









Subject: PSHE – Changing me	
Key Concept/ Theme: Life cycles, Dealing with loss, being supportive	
Prior Learning links: Previous years sequence recognising how we change.	
Vocabulary: See vocabulary linked to individual lessons.	
School specific areas to cover (Add in any local areas of study, trips and people) The essential skills builder of speaking, listening, staying positive and problem solving all support this topic	
       	
1.	<p>Prior learning reconnection (year group, cycle & term): see MTP Cycle 2 T6</p> <p><u>A helping Hand</u></p> <p>Deeper learning question – <i>Can I demonstrate ways of giving support to others?</i></p> <p>LO: To know of ways to offer help to someone.</p> <p>Assessment: I can give examples of how to give support to someone. I can give examples of how to give feedback to someone. I can explain the difference between positive feedback and constructive support.</p> <p>Vocabulary – help, support, supportive</p> <p>Activity/lesson slides: https://www.coramlifeeducation.org.uk/scarf/lesson-plans/a-helping-hand</p>
2	<p>Prior learning reconnection (year group, cycle & term): see MTP Cycle 2 T6</p> <p><u>Sam moves away</u></p> <p>Deeper learning question – <i>Can I recognise the feelings associated with losing (and being reunited) with a person, I am close to?</i></p> <p>LO: Recognise the idea of change and loss</p> <p>Assessment: I can give examples of how it feels when you lose something. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p>

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	<p>I can suggest ways of keeping in touch with someone if they move away.</p> <p>Vocabulary – change, loss, feelings, emotions, frightened, nervous</p> <p>Activity/lesson slides – https://www.coramlifeeducation.org.uk/scarf/lesson-plans/sam-moves-away</p>
3	<p>Prior learning reconnection (year group, cycle & term): see MTP Cycle 2 T6</p> <p><u>Haven't you grown</u></p> <p>Deeper learning question – What can I do now that I couldn't do before?</p> <p>LO: Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); and what they are capable at different stages.</p> <p>Vocabulary – growing Food rest sleep care learning change forward looking making choices asking permission</p> <p>Activity/lesson slides – https://www.coramlifeeducation.org.uk/scarf/lesson-plans/havent-you-grown</p> <p>Assessment:</p> <p>I can tell you some things that help us grow (e.g. food, rest and sleep, care).</p> <p>I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.</p> <p>I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).</p> <p>Activity/lesson slides –</p>
4	<p>Prior learning reconnection (year group, cycle & term): see MTP Cycle 2 T6</p> <p><u>My body, your body</u></p> <p>Deeper learning question – How are some bodies different to others?</p> <p>LO: To understand that bodies are different and that genitals are used to make babies.</p> <p>Vocabulary – unique Special penis scrotum vulva nipples private parts my body is mine (body autonomy) sperm eggs ovaries womb pregnancy</p> <p>Activity/lesson slides – https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-body-your-body</p>

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5	<p>Prior learning reconnection (year group, cycle & term): see MTP Cycle 2 T6</p> <p><u>Respecting Privacy</u></p> <p>Deeper learning question – Why must we respect other people’s privacy?</p> <p>LO: To understand and explain different types of private information.</p> <p>Vocabulary: genitals penis vulva private privacy consent permission</p> <p>Activity/lesson slides - https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-privacy-</p>				
6	Assessment Lesson				
<p><u>End Points:</u></p> <p>Reflections for this unit</p> <p>See pre and post assessment</p>					
<table><tr><td><u>Assessment</u></td><td>Working Towards</td><td>Expected</td><td>Greater Depth</td></tr></table>		<u>Assessment</u>	Working Towards	Expected	Greater Depth
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Evaluation: What have the end of unit quizzes, pupil self-reflections and termly work told you about what the children can remember and recall? What are the gaps? Ensure that the areas that need further reinforcement are documented in the next subject unit MTP. **Plan in time to revisit gaps within units, determined by the quizzes.**

- **Download and complete this impact review for your class on this topic area.**