

# Edward Peake C of E VC Middle School



## PSHCE Planning

Subject: PSHCE	Unit: Healthy Relationships	Term/Duration: Summer 2 / 7 Weeks	Year Group: 5
<p><b>Healthy Relationships / Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• Privacy and personal boundaries;</li> <li>• Acceptable and unacceptable contact;</li> <li>• Permission-seeking and giving;</li> <li>• Personal safety;</li> <li>• Actions have consequences;</li> <li>• Working collaboratively;</li> <li>• Negotiation and compromise;</li> <li>• A positive, healthy relationship;</li> <li>• Recognize different types of relationships;</li> <li>• Responding safely to adults whom they do not know</li> <li>• About the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>• How to recognize if a friendship is making them feel uncomfortable or unsafe</li> <li>• How to maintain and respect privacy and boundaries, including online</li> <li>• How to recognize different types of physical contact and what is, or is not, acceptable</li> <li>• About seeking and giving/not giving permission in different situations</li> <li>• How to seek or report concerns about their personal safety or that of others in a range of contexts</li> </ul> <p>PoS: H42, H43, R22, R24, R25, R26, R27, R29, R31, L2, L11</p> <ul style="list-style-type: none"> <li>• Responding to feelings of others;</li> <li>• Seeking support if feeling lonely;</li> <li>• Healthy relationships make people feel included;</li> <li>• Impact of bullying, including online;</li> <li>• Consequences of hurtful behaviour</li> <li>• About the role of trust, respect and boundaries in healthy relationships (including friendships and family)</li> <li>• How to recognize if a friendship is making them feel uncomfortable or unsafe</li> </ul>		<p><b>Key Vocabulary:</b>                      Privacy, boundaries, trust, contact, touch, permission, personal safety, consequences, relationship, friendship, physical, trust</p> <p>puberty, growing, changing, body, body parts, genitals, feelings, hygiene, mature, child, teenage, adult, private parts, vulva, vagina, penis, testicles, breasts, pubic hair, Adam’s apple, internal, inside reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, reusable, scrotum, sperm, semen, erection, ejaculation, wet dream</p> <p>hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, periods, sanitary protection, tampon, pads, reusable</p> <p>emotions, roller coaster, up and down, frustrated, angry, moody, sexy feelings, adolescent, advice, support</p>	





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- How to maintain and respect privacy and boundaries, including online
- How to recognize different types of physical contact and what is, or is not, acceptable
- About seeking and giving/not giving permission in different situations
- How to seek or report concerns about their personal safety or that of others in a range of contexts

### Health and Wellbeing

- How puberty changes can affect our emotions and feelings and ways to manage this
- Questions about puberty and change, including periods and wet dreams

### By the end of this unit...

#### **All pupils should be able to:**

- name body parts and know which parts should be private
- know the difference between appropriate and inappropriate touch
- understand that I have the right to say "no" to unwanted touch
- start thinking about who I trust and who I can ask for help
- identify different tactics someone might use to manipulate another person online
- identify some of the physical changes that happen to bodies during puberty
- use scientific vocabulary for external male and female body parts / genitalia
- use scientific vocabulary for external and internal male and female body parts
- explain what happens during menstruation (periods)
- can explain what is meant by ejaculation and wet dreams
- explain how and why it is important to keep clean during puberty
- describe how and why emotions and relationships may change during puberty
- explain where I can get the help and support I need in relation to puberty

#### **Most pupils will be able to:**

- explain what to do if someone tries to pressure or manipulate me
- explain that puberty begins and ends at different times for different people
- describe ways of managing physical change during puberty

#### **Some pupils will be able to:**

- share ideas about how technology can be used positively
- respond to questions and give advice to others about puberty



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	Learning Objectives	Content	Assessment	Resources / Health and Safety	Success Criteria
1	LO: To learn to express our opinions to help our teachers design PSHCE education lessons for pupils in the future	<p><b>Starter / Circle Time Games:</b> Establish or reinforce existing ground rules. Add or emphasise any ground rules that are especially relevant to this lesson, such as listening respectfully to each other and commenting on what was said, not the person who said it.</p> <p><u>Introduction</u> Explain to the class you would like to know what they think about PSHCE education, including health, relationships education, so that you can make changes to what is taught at your school, where necessary. Remind pupils of the class ground rules and make them aware that the answers and ideas that they give in today's activities will be used to help plan PSHCE lessons in the future. Tell the pupils that they won't be putting their names on their work which will mean that no-one will know who has made which suggestions or comments. This is in order for them to feel that they are able to be honest and don't have to worry about hurting anyone's feelings if they feel something needs changing or improving. Remind them that we call this approach 'anonymous feedback'. It is therefore important that they listen carefully to others and think seriously about the answers they give when taking part in activities.</p> <p><u>Baseline assessment activity</u> Re-cap or brainstorm with pupils the different topics that are covered in PSHCE education and remind them about previous work they may have done on friendship, different kinds of families, taking care of their bodies, growing and changing, feelings, different communities, choices about how to save and spent money etc.</p> <p>Ask questions like: What sorts of things do we learn in PSHCE education, about how to keep healthy and safe; our bodies and taking care of them; families and friendships; what you need to live a happy and</p>	<p><u>Baseline Assessment</u> Brain storming PSHCE topics</p>	<p>Ask It Basket</p> <p>PSHE Association: Gathering pupils' views on RSHE (primary)</p> <p>KS1-2 Pupil Questionnaire</p> <p>Resource 1: Top Ten card sort</p> <p>Resource 2: Class tally chart</p>	<p>I can explain what we learn about in PSHCE education</p> <p>I can prioritise the relationships, health and other PSHCE education topics that I consider to be most important</p> <p>I can suggest what is most useful for pupils to learn about in PSHCE education</p> <p>I can make suggestions about how PSHCE education</p>



