

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject: PSHE</b> <b>Year Group: 5 / 6</b>	<b>Area of learning: Growing and Changing</b>
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Identify different types of relationships;</li> <li>● Recognise who they have positive healthy relationships with.</li> <li>● Understand what is meant by the term body space (or personal space);</li> <li>● Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>● Rehearse strategies for when someone is inappropriately in their body space.</li> <li>● Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;</li> <li>● Recognise and describe appropriate behaviour online as well as offline;</li> <li>● Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>● Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>● Recognise how different surprises and secrets might make them feel;</li> <li>● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
	<b>Key Skills to be taught</b>

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<p><b>Autumn 2 2023</b></p> <p>What the children should know at the end of this series of lessons</p>	<ul style="list-style-type: none"> <li>● Understand that fame can be short-lived;</li> <li>● Recognise that photos can be changed to match society's view of perfect;</li> <li>● Define what is meant by the term stereotype;</li> <li>● Recognise how the media can sometimes reinforce gender stereotypes;</li> <li>● Recognise that people fall into a wide range of what is seen as normal;</li> <li>● Challenge stereotypical gender portrayals of people.</li> <li>● Identify qualities that people have, as well as their looks.</li> <li>● Understand the risks of sharing images online and how these are hard to control, once shared;</li> <li>● Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</li> <li>● Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</li> <li>● Recognise some of the changes they have experienced and their emotional responses to those changes;</li> <li>● Suggest positive strategies for dealing with change;</li> <li>● Identify people who can support someone who is dealing with a challenging time of change</li> <li>● Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;</li> <li>● Suggest strategies that would help someone who felt challenged by the changes in puberty;</li> <li>● Understand what FGM is and that it is an illegal practice in this country;</li> <li>● Know where someone could get support if they were concerned about their own or another person's safety.</li> </ul>
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## Vocabulary

Body image, self esteem, manipulation, stereotype, gender stereotype, peer pressure, puberty, physical changes, emotional changes, rights, periods, period products, vulva

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> To understand that fame can be short-lived; To recognise that photos can be changed to match society's view of perfect;</p>	<p><b>Recap –</b> Remember when we discussed similarities and differences and that it is okay to be different.</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-look-great">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/i-look-great</a></p>

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	<p>To identify qualities that people have, as well as their looks.</p> <p><b>Key Knowledge:</b></p> <p>How do they think a person should view their body? [Learn to love it, flaws and all.]</p>	<p><i>Children record .</i></p> <p><i>Two discussion tasks.</i></p>
2	<p><b>Learning Objective:</b></p> <p>To define what is meant by the term stereotype;</p> <p>To recognise how the media can sometimes reinforce gender stereotypes;</p> <p>To recognise that people fall into a wide range of what is seen as normal;</p> <p>To challenge stereotypical gender portrayals of people.</p> <p><b>Key Knowledge:</b></p> <p>To understand that what we see in the media is not always what it seems and this can influence us to feel a certain way.</p>	<p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/media-manipulation</a></p> <p><i>Children record</i></p> <p><i>Discussion activities.</i></p>
3	<p><b>Learning Objective:</b></p> <p>To understand the risks of sharing images online and how these are hard to control, once shared;</p> <p>To understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p>	<p><b>Recap –</b></p> <p>Remember when we talked about online safety and the risks of sharing images online.</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pressure-online">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/pressure-online</a></p> <p><i>Children record</i></p> <p><i>Two discussion/practical activities.</i></p>

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	<p>To understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p><b>Key Knowledge:</b></p> <p>Know what to do if someone is putting pressure on you to do something you don't want to do, whether it's face-to-face or online.</p>	
4	<p><b>Learning Objective:</b></p> <p>To recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>To suggest positive strategies for dealing with change;</p> <p>To identify people who can support someone who is dealing with a challenging time of change.</p> <p><b>Key Knowledge:</b></p> <p>Changes happen all through our lives. Many changes we don't notice as they can be quite small and happen slowly. Bigger changes or changes that happen suddenly can be easier to manage if we know who the people are who support us.</p>	<p><b>Recap –</b></p> <p>Remember when we talked about the people in our lives who we can talk to and trust if we have any concerns.</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/helpful-or-unhelpful-managing-change">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/helpful-or-unhelpful-managing-change</a></p> <p><i>Children record</i></p> <p>Discussion activity and role play activity.</p>
5	<p><b>Learning Objective:</b></p> <p>To define the word 'puberty' giving examples of some of the physical and emotional</p>	<p><b>Recap –</b></p>

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	<p>changes associated with it;</p> <p>To suggest strategies that would help someone who felt challenged by the changes in puberty;</p> <p>To understand what FGM is and that it is an illegal practice in this country;</p> <p>To know where someone could get support if they were concerned about their own or another person's safety.</p> <p><b>Key Knowledge:</b> That puberty brings changes but that they gradually occur, not all at the same time. Know who the people are to help if needed. <b>Enquiry Type:</b></p>	<p>Remember when you learned about the menstrual cycle, and that periods are a normal part of puberty for girls.</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-this-normal">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/is-this-normal</a></p> <p><i>Children record</i></p> <p><i>Following discussions children complete the Puberty statements: true or false? activity sheet.</i></p>
6	<p><b>Learning Objective:</b> To demonstrate what has been learnt about growing and changing.</p>	<p>ASSESSMENT LESSON</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-and-changing-pre-and-post-unit-assessment-y6p7">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-and-changing-pre-and-post-unit-assessment-y6p7</a></p> <p>Children are agony aunts or uncles. They think of advice to give to the three children in different scenarios.</p>

## Learning Outcome/product

I can give an example of a secret that should be shared with a trusted adult.  
I can give examples of other ways in which the way some people feel about themselves can be affected (e.g. images of celebrities).  
I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.

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Assessment records	List only those children who have not achieved the expected outcomes.