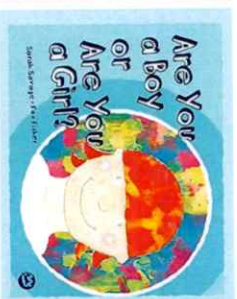
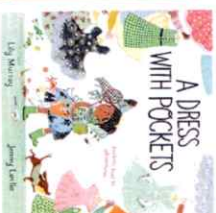
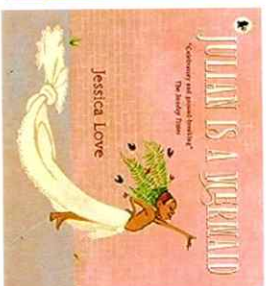
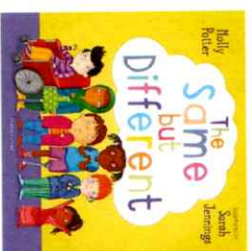
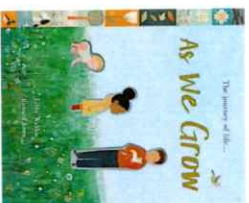


Health & Wellbeing - Growing and Changing	Health & Wellbeing Growing and Changing	Links and resources
	<p>Growing older; naming body parts: moving class or year</p> <p>PSHE Programme of Study Refs: H20, H25, H26, H27</p> <ul style="list-style-type: none">• about the human life cycle and how people grow from young to old• how our needs and bodies change as we grow up• to consider and challenge gender stereotypes and the perceived differences between boys and girls• to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)• about change (<i>NOT puberty</i>) as people grow up, including new opportunities and responsibilities• preparing to move to a new class and setting goals for next year <p>Lesson Sequence</p> <p>PRE-ASSESSMENT</p> <ol style="list-style-type: none">1. Recognise the human life cycle (Medway lesson)2. Understand how our needs change as we get older3. Recognise and challenge gender stereotypes4. Identify and name different parts of the body, including genitalia (Medway lesson)5. Think about how change makes us feel <p>POST-ASSESSMENT</p>	<ul style="list-style-type: none">• Link to science - What is a life cycle?• Link to values (respect) and dispositions (reflective/resilient)• Link to growing/coping with change birthdays/year group/new year <p>Lesson slides and resources</p> <ul style="list-style-type: none">W KS1 Assessment documentP Lesson 1 slidesrw Medway Lesson 2 printable pdfrw Medway RSE 2022 Year 1-2 lesson plans and r...P Lesson 2 slidesrw Lesson 2 Diamond sorting cardsrw Lesson 2 climb the ladder resourcesP Lesson 3 slidesrw Lesson 3 Pink and Blue -Picture of Boy and Girlrw 3. Gender pictures to sortW Lesson 3: More Gender Pictures to SortP Lesson 4 slidesrw Medway RSE 2022 Year 1-2 lesson plans and r...P Lesson 5 slides

Picture books to support this learning





Growing up; the human life cycle

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7

PSHE

Personal

Social

Health

Economic

Education

Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

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8

Ground rules

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- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

9

WE ARE LEARNING TO:
recognise the human life cycle

10

WE ARE LEARNING TO:
recognise the human life cycle

I can recognise the main stages of the human life cycle (baby, child, adult) and that the process of growing takes time.

I can describe what changes when people grow from young to old.

I can identify ways children our age might be more independent now than when they were younger.

11

A visit from granny

Taylor's granny lives in another country.
She has come to visit for the first time since Taylor was a baby.



Taylor, you've grown and changed so much since I was last here!

Can you list some ways Taylor might have changed?

Life stages



child



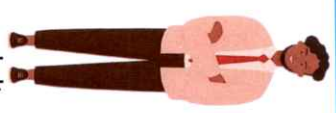
baby



teenager



older person



adult

What do these pictures show?

Can you put them in the right order?

Life stages



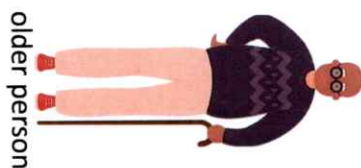
child



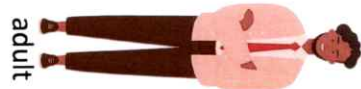
baby



teenager



older person



adult

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Spot the difference



How are they different?

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When they were a baby...

They ate _____ and drank _____.



They wore _____.

They liked _____.

They could _____.

Now they are older...

They eat _____ and drink _____.



They wear _____.

They like _____.

Now they can _____.

Different needs

List of ways a baby needs caring for



In the future...
How will they be similar when they grow up to be an adult?

How will they be different when they grow up to be an adult?

Are these the same needs a
child your age would have?



Thinking about responsibilities

What things can you
do now?

What things might
you be able to do
when you are older?

Thinking about responsibilities



Our responsibilities



Things we can do
now...