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	<p>healthy life; how we assess the reliability of information online; what job you might like to do when you are older?</p> <p>During feedback, ensure that any misconceptions/misunderstandings are clarified regarding subject content, for example reminding pupils that this lesson is focusing on topics they cover in PSHCE education lessons, rather than topics that they might have talked about in Science, R.E., or in assemblies.</p> <p><b>Main:</b> <u>Activity 1: Most important</u> Organise the pupils into small groups of three or four. Give each group a copy of <b>Resource 1: Top ten card sort</b> which lists ten broad topic areas within PSHCE education. Ask the pupils to put the cards in order based on which topics have been the most important to learn about in PSHCE education. <i>During this activity, circulate between the groups and complete <b>Resource 2: Class tally chart</b> to record the order that each group decided as the most important.</i></p> <p><b>Challenge:</b> Ask each group to select a pupil to be their spokesperson, who will speak for 30 seconds to explain which topic they have chosen as their top priority for PSHCE education and why they chose this. Give each spokesperson their 30 seconds to convince the rest of the class about their chosen 'top' priority.</p> <p><u>Activity 2: More about...</u> Now ask the pupils to re-organise the order of the cards according to which topics they would like to know more about.</p> <p><b>Challenge:</b></p>			could be improved in my school
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	<p>Ask pupils to note down in their groups if there are other challenges and opportunities that children of their age face now and in the future, that they would benefit from being taught about. You could give the pupils some blank cards to complete.</p> <p><u>Activity 3: Health, Relationships and Sex Education</u>          Explain that it is now compulsory to include relationships and health education in PSHCE education lessons and that many primary schools also teach sex education.          Ask the pupils to think in a bit more depth about what they think pupils of primary school age should learn in PSHCE education lessons, especially about health (physical and mental/emotional), relationships and sex. Write each prompt below in the centre of a piece of flipchart paper and pin these up around the classroom.</p> <p><b>1. We should know about ...</b>  <b>2. We should be able to ....</b>  <b>3. We should feel confident about ...</b></p> <p>Pupils can respond to these 'We should...' sentence starters as graffiti walls, or could work in small groups recording their ideas on flipchart paper, or it could be a paired work activity where pupils have a 'talking partner' and discuss their ideas with them first before feeding back into a whole class discussion.</p> <p>The following prompt questions may be helpful:</p> <ul style="list-style-type: none"> <li>• When we are learning about friendship and getting on with others what is important to learn about?</li> <li>• When we learn about different kinds of families what is important to know?</li> <li>• When we learn about taking care of our minds and bodies, growing and changing what is important for people to feel confident about?</li> <li>• What other sorts of things about health, relationships (and sex) are important for pupils your age to learn about / be able to do?</li> </ul> <p><i>You may choose to take a photo of the class mind map to inform your planning.</i></p>			
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		<p><b>Challenge:</b> Ask pupils to imagine that they are in charge of PSHCE education, in their school for a year, and that they have unlimited money and time to do whatever they want to improve PSHCE education in their school. What would they change/introduce/do more of/less of? Remind them that their actions have to benefit all pupils in the school. You could suggest that they use the following headings to scaffold their responses: Resources for school, lessons, adults who teach the subject, visitors to help/visits out of school, etc.</p> <p>Remind them that they need to be able to justify their decisions and that the choices they make should not hurt or offend other children or adults.</p> <p><b>Plenary:</b> <u>Three stars and a wish</u> Ask pupils to consider three stars (things that are going well in school regarding PSHCE education) and one wish they have for PSHCE education for the future; thinking about something they hope pupils currently in lower school could have learnt by the time they are in Year 5. They should write their three stars and a wish on a post-it note or blank postcard using the sentence starters: <i>"Three things that are really good about PSHCE education in our school are..."</i> <i>"One wish I have for the future of PSHCE education is..."</i></p> <p><u>Pupil Survey</u> Ask pupils to complete the pupil survey Hand completed ones to DH</p>			
2	LO: To understand and learn the PANTS rules	<p>Re-establish Ground Rules / Classroom Charter</p> <p><b>Explain to pupils that before we begin the lesson, they will be recapping vocabulary for male and female external body parts, including genitalia, previously learned in Key Stage 1. Highlight that some children and adults may use lots of different words for genitals, in this lesson (and any others), we will use anatomic (scientifically correct) words.</b></p>		<p>Ask It Basket</p> <p>NSPCC PANTS</p> <p>Pants template</p>	<p>I can name body parts and know which parts should be private</p>



