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| **Subject: Personal Development; Changing Me Year A : Phase 2***NB The statutory and non-statutory objectives are continuously revisited in a spiral curriculum using Jigsaw toolkit. Within themed topic’s we teach objectives discreetly in MTP’s whilst revisiting in outline previously taught objectives. For the purpose of this MTP we are emphasising the following objectives that pupils should be taught;***RSHE Statutory Guidance**Respectful Relationships 3b-d,hOnline Safety 4a-eBeing Safe 5a,c,Mental Health 6b-f,iHealth and Prevention 11c,eHealthy Eating 9a-cChanging Adolescent Body 13a**Non Statutory Guidance Citizenship KS2**Developing confidence and responsibility and making the most of their abilities 1a-dPreparing to play an active role as citizens 2a, eDeveloping a healthy, safer lifestyle 3a,cDeveloping good relationships and respecting the difference between people 4a,g Breadth of opportunities 5a-h |
| **Prior Learning (what pupils already know and can do)**Know about human life cycle growing from a baby to a child, teenager adult , older personKnow that they will like some of the changes and will not like othersKnow the names of male and female private parts Know how to use the 4 rules of a conversation Know how to use equipment safely within school  |
| **End Points (what pupils MUST know and remember)**Know how unique they areKnow how to accept changes to their bodies and what being confident is Know that they will transition from one stage in life to another; school, bodyKnow how babies grow and human growth Know that as they grow they will have changing feelings that will be positive and negativeKnow how to take part in a discussion successfullyKnow different ways you can get moneyKnow different types of employment and jobs you can get to earn money |
| Key Vocabulary to teach each session; Unique, transition, confidence, positive and negative feelings, human growth, puberty, physical change - Change  |
| **Session 1:** **Physical Changes -** understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby. I can express how I feel when I see babies or baby animals. **Changing Me Units 1**  |
| **Session 2:** I understand how babies grow and develop in the mother’s uterus. I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family**Changing Me Units 1** |
| **Session 3**: I understand that boys’ and girls’ bodies need to change. Understand the physical changes as puberty and understand that this also presents with some emotional changes too. I can identify how boys’ and girls’ bodies change on the outside during this growing up processExplore change and confidence in making changes that benefit me. Can express fears and concerns about changes that are outside their control and how to manage feelings positively.**Changing Me Units 1**  |
| **Session 4**: I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes**Changing Me Units 1** |
| **Session 5** Economic Well-being; The get to explore different practical tasks in and around the classroom for a physical reward. Look at how people choose to spend their money on, what choices they would make. Discuss and reflect on parts of the job they like / dislikeCareers: Types of employment to gain money: Full-Time Employees, Part-Time Employees,Seasonal Employees, Temporary Employees, Including the types of jobs.Taught Year A Financial Management Link Dreams and Goals**Optional Lesson 1 Financial Education Age 5-7 How we get money and How we keep it?** |
| **Session 6; Debate – Discussion.** Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, Relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak, Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak. |