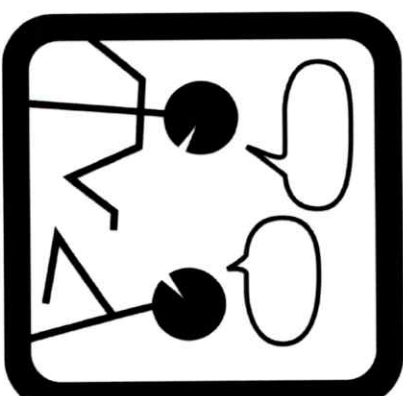


Things we might
be able to when
we are older...



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Talk to a partner



Tell them one thing you
have learned today that
has made you think.

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A visit from granny



Taylor, you've grown and
changed so much since
I was last here!

Look back at your list of ways Taylor might have changed.
Can you add to it? Would you change anything?

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Signposting support

Trusted adults can help with questions
or worries about growing and changing.

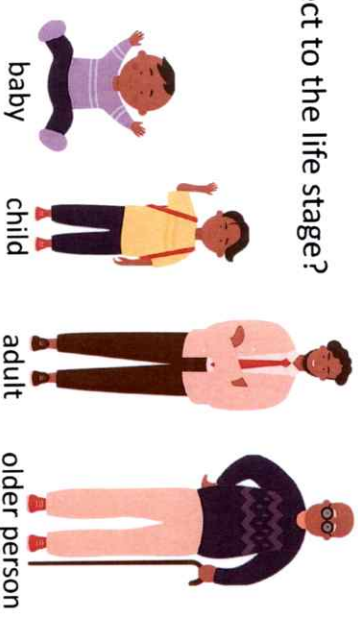


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More activities

The human life cycle

Can you match the object to the life stage?



Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at school and home who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

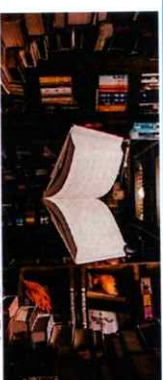
Home – trusted adults e.g parent, older sibling, community leaders, club leaders



You can also contact
Childline on
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www.childline.org.uk

More activities

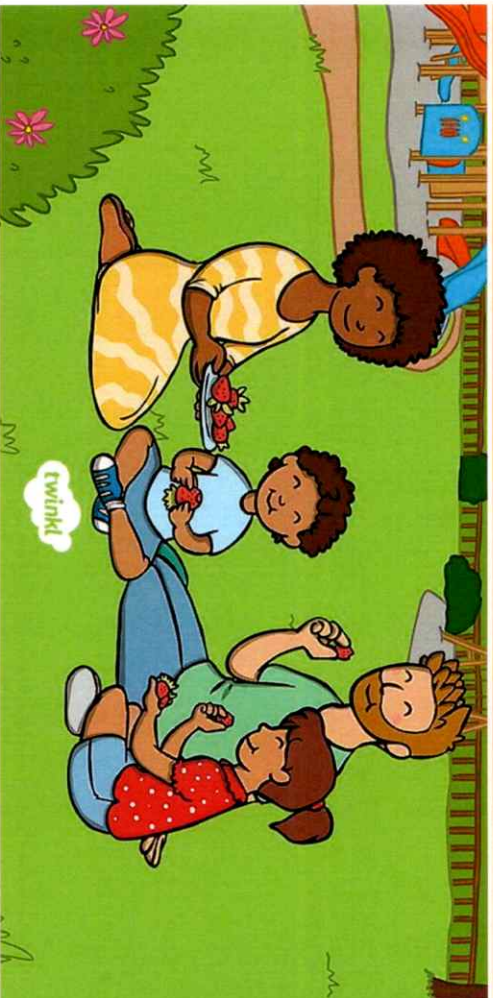
The growing story



Listen to the story and discuss:

- How does the character feel about growing up?
- How are things and animals growing and changing around the character?
- What is not so good about growing?
- What is good about growing?

Getting Older



Ground rules

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- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

PSHE

Personal

Social

Health

Economic

Education

Ground rules

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- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:

understand how our needs change as we get older

WE ARE LEARNING TO:

understand how our needs change as we get older

- I can talk about things I would like to do as I get older.
- I can name some differences between children and adults.
- I understand that as I get older, I will have more responsibilities.



What will we
be able to do
next year?

How will we
change as
we grow
older?