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	<p>Explain to the pupils that some slang words used to name genitalia can be confusing and are sometimes even rude and disrespectful. Therefore, it is important to use the anatomic words. H30. to identify the external genitalia and internal reproductive organs in males and females</p> <p><b>Starter/Circle Time Games:</b>          Show the pupils some acronyms (including PANTS).          Ask the pupils what they think each letter stands for in the acronyms.          How many do they already know?</p> <p><b>Main:</b>          Introduce the PANTS rules to the class.          Show the Talk PANTS poster and image.          Watch the film: <a href="https://www.youtube.com/watch?v=-IL07JOGU5o">https://www.youtube.com/watch?v=-IL07JOGU5o</a></p> <p>Show the pupils the PANTS acrostic to explain the main messages.          Take each sentence in turn and explain what each letter of PANTS stands for.          Check that the pupils understand each phrase.</p> <p><u>Activity 1: Body parts puzzle</u>          Give pupils a diagram of a girl and of a boy. Ask them to label body parts that they know and to identify what area is covered by underwear. They can draw the underwear on.          *some pupils may know more body parts than others, but as long as they use the anatomic words and ensure that all pupils know which area(s) need to be covered with underwear.</p> <p><u>Activity 2: 'Good' and 'bad' touch</u>          As a class, discuss the difference between appropriate/'good' touch and inappropriate/'bad' touch.          Explain that touch can be good, bad or unwanted.          Explain that 'good' touch should make you feel positive – like hugs and kisses from family members.          Talk about why people might touch you:          - To show affection (hugs, cuddles, kisses)</p>		<p>Body parts puzzle</p> <p>PANTS fill in the gaps</p> <p>Pantosaurus film:  <a href="https://www.youtube.com/watch?v=-IL07JOGU5o">https://www.youtube.com/watch?v=-IL07JOGU5o</a></p>	<p>I know the difference between appropriate and inappropriate touch</p> <p>I understand that I have the right to say "no" to unwanted touch</p> <p>I can start thinking about who I trust and who I can ask for help</p>
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	<ul style="list-style-type: none"><li>- To keep you safe (holding your hand)</li><li>- If you are ill or hurt (doctors and nurses)</li></ul> <p>Then talk about touch which maybe doesn't feel good but is necessary such as:</p> <ul style="list-style-type: none"><li>- Grabbing you to stop you running into a busy road or a danger</li><li>- Examination by a nurse or a doctor (a trusted adult should be present with you as well)</li></ul> <p>Explain that if someone needs to break any rules of PANTS they should explain clearly why. You can say no.</p> <p>Explain that pupils should not be asked to keep secrets that involve touch. E.g. <i>A parent's friend comes into your room and gives you a hug and a kiss, then they tell you it's a secret and you shouldn't tell anyone.</i></p> <p>Explain that if pupils are being asked to keep secrets by people and don't understand why, they should talk to someone they trust about them.</p> <p>'Bad' touch needs to be teacher-led. Avoid discussions about abuse, reinforce that if pupils feel uncomfortable about touch they can talk to someone they trust.</p> <p><u>Activity 3: People you can trust</u></p> <p>Lead a discussion and ask pupils to think of different types of helpful people. Explain that people who you can trust and who can help might be very different for different people and could include a parent, a sibling, a friend's parent, a teacher, a police officer, etc. Pupils could write a list of people they trust the most.</p> <p><b>Plenary:</b></p> <p>Can pupils remember the PANTS acrostic? Give pupils the worksheet with the five letters of PANTS on it, and encourage them to write the sentences that complete the acrostic. This can be done independently or as a pair.</p>			
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<p>3</p>	<p>LO: To understand how to maintain and respect privacy and boundaries online</p> <p>*skip this lesson if you need to*</p>	<p>Re-establish Ground Rules / Classroom Charter</p> <p><b>Starter/Circle Time Games:</b> Ask pupils to recall 'feelings in body' when something isn't right. Brainstorm on board.</p> <p>Tell the pupils to stand up. We are now going to play Simon Says. If Simon tells you to do something, do the action. If Simon doesn't tell you to do it, then do nothing. Run through all the feelings and ask the pupils to act them out – "Simon says..." (knots in tummy, butterflies in tummy, sweaty hands, hot hands, cold hands, knees like jelly, heart beating, ringing in ears, shivers, shaking)</p> <p>Ask the pupils when they are watching the film, to think if the characters might have felt a warning sign that something wasn't right.</p> <p><b>Main:</b> Show Episode 3: 'They have fans, but we have friends!'</p> <p><u>Discussions: Recognising manipulative tactics</u> In this episode when might one of the characters have felt a warning sign or thought something wasn't right? (Alfie when he realised that nobody really knew Magnus; Alfie when he realised that Magnus had sent his friends to a chicken shop, not a recording studio; Ellie and Sam when they realised the recording studio was a trick)</p> <p>Who was pretending to be Magnus? Why? [Megan pretended to be Magnus, so that Selfie would miss the band competition.]</p> <p>Explain that in the films we see Magnus and the gamer use different tactics to make Ellie and Alfie do something that might not be good for them.</p> <p>Write the following list of tactics on the board, and give verbal definitions: <b>Flattery</b> – When someone says really, really nice things about you.</p>	<p>Ask pupils: When is it OK to share a photo or video online? When is not OK to do it? What should Alfie and Sam think about before deciding who to turn to if they find something worrying online?</p>	<p>Ask It Basket</p> <p>Episode 3 of Play Like Share</p> <p>Level 1 workbooks</p> <p>Chat Worksheet 1 and Chat Worksheet 2 (page 70 and 71) – one per pair</p> <p>One set per pair of 4 different coloured pens or pencils</p> <p>A3 paper</p> <p>Small ball/beanbag to be passed between pupils</p>	<p>I can identify different tactics someone might use to manipulate another person online</p> <p>I can explain what to do if someone tries to pressure or manipulate me</p> <p>I can share ideas about how technology can be used positively</p>
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	<p><b>Bribery</b> – When someone offers you something in return for doing something.  <b>Too Good To Be True Offers</b> – When someone says they will do or give you something so good that it doesn't seem possible.  <b>Threats</b> – When someone says something bad will happen if you don't do what they say.</p> <p><u>Activity 1: Spot the tactic</u>          Tell the pupils to turn to Workbook page 7.          Ask them to match each tactic to a message. Take feedback.          Explain that some of these tactics can be hard to spot, because it can sometimes involve someone being really nice to you.          For example, Magnus flattered Ellie and offered her something that was too good to be true: time in a recording studio.          Emphasise that this means we have to be really good at spotting when someone is trying to get us to do something that might not be good for us.          Stress that if someone is trying to get you to do something that gives you a 'warning sign' or makes you feel worried or uncomfortable you should tell an adult you trust straight away.</p> <p><u>Activity 2: Help them stay safe</u>          Put pupils in pairs and hand out Chat Worksheet 1.          Read chat text aloud to class (do not ask children to read out loud).          Now return to the list of tactics you have put on the board, and write a colour next to each tactic (to correspond with coloured pens/pencils).          Explain that in pairs, the pupils should identify examples of the tactics in the chat log, and underline / highlight them in the appropriate colour. Emphasise this chat only features: Bribery, too good to be true offers, and threats.</p> <p>When they have finished, they should complete the worksheet with advice to the character about what they should do.          Take feedback on tactics and use this as an opportunity to clarify concepts and correct misunderstandings. Examples are as follows:</p> <p><b>Tactic</b></p>			
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		<p><b>Flattery</b> <i>Ohhhh she's sooooo sweet!!! / She is the cutest hamster I have ever seen!!!!!!</i>  <b>Bribery</b> <i>Add me and I'll send you the video!!!</i>  <b>Too good to be true offers</b> <i>I've seen it!!!!!! I'll send it 2 u!</i></p> <p>Collect chat logs and dispose. The pupils should not keep them.</p> <p><u>Activity 3: Positive use of technology</u>          How did Selfie use technology to help them take part in the band competition?          [Broadcast their song to friends, put a poster on their group profile page, asked all their friends to learn the words to their song, Ellie and Sam appeared via video.]</p> <p>Explain that Sam's Grandpa George needs their help. He has just bought himself a new computer. He wants to know how he can best use technology to help solve some problems.          Tell the pupils to turn to <b>Workbook page 8</b>. Read text aloud.          Explain that working in small groups they must come up with a plan for Grandpa George, giving examples of how he can best use technology to solve his problems. Encourage children to be as inventive as possible.</p> <ul style="list-style-type: none"> <li>• Assign children into small groups and hand out A3 paper and pens. Children can write initial ideas in their <b>Workbook</b> before displaying their plan on paper.</li> <li>• Groups present to class and the adult leading the session chooses the overall winner.</li> </ul> <p><b>Plenary</b>          Return to the baseline assessment and ask them to add or amend anything new that they have learned or found out during the lesson. They should use a different colour pen to do this.</p>			
4	LO: To learn about some of the physical changes experienced	<p><b>Growing &amp; Changing topic, part of Health Education.</b>  <i>Parents would have received letters about this in the Autumn Term &amp; Summer 1 Term.</i>  <i>No pupils can be removed from lessons 4-7</i></p> <p>Re-visit Ground Rules and remind pupils of the Ask It Basket  <b>Starter/Circle Time Games:</b></p>	Changes Draw and Write	Ask It Basket  Medway Year 4 & 5 Lesson 1: Time to Change	I can identify some of the physical changes that happen to



