secondary school
- practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school
- identify the links between love, committed relationships and conception
- what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- that pregnancy can be prevented with contraception<sup>2</sup>
- about the responsibilities of being a parent or carer and how having a baby changes someone's life

**Skills:**

- be able to talk about their move to secondary school and how this could make them feel
- Understand the importance of looking after themselves physically and emotionally during times of change
- Develop practical strategies that can help to manage times of change and transition
- be able to explore positive and negative feelings associated with the concept of real and ideal self-image
- Understand how a negative self-image can cause problems to their wellbeing and self-esteem
- Describe some of the changes in independence as they grow up and how it could make them feel
- Can identify the links between love, committed relationships and conception
- explain what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults
- know that conception is when pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb
- have a basic understanding of protected sex and how couples can choose to use contraception when they are not ready to consent to having a baby yet
- identify the responsibilities of having a baby and how it can change someone's life

**Prior Learning:**

- Rec - Y5 Term 1 - learning to name and describe feelings and emotions in different contexts, including worries and how to get help.
- Term 2 - self-respect and respect for others
- Term 3 - belonging to school community
- Term 4 - keeping safe including adults in school who can help up
- Term 5 - keeping healthy
- Term 6 - all year groups

**Vocabulary:**

Self-image, self-esteem, menstruation, pubic hair, facial hair, erection, ejaculation, wet dream, breasts, hormones, ovulation, fallopian tube, sperm, semen, eggs, ovaries, vagina, testicles, womb, uterus, penis, sanitary towel and tampon, trust, respect, consent, pregnancy, embryo, foetus, placenta, cervix, midwife, IVF

**Cross Curricular Links:**

History - ordering events in chronological order, timelines  
 Science - human body, healthy lifestyles, growth, lifecycles  
 PE - naming public body parts during lessons

**Oracy:**

Circle time discussions - use class toy to know when to speak. Provide sentence stems for responses and encourage all to respond in the circle.  
 Work in pairs to encourage all children to participate and to promote active listening.

**Wider Reading**

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie H Harris  
 Everything you wanted to ask about periods— by Tricia Kreitman, Dr Fiona Finlay & Dr Rosemary Jones  
 www.childnet.com

**Enrichment**

Secondary school transition program  
 REInspired visit - Transition lesson.  
 Grandparents afternoon at school

