**PSHE/C Curriculum – Year 5 Spring Term 2**

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| **Theme: Healthy and Safer Lifestyles: Relationships and Sex Education** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. -To identify male and female sexual parts confidently and describe their functions. (BS)  and  -To know terminology for sexual parts appropriate for use in different situations. (BS)  2. To know and understand about the physical changes that take place at puberty and how to manage them (CAB)  3. To understand how the media, families and friends can influence attitudes to their bodies  4. To know about aspects of personal hygiene relevant to puberty and the implications of these. (HP)  **5. No Outsiders -** Additional Learning - And Tango Makes Three | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Being Safe (BS)  • how to report concerns or abuse, and the vocabulary and confidence  needed to do so.  Health Education:  Health Prevention (HP)  • about personal hygiene and germs including bacteria, viruses, how  they are spread and the importance of handwashing.  Changing Adolescent Body (CAB)  • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and  emotional changes.  • about menstrual wellbeing including the key facts about the  menstrual cycle. | |
| Foreskin/penis  /testicles | male private parts | tampons  pads | a plug of soft material inserted into the vagina to absorb menstrual blood  a disposable absorbent pad used (as during menstruation) to absorb the uterine flow | |
| vulva/vagina | female private parts | erection | when the penis fills with blood and becomes hard | |
| taboo | something that is avoided or forbidden for religious or social reasons | body image | a combination of the thoughts and feelings that you have about your body. Body image may range between positive and negative experience | |
| breasts | organ located on the chest – the breast is made up of connective tissue, fat and breast tissue that contain the glands that make milk for a mother to feed her baby | advertising | the industry involved with making products or services known about and persuading people to buy them | |
| egg  sperm | females make gametes called eggs  males make gametes called sperm | puberty | the stage in a person's life when the person develops from a child into an adult because of changes in the body that make the person able to have children | |
| PMS | (premenstrual syndrome) is the name for the symptoms women can experience in the weeks before their period | dialogue | an exchange of ideas or opinions on a particular issue | |
| period (menstruation) | normal vaginal bleeding that occurs as part of a woman's monthly cycle - Every month, your body prepares for pregnancy. If no pregnancy occurs, the uterus, or womb, sheds its lining. The menstrual blood is partly blood and partly tissue from inside the uterus | equality | a situation in which men and women, people of different races, religions, etc. are all treated fairly and have the same opportunities | |
| **Prior Learning (Year 4)**  In Year 4, children learnt about the human life cycle in more detail. They learnt that an egg and sperm join together to form a baby. They looked at what they think it means to be ‘grown up’. They explored their responsibilities, and the responsibilities parents and carers have for babies and children. The themes covered in the unit were; ‘the human lifecycle’, growing up’, ‘personal responsibilities’ and ‘parents, carers and families’. | | | | **Future Knowledge (Year 6)**  In year 6, children will learn about sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and relationships with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are ‘the human lifecycle’, growing up’, personal responsibilities’ and ‘parents, carers and families’. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. -What are male and female sexual parts called and what are their functions? (BS)  and  -How can I talk about sexual body parts confidently and appropriately? (BS) | * Name confidently the sexual parts outside male and female bodies * Name confidently the sexual parts inside male and female bodies. * Understand which words for sexual parts are acceptable for use in the classroom * Understand that some words for sexual parts are rude. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What happens to different bodies at puberty? (CAB) | * Describe some of the changes that will happen to male and females during puberty * Name some common misconceptions about puberty and know how to correct them | | | | |
| 3. What might influence my view of my body? | * Explain some possible effects of focusing on appearance in the media and social media * Understand that the media drives fashion for profit * Understand that some people’s choices about clothes are influenced by their friends and the media | | | | |
| 4. How can I keep my growing and changing body clean? (HP) | * Name personal hygiene products relevant to puberty * Name parts of the body which need to be washed regularly during puberty | | | | |
| **5. No Outsiders** - Additional Learning - And Tango Makes Three – To exchange dialogue and express opinion | * I know there are different ideas about equality around the world * I can exchange dialogue and express my opinion | | | | |