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<p>during puberty</p>	<p><u>Baseline Assessment</u>                  Ask the pupils to draw a quick picture of a child (a stick-person is fine) the same age as them.                  Now ask the pupils to think about the changes that will happen to that child as they develop into a teenager. Ask pupils to write the changes around their picture.                  Encourage them to write as many ideas as they can think of.</p> <p><i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way.                  Check through them, noting responses and any misconceptions that need addressing.</i></p> <p><b>Main:</b>  <u>Definition of Puberty</u>  <b>Do not share the learning objectives and outcomes with the class until this activity has been completed.</b>                  Draw seven lines or boxes on the board or flipchart to demarcate letters from a missing word. Ask the pupils to guess which letters of the alphabet make up the missing word. Give the pupils a set number of tries to guess the word. Spell out the word 'puberty'.                  Say the word 'puberty' aloud to the class. Ask the class what they think is meant by 'puberty'. Agree on a definition and display it on the whiteboard. Ensure that pupils know that puberty relates to change, growing and maturing from a child to an adult.                  It will be useful to display <b>Resource A: Life Stages</b> to help explain this.</p> <p><u>Activity 1: Three Questions</u>                  Organise pupils into small groups and display the following questions.                  Ask pupils to discuss the answers in their groups.  <b>Does everyone start puberty at the same time?</b>  <i>A: Usually, puberty starts between ages 8 and 13 in girls and ages 9 and 15 in boys. This wide range in ages may help to explain why some young people in the same age group are at different physical stages in their development.</i></p>		<p>Resource A: Life Stages — large copy for display</p> <p>Resource B: Body Parts — each body part should be printed on A4 paper and displayed around the room (feet, mouth, penis, testicles, nipples, eyes, vulva, Vagina</p> <p>Sticky notes to write keywords on</p> <p>Resource C: Growing Bodies — 1 copy for each pair of pupils</p> <p>Prepared 'child speak' questions (see plenary)</p>	<p>bodies during puberty</p> <p>I can explain that puberty begins and ends at different times for different people</p> <p>I can use scientific vocabulary for external male and female body parts / genitalia</p>
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	<p><b>1. Will these changes happen to everyone at the same time?</b>  <i>A: Puberty starts when your body is ready. It's a bit like when you start to lose your milk teeth—it happens to everyone at different times.</i></p> <p><b>2. Why are these changes happening?</b>  <i>A: Puberty is a time when someone's body begins to develop and change as they mature from being a child to an adult. During puberty, your body will grow faster than at any other time in your life—except for when you were a baby.</i>  <i>Puberty is caused by sex hormones: chemicals which are released into the bloodstream to send messages to different parts of the body.</i>                  Take feedback from each group and discuss their responses as a class.                  Draw out the points above.                  Correct misconceptions and add further information as required.</p> <p><u>Activity 2: Labelling male and female body parts</u>                  Explain that children and adults use lots of different words for parts of the body - some pupils may have special words which they use with their families. Some words are scientifically correct and some are the common, everyday (slang) words. Some slang words can be confusing, and learning the anatomical words will make sure we all understand each other in these lessons.</p> <p>Display <b>Resource B: Body Parts</b> around the classroom. Organise the pupils to work in pairs, give each pair some sticky notes. Challenge the pupils to write the correct name for each body part and stick it on to the picture. Ensure that the male and female genitalia are included: penis, testicles, vagina, and vulva, along with the other body parts: mouth, eyes, nipples, feet/legs. Name and discuss each one in turn.  <b>Support: Provide pre-written sticky notes for pupils to match to the pictures.</b></p> <p><u>Activity 3: Identifying external changes to the body</u>                  Provide copies of <b>Resource C: Growing Bodies</b>. In pairs, ask pupils to discuss the changes that they can see, then record their observations on a chart headed: females/males/both. Their observations can then be discussed with the class and opportunities given for pupils to ask</p>			
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	<p>questions about the changes they have observed—the teacher may need to draw out any misunderstandings or input further information. Ensure the pupils take note of:</p> <ul style="list-style-type: none"> <li>• <b>Females and Males:</b> hair – pubic and body; body producing more oil, leading to greasy hair, spots and sweat; grow taller; larynx (voice box) grows and voice gets deeper</li> <li>• <b>Females:</b> breasts – growth and nipples darken; waist and hips change shape</li> <li>• <b>Males:</b> muscles increase; penis and testicles grow; changes to the larynx or 'voice box' leads to the voice 'breaking' (going deeper) — as the larynx grows it tends to protrude from the front of the neck — known as the Adam's Apple.</li> </ul> <p>Reference can be made at any point during the session to the fact that emotions may change during puberty, and that this will be addressed in a later session.</p> <p><b>For those students who may need further support:</b> Pupils requiring support may prefer to label the body outlines with the changes they can identify, rather than making a chart; or could be provided with word labels to match to the pictures.</p> <p><u>Ask It Basket</u> Give the pupils a few minutes to record any questions they have about the previous activity. These should be completed anonymously and put into the ask-it-basket. Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson).</p> <p><b>Plenary:</b> Read out, or display the following 'child-speak' questions. From pupils' answers, assess and review their learning. This could be a whole class activity or in pairs.</p> <ul style="list-style-type: none"> <li>• I've just turned 11 but nothing is happening yet. When will I start puberty?</li> <li>• Why are these changes happening to me?</li> <li>• I feel a bit scared about puberty, is this normal?</li> </ul> <p>Clarify any misconceptions and signpost the pupils to where to get help and support in or out of school.</p>			
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5	<p>LO: To learn about the biological changes that happen to males and females during puberty</p>	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p><b>Starter/Circle Time Games:</b>  <u>Baseline Assessment</u>  <u>Kelly's Diary and Ali's Story</u></p> <p>Provide each pupil with a piece of A4 paper and ask them to fold it in half, then on one half write 'Kelly's story' as a heading, and on the other: 'Ali's story'.</p> <p>There are two short activities to complete:</p> <p><b>Activity a)</b> Display the beginning of a diary extract:  <i>Kelly's diary... Last night I was getting ready for bed when I realised I had started my period...</i></p> <p>Ask the pupils to explain:</p> <ol style="list-style-type: none"> <li>1) What has happened to Kelly?</li> <li>2) How do they think she is feeling?</li> <li>3) What do they think Kelly did, or should do?</li> </ol> <p>Pupils record their ideas under the heading 'Kelly's story'.</p> <p><b>Activity b)</b> Watch the video:  <a href="https://www.bbc.co.uk/bitesize/clips/z7n2hyc">https://www.bbc.co.uk/bitesize/clips/z7n2hyc</a> from the beginning to pause point 0.30.</p> <p>Ask the pupils to explain</p> <ol style="list-style-type: none"> <li>1) What has happened to Ali?</li> <li>2) How is he feeling?</li> <li>3) What should he do?</li> </ol> <p>Pupils record their ideas under the heading 'Ali's story'.</p> <p><i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. When finished, ask them to stick their paper in their exercise books. Check through them, noting responses and any misconceptions that need addressing.