

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE/RSE Year Group: Year 5/6		Area of learning: Growing and changing
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Describe some of the changes that happen to people during their lives;</li> <li>● Suggest people who may be able to help them deal with change.</li> <li>● Name some positive and negative feelings;</li> <li>● Suggest reasons why young people sometimes fall out with their parents;</li> <li>● Take part in a role play practising how to compromise.</li> <li>● Identify parts of the body that males and females have in common and those that are different;</li> <li>● Know the correct terminology for their genitalia;</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> <li>● Understand that marriage is a commitment to be entered into freely and not against someone's will;</li> <li>● Recognise that marriage includes same sex and opposite sex partners;</li> <li>● Know the legal age for marriage in England or Scotland;</li> <li>● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul>	
Term	Key Skills to be taught	
Autumn 2024  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>● Use a range of words and phrases to describe the intensity of different feelings</li> <li>● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>● Explain strategies they can use to build resilience.</li> <li>● Identify people who can be trusted;</li> <li>● Understand what kinds of touch are acceptable or unacceptable;</li> <li>● Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch</li> <li>● Explain the difference between a safe and an unsafe secret;</li> </ul>	

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	<ul style="list-style-type: none"> <li>● Identify situations where someone might need to break a confidence in order to keep someone safe.</li> <li>● Know the key facts of the menstrual cycle;</li> <li>● Understand that periods are a normal part of puberty for girls;</li> <li>● Recognise how our body feels when we're relaxed;</li> <li>● List some of the ways our body feels when it is nervous or sad;</li> <li>● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>
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## Vocabulary

wellbeing, resilience, trust, unwanted attention, break a confidence, confidential, trust, hormones, compromise, respect, mood swings, conflict, puberty, emotional changes.

Sequence of learning	Learning Objectives / outcomes	Suggested lesson outline
1	<ul style="list-style-type: none"> <li>● Use a range of words and phrases to describe the intensity of different feelings</li> <li>● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</li> <li>● Explain strategies they can use to build resilience.</li> </ul>	<p><b>How are they feeling?</b></p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-are-they-feeling-1</a></p>
2	<ul style="list-style-type: none"> <li>● Identify people who can be trusted;</li> <li>● Understand what kinds of touch are acceptable or unacceptable;</li> <li>● Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</li> </ul>	<p><b>Anti-bullying week</b></p> <p><b>Take notice of our feelings</b></p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-notice-of-our-feelings">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/taking-notice-of-our-feelings</a></p>

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3	<ul style="list-style-type: none"> <li>Explain the difference between a safe and an unsafe secret;</li> <li>Identify situations where someone might need to break a confidence in order to keep someone safe.</li> </ul>	<p>Dear Ash</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dear-ash-1</a></p>
4	<ul style="list-style-type: none"> <li>Identify some products that they may need during puberty and why;</li> <li>Know what menstruation is and why it happens.</li> </ul>	<p><b>Growing up and changing bodies</b></p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/growing-up-and-changing-bodies-1</a></p>
5	<ul style="list-style-type: none"> <li>Recognise how our body feels when we're relaxed;</li> <li>List some of the ways our body feels when it is nervous or sad;</li> <li>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</li> </ul>	<p><b>Help! I'm a teenager - get me out of here.</b></p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-im-a-teenager-get-me-out-of-here">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/help-im-a-teenager-get-me-out-of-here</a></p>
6	Assessment	

## Learning Outcome/product

### Skills

I can explain what resilience is and how it can be developed.

I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).

I am able to identify when I need help and can identify trusted adults in my life who can help me.

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

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<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

**End of unit assessment question**

Before starting the unit, give each child a copy of the pupil assessment activity sheet.

Read (alone or with help) each of the 8 statements in turn.

For each statement the children must decide how important this is to them. If they think it's very important they draw a cross on the dotted line underneath nearer to the right hand end. If they think it's not important then draw the cross nearer to the left hand end of the dotted line.

Not important.....Very important

|-----X-----|

Remind the children that there is no 'right' or 'wrong' answer – this is about their thoughts and feelings.

Once the children have completed the unit, hand out the same pupil assessment activity sheet completed previously, then repeat the same instruction as before.

Children use a different colour pencil or pen to record their answers this time.

Comparing the 'before and after' responses will help to demonstrate progress and identify any remaining gaps.