</i></p>	<p>Kelly's Diary and Ali's Story:</p> <p><b>Activity a)</b> Ask the pupils to explain:</p> <ol style="list-style-type: none"> <li>1) What has happened to Kelly?</li> <li>2) How do they think she is feeling?</li> <li>3) What do they think Kelly did, or should do?</li> </ol> <p>Pupils record their ideas under the heading 'Kelly's story'.</p> <p><b>Activity b)</b>          Watch the video:  <a href="https://www.bbc.co.uk/bitesize/clips/z7n2hyc">https://www.bbc.co.uk/bitesize/clips/z7n2hyc</a> from the beginning to pause point 0.30.          Ask the pupils to explain</p> <ol style="list-style-type: none"> <li>1) What has happened to Ali?</li> </ol>	<p>Ask It Basket</p> <p>Medway Year 4 &amp; 5 Lesson 2:          Menstruation and wet dreams</p> <p>A4 piece of plain paper – 1 for each pupil</p> <p>Resource C: Growing Bodies – 1 copy per pupil</p> <p>Resource D: External female genitalia – large copy for display</p> <p>Resource D: External female genitalia – photocopied on A4 paper – 1 for each pair of pupils</p> <p>Resource E: Internal female reproductive organs – large copy for display</p>	<p>I can use scientific vocabulary for external and internal male and female body parts</p> <p>I can explain what happens during menstruation (periods)</p> <p>I can explain what is meant by ejaculation and wet dreams</p>
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	<p><b>Main:</b>  <u>Discussion: Kelly's Diary</u>                  Ask pupils to discuss the baseline activity a) Kelly's diary.                  Pose questions such as:                  What does she mean when she says she started her period?                  How does she know?                  What might be happening?</p> <p>Explain that 'starting periods' is another change that happens at puberty. This is when females pass blood from the vagina for a few days each month.                  Explain that the scientific name for periods is menstruation and ask if they know any other names for this, and what they already know or have heard about periods.</p> <p><u>Activity 1: Labelling female body parts</u>                  In the previous lesson, pupils labelled a simple image of the front view of the vulva. However, to fully understand female genitalia, the internal reproductive organs and menstruation, it is important that pupils are aware of the external appearance of the female body. Talk about how not all body parts look the same. For example, the vagina and clitoris can be different sizes or shapes.</p> <p>Display <b>Resource C: Growing bodies for males and females</b>, (which pupils saw and discussed in the last lesson). Point out that it's easy to see the male sex parts/genitalia but that in females it's harder as the vulva is between the legs.</p> <p>Display <b>Resource D: External female genitalia</b>, name and label the different parts (see lesson notes section for labels and explanations).                  Cover or delete the labels and give each pair of pupils a copy of <b>Resource D: External female genitalia</b>. Challenge them to correctly label the diagram.</p> <p>Repeat the activity, but this time display <b>Resource E: Internal Female Reproductive Organs</b>, making sure the pupils know that the view is internal and from the front, and</p>	<p>2) How is he feeling?                  3) What should he do?                  Pupils record their ideas under the heading 'Ali's story'.</p>	<p>Resource E: Internal female reproductive organs — photocopied on A4 paper                  – 1 for each pair of pupils</p> <p>Poppy seeds and straws cut to approximately 7.5cm (optional)</p> <p>Video on the menstrual cycle:  <a href="https://www.youtube.com/watch?v=vXrQ_FhZmos">https://www.youtube.com/watch?v=vXrQ_FhZmos</a></p> <p>Different examples of sanitary protection, including pads, tampons, and reusable sanitary wear (optional – as covered in more detail in lesson 3)</p>	
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	<p>where the uterus is in relation to the female body. Then name the different parts: uterus, fallopian tubes, ovaries, cervix, clitoris, and vagina with a simple explanation of each (see lesson notes section for labels and explanations). Cover or delete the labels and give each pair of pupils a copy of the <b>Resource E: Internal Female Reproductive Organs</b> Challenge them to correctly label the diagram.</p> <p><b><i>For those students who may need further support:</i></b> Pupils requiring support could be given written labels to match to the diagram or repeat the group activity with adult support.</p> <p>You could demonstrate the approximate size of the egg and the fallopian tubes. To do this, show pupils the poppy seeds and straws. Explain that each poppy seed is ten times bigger than a human egg.</p> <p><u>Activity 2: The menstrual cycle</u> Show a video that explains the menstrual cycle. Pause the video if required after each section to ensure that the pupils understand what is happening. <i>You might discuss that people sometimes say that starting periods is when the female body becomes able to have children. (Although it is possible to become pregnant if sex happens in the month before someone's first period starts). Although starting periods is a sign that the body is preparing for adulthood, there are other aspects of growing up that means their body is not ready yet to have a baby.</i></p> <p>Now may be a good time to show examples of pads, tampons and reusable period products (although this is covered in further detail in the next lesson). Explain how they are used, and that it is a personal choice about which to use, which should be discussed with a trusted adult at home.</p> <p><b><i>For those students who may need further support:</i></b> Pupils could produce a fact-file page for a blog, website or magazine for other children their age—<i>What you should know about periods.</i></p>		<p>Resource F: Internal Male Reproductive Organs – large copy for display</p> <p>Resource F: Internal Male Reproductive Organs resource photocopied on A4 paper – 1 for each pair of pupils</p> <p>Marbles and plums (optional)</p> <p>Video section from 02.39 'What's up down there?' to 03.21: <a href="http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449">http://kidshealth.org/kid/grow/boy/boys_puberty.html#cat20449</a></p> <p>Video: <a href="http://www.bbc.co.uk/education/clips/z7n2hyc">http://www.bbc.co.uk/education/clips/z7n2hyc</a></p> <p>Collection of pictures of people of all ages</p>	
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	<p><u>Activity 3: Labelling male body parts</u> Remind pupils that changes happen to male bodies too. Display <b>Resource F: Internal male reproductive organs</b> ensuring that pupils know the view is internal and where the organs are in relation to the male body. Name and label the different parts: bladder, penis, urethra, foreskin, scrotum, testicle, epididymis and anus (see lesson notes section for labels and explanations). Talk about how not all penises look the same, as they can be different sizes and shapes, or may be circumcised (see lesson notes section for an explanation of circumcision). Cover or delete the labels and give each pair of pupils a copy of <b>Resource F: Internal male reproductive organs</b>. Challenge them to correctly label the diagram. <b><i>For those students who may need further support:</i></b> Pupils requiring support may be given written labels to match to the diagram or repeat the group activity with adult support.</p> <p>You may want to demonstrate the size of the testicles by showing the marbles and the plums, explaining that before puberty, each testicle is about the size of a marble and during puberty it will grow to the size of a plum.</p> <p><u>Video: Erections and Wet Dreams</u> Show the following video section from 02.39 '<a href="#">What's up down there?</a>' to 03.21, that explains about erections and wet dreams. Then play <a href="#">this video</a> from 0.30 to pause point 0.44. Pause the video and ask pupils: Why is Ali trying to hide the semen? What could/should he do? Continue the video and pause at point 1.52. Ask pupils to suggest what Ali's father could explain to him. How is Ali feeling now? What would they advise someone in the same situation to do? <b><i>For those students who may need further challenge:</i></b></p>		<p>from magazines and newspapers and/or Resource A: Life Stages – for display</p>	
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## PSHCE Planning

		<p>Pupils could produce a fact-file page for a blog, website or magazine for other children their age—What you should know about wet dreams</p> <p><b>Plenary:</b> Give pupils a few minutes to write any questions they have about the previous activities. These should be anonymous and put into the 'ask-it-basket'. Explain that their questions will be responded to as soon as possible (you will need time to read the questions and consider how best to respond—some will be addressed through a quiz activity in a later lesson.</p> <p>Display the <b>Life Stages resource</b>. Ask pupils when they think that people are grown-up. Then ask what characterises each age range: when are people adults, old, or middle-aged? Finally, ask the group what they think being grown-up means. <i>Does going through puberty mean you are grown up?</i> <i>Draw out that puberty is a time when your body is changing, but not yet fully grown; you are not yet an adult, adults have responsibilities that teenagers and people going through puberty may not yet be ready for.</i></p> <p>At the end of the lesson, ask pupils to go back to their baseline assessment activity (Kelly's story and Ali's story) and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.</p>			
6	LO: To learn about the importance of personal hygiene during puberty	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p><b>Starter/Circle Time Games:</b> <u>Baseline Assessment: Draw &amp; Write</u> <b>Ensure this activity is completed before delivering the lesson.</b> Bailey's mum and dad are explaining to Bailey that it is important to keep the body extra clean when growing up. <i>"Now that you are getting older Bailey, there are some things you must do to make sure you look after your body well. It is really important, especially when you start puberty."</i> <i>"Why?" says Bailey</i></p>	<p>Draw &amp; Write Ask them to write a sentence to explain why this is important and what Bailey should do.</p>	<p>Ask It Basket  Medway Year 4 &amp; 5: Lesson 3  Paper and marker pens for activity 2 (body outlines) – per group of pupils</p>	<p>I can explain how and why it is important to keep clean during puberty  I can describe ways of managing</p>



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	<p>Tell pupils that they need to imagine they are in-role as Bailey's mum or dad. Ask them to write a sentence to explain why this is important and what Bailey should do.</p> <p><b>Main:</b>  <u>Paired discussion: Personal hygiene and puberty</u>          In pairs, ask pupils to discuss:  <b>Why is keeping clean especially important for young people who are going through puberty?</b>          Take feedback, explaining that puberty causes all kinds of changes in young people's bodies. Their skin and scalp may suddenly become oily. New hair grows in different places: pubic hair, hair under their arms; and, in males, more facial and sometimes chest hair. At times, they may sweat for no reason, and their feet, armpits and genitals may smell when they didn't before. These bodily changes are a normal part of becoming an adult.</p> <p><u>Activity 1: Personal hygiene: body outlines</u>          Introduce the class to an imaginary Year 8 pupil. Explain that they are going through puberty so their body is changing in all the ways we've been discussing in the previous lessons. Organise pupils into small groups. Give each group a large sheet of paper and ask them to draw the outline of the Year 8 pupil. If they choose, they can draw a stick person with a face. Ask them to label all the different parts of the body that the young person will need to pay special attention to now in terms of their personal hygiene. Ask them to write next to each label <i>why</i> they need to pay particular attention to this part, <i>how</i> they should do this and <i>how often</i>. Take feedback, and fill in any gaps in their understanding. Use the detailed information in the lesson notes section to refer to as necessary.</p> <p><u>Activity 2: Personal hygiene items</u></p>		<p>Personal hygiene items such as: soap, shower gel, a variety of deodorants, shampoo, toothpaste, spot cream and face wipes, tissues, safety razors, talcum powder, tampons, sanitary towels, reusable sanitary items (if possible make sure there are enough items for each pupil in the class)</p> <p>Non-transparent bag to put the hygiene items in</p> <p>Prepared questions for puberty quiz (including questions that have arisen in previous lessons from the Ask-it Basket questions activities) – each</p>	<p>physical change during puberty</p> <p>I can respond to questions and give advice to others about puberty</p>
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	<p>With the pupils in a circle (if possible), pass the bag containing a range of personal hygiene items (see Resources required) around the class. Pupils take turns to pick an item from the bag. Ask them to say what they think it is, what it is used for, and who uses it. As you discuss each item, stress that which products to use is a matter of personal choice; challenge any gender stereotyping of personal hygiene products/ personal grooming. This offers an opportunity to discuss pressures on young people to conform to certain expectations, for example to remove body hair. Stress that pubic and other body hair is completely natural and that whether to shave or remove it is entirely up to individuals. Include examples of pads, tampons and reusable period products — ensure that the discussion on their use is teacher led.</p> <p><b><i>For those students who may need further support:</i></b></p> <p>Pupils can do this activity in a smaller group with adult support and play Kim’s Game: various examples of the personal hygiene items are laid out on a table or tray and while the pupils have their eyes shut, the adult removes one item. Pupils open their eyes and notice/guess which one is missing. The group can discuss the use of the item and answer any questions that pupils have about it. Repeat until all the items have been selected and talked about.</p> <p><u>Activity 3: Physical changes: puberty quiz</u></p> <p>Have pre-prepared questions from the pupils’ Ask-it Basket / anonymous questions activities. If the following questions have not been asked, you could include these also. Write each question on a piece of A3 paper and lay these out around the classroom.</p> <ul style="list-style-type: none"> <li>• Can someone go swimming when they have their period?</li> <li>• Are periods dirty?</li> <li>• Are periods painful?</li> <li>• Do all boys have wet dreams?</li> <li>• Are erections embarrassing?</li> </ul>		<p>question written on an A3 piece of paper</p> <p>Strips of paper for shopping list activity (see plenary)</p>	
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		<p>Organise pupils into pairs. Ask each pair to choose a question and write a response on the paper underneath the question. Encourage them to write a full sentence to explain their answer. Pupils can then swap questions with another pair who add an additional response (they may agree or disagree with the original response).</p> <p>Repeat once more. Once pupils have responded to a variety of questions, go through each question and the given responses with the class—discuss, and come up with some agreed answers.</p> <p><b>For those students who may need further support:</b> Pupils could be given three response options for each question: Yes, No, Depends. They must decide which response best answers each question.</p> <p><b>Plenary</b> Ask pupils to think back to Bailey (baseline activity) and about the kinds of products Bailey might want to buy to prepare for puberty. If they were to make Bailey a wash-bag, what would they choose to include? Pupils can work in pairs to write a shopping list for Bailey.</p> <p>At the end of the lesson, ask pupils to go back to their baseline assessment activity (Bailey's question), and using a different coloured pen or pencil amend anything they now think was not quite right, or add their new learning to the sheet.</p>			
7	<p>LO: To learn how and why emotions may change during puberty</p>	<p>Re-visit Ground Rules and remind pupils of the Ask It Basket</p> <p><b>Starter/Circle Time Games:</b> <u>Baseline Assessment: Taz's Problem</u> <b>Ensure this activity is completed before delivering the lesson.</b> Display or read to the pupils the following: <i>I used to be a really happy person, but now I sometimes feel really angry or fed up about things. My mum says that since I turned 12, I've been very moody, going up and down all the time. Dad keeps telling me to snap out of it. Is this normal and how can I stop it from happening?</i> Taz, age 12</p>	<p>Taz's Problem: Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does?</p>	<p>Ask It Basket</p> <p>Medway Year 4 &amp; 5 Lesson 4: Emotions and Feelings</p> <p>Exercise books for baseline and end-point</p>	<p>I can describe how and why emotions and relationships may change during puberty</p> <p>I can explain where I can</p>



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	<p>Ask pupils what they think might be causing Taz to feel like this. What would they suggest Taz does? <i>Pupils work individually (some may need a scribe to record their ideas). Remember not to prompt them in any way. Check through them, noting responses and any misconceptions that need addressing.</i></p> <p><b>Main:</b> <u>Story: Hair in funny places by Babette Cole</u> Read the story to the class. Have a brief discussion about the physical changes that happen to bodies during puberty, referring to the book as necessary and reminding pupils of the previous lessons on puberty and change. Next ask the pupils to think about some of the emotional changes they read about in the book (pages 11, 13–14, 21, 24, 27–28). Record the pupils' responses on the whiteboard. Talk about emotional changes as changes to the way we feel inside (that we can't see in the same way as the physical changes we have been discussing). Explain that just like our bodies need to get used to changes that happen at puberty, so do our brains. Talk about how a child experiencing puberty may start to look grownup but their mind and emotions have a lot of catching up to do. Referring back to the book, ask pupils to identify what is causing the changes in the characters? (hormones). Explain that the hormones (special chemicals) make the body change physically but also affect the feelings.</p> <p><u>Activity 1: Circle of feelings</u> On a piece of flipchart paper with the title 'Circle of Feelings' written on it, draw a large circle in the middle. Give each pair a few sticky notes and ask them to discuss all the feelings that a young person might experience during puberty. Pupils write their ideas on the notes and stick them on to the Circle of Feelings. Discuss pupils' responses.</p> <p><b><i>For those students who may need further support:</i></b></p>		<p>assessment: Taz's problem</p> <p>Children's story: Hair in Funny Places by Babette Cole (see teacher guidance, lesson notes section)</p> <p>Flipchart paper (one piece titled 'Circle of Feelings' and one blank)</p> <p>Sticky notes</p> <p>Word or picture cards showing different feelings (for pupils requiring support)</p> <p>A4 paper with the following headings displayed on the wall in different corners/areas of the classroom – each heading written on a different piece of paper:</p>	<p>get the help and support I need in relation to puberty</p>
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	<p>Provide word or picture cards showing different emotions and feelings. Ask pupils to look at each card and decide if it is an emotion that someone experiencing puberty might feel. These can be added to the Circle of Feelings.</p> <p><u>Activity 2: Feelings rollercoaster</u> From the circle of feelings, highlight some of the extremes of feelings young people may experience. Refer back to the baseline assessment (Taz's problem) and the extremes of feelings he is noticing as well as the characters in the story. On a second piece of flipchart paper, draw a wavy line. Explain that these emotional highs and lows could be likened to a roller coaster ride: one minute you feel really good, happy and 'up', and then seemingly for no reason, you feel fed up and 'down'. The wavy line represents this emotional roller coaster. Ask pupils to come up and move the sticky notes to put them onto the wavy line: either high up on the top of a wave; low down at the bottom; or halfway between— depending on whether that feeling would make you feel 'up' or 'down'. (Alternatively, read out what's written on each sticky note and ask the class where you should put it on the 'roller coaster').</p> <p><u>Teacher Explanation: Romantic Feelings</u> Referring to the story in Hair in Funny Places where necessary, explain that adolescents may also notice a change in the way they feel about each other; feelings they may never have had before. These feelings can be quite overwhelming, and may be about 'fancying' someone or having a 'crush' on them. Show the characters on pages 27–28 and describe their feeling as being tingly or having sexy feelings when they are together. They may not know why they feel like this, but it is all natural and a part of growing from a child to an adult: part of the hormonal changes that are happening in the body. Explain that people can have crushes on people they know, or people they don't know, such as pop or sports stars. Someone can have crushes on people of the same sex or the opposite sex, on people who are the same age, older or younger. Reiterate that having a crush on someone is perfectly natural.</p>		<p><i>Talk to friends; Talk to a family member; Talk to a teacher; Find out from a website; Read a book about it; Something else; Nothing</i></p>	
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	<p><u>Activity 3: Corners: Strategies, advice, help and support</u></p> <p>Explain that puberty can be a really exciting time for young people as they begin their journey to becoming adults. But for some people, it can also be a confusing and worrying time, where some of the extremes of feelings they might experience can also affect other people too. Talk about some of the strategies pupils can use when they experience different feelings during puberty and explain that they can always seek help and support. Display the following labels in different corners and sides of the classroom:</p> <ul style="list-style-type: none"> <li>• Talk to friends</li> <li>• Talk to a family member</li> <li>• Talk to a teacher</li> <li>• Find out from a website (see Teacher's Notes)</li> <li>• Read a book about it</li> <li>• Something else</li> <li>• Nothing</li> </ul> <p>Ask pupils to stand in the centre of the classroom. Read aloud one of the following sentences and ask them to move to the label that best expresses what they think the young person should do. Invite individuals to explain their thinking and discuss each option in terms of effectiveness and limitations. Take each statement in turn repeating the activity.</p> <ul style="list-style-type: none"> <li>• Taz feels moody all the time and Dad has told Taz to 'snap out of it'</li> <li>• Brook is feeling worried about the physical changes that will happen</li> <li>• Faris feels angry about really small things and shouts at his mum which upsets her</li> <li>• Jules has a crush on someone in the same class</li> <li>• Rabiah is feeling anxious because she has just started her period and is at school</li> </ul> <p><b><i>For those students who may need further support:</i></b> Pupils requiring additional support may prefer to do this activity in a small group with an adult supporting the discussion</p> <p><u>Activity 4: How to manage puberty (optional)</u></p>			
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	<p>Ask pupils to produce a 'toolkit' for ways of coping with puberty and growing up by making an advice sheet for other pupils to use. To help structure the toolkit, they could begin by brainstorming all ideas and sort them into two categories: 1) Help yourself as your body changes; 2) Help yourself as your feelings change.</p> <p><b>Plenary</b> Give pupils a final opportunity to put any remaining questions in the Ask-it Basket / anonymous questions box and ensure these are picked up and addressed as soon as possible: either individually, or with the whole class.</p> <p><b>Puberty Relay:</b> Put four pieces of sugar paper up around the room and split the class into four groups with one marker pen per group. When you say 'Go!', the first pupil in each group runs up to the paper and writes one thing they know about puberty, then quickly runs back and gives the pen to the next pupil, who runs up and writes something different that they know about puberty on the paper.</p> <p>Repeat with remaining pupils for a total of two minutes. The groups then take turns to read out their comments. The winning group is the one with the most comments written up in two minutes. Repeated comments are not counted.</p> <p>Take down the sheets before pupils complete the assessment activity below. You might prefer to complete this in a separate session, following this lesson.</p> <p>Look back to the Lesson 1 Assessment: Changes (in which they drew and wrote about the changes that happen as a person grows from a child to a teenager). Ask them to use a different coloured pencil to add to their original work anything they think they missed, correct anything they think wasn't quite right, or add any explanations they can of why and how those changes take place and the effects they have on the person. These revisited 'draw and write' activities will provide evidence of pupils' progress over this series of lessons.</p>			
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**Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time**