Growing, Changing and Learning



1

3

2

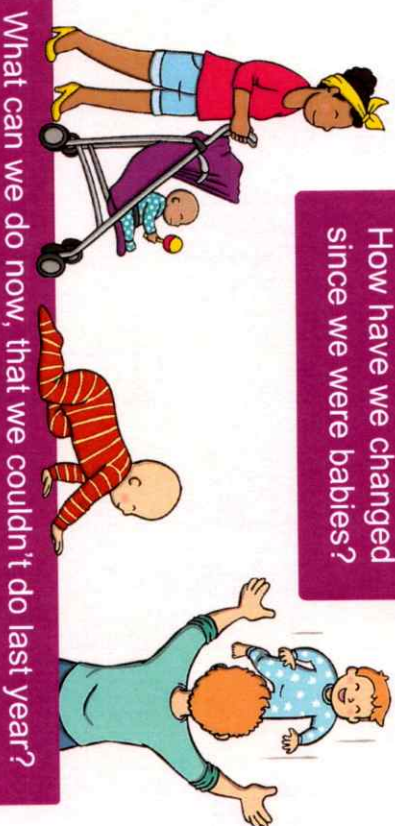
4

When I was just a baby,
There wasn't much I could do,
But I learnt from those around me
And could walk and talk by two.
By three I'd learnt to share and play
With all my nursery friends.
Then off to school I went at four
Where the learning never ends!
By five I was reading and counting,
I could even write my name.
Imagine if I'd never grown
And had simply stayed the same!
Now, aged six, I know more than ever,
There's so much I can do.
With every moment that goes by
I'm learning something new.

Growing, Changing and Learning



How have we changed since we were babies?



What can we do now, that we couldn't do last year?

Growing, Changing and Learning



You have already learnt and achieved so much!



What do you think you will be able to do next year that you can't do yet?

Growing, Changing and Learning



It's not just help with doing tasks that we need. Other needs change as we grow.

For example, newborn babies don't really need friends, but as you get older, having friends becomes quite important.



We also need to gain knowledge and experience as we get older, so that we know how to do different things and so that we can make decisions and solve problems.



Growing Up



Can you think of any differences between children and adults?



Growing Up



Now, try to imagine being a grown-up with your family. Do you think you might have a partner, a wife or a husband?

Many adults choose to get married, making promises to one another to care for and love each other for the rest of their lives.



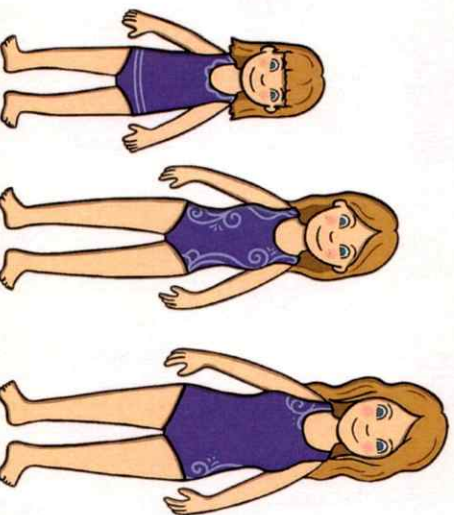
Tell your partner your thoughts.

Growing Up



As we grow, our bodies change and develop. We get taller and some parts of our bodies change shape or get larger.

How do you think your body will change as you get older?



Growing Up



As we grow, we change. How we look changes, what we can do changes and our needs change.

Can you imagine how you will change as you get older?



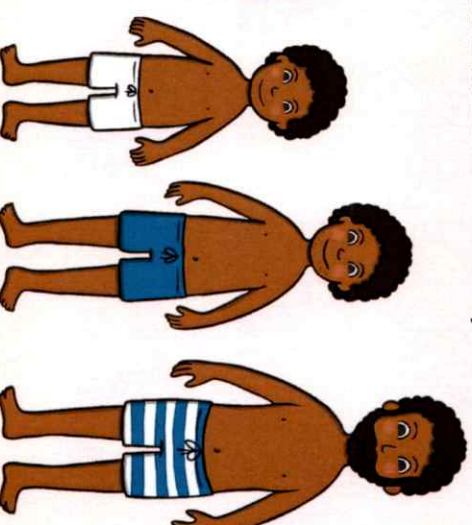
What do you think you will look like when you are older?

Growing Up



Our appearance changes as we grow older. For example, men grow facial hair and might choose to have a beard when they are older.

Do you think you might wear braces or glasses one day?





Growing Up

It can be fun to think about the future and things we would like to do when we are older.

Tell your talk partner some things you are looking forward to doing when you are older that you can't do now.

Why can't you do those things now? Are you not allowed yet?



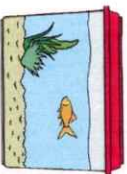
Is it that you
don't know
how to do
it yet?



Taking Responsibility

Growing older means becoming more **independent** and having more **responsibility** for things.

Can you think of anything you have responsibility for at home or at school?



Do you have the job of feeding
the fish?



Is it up to you to keep your
bedroom tidy?

Perhaps it is your job to give out books or get the school fruit?



Growing Up

Do you know what you want to do for a job when you grow up?
Tell your partner.

What sorts of skills do you think you will need?

Do you know anyone who does that job?



Why would you like to do that job?



Taking Responsibility

Can you think of some responsibilities adults have?
Think of the adults you know.

What are they in charge of?

What jobs do they have to make sure they do?

What would happen if these things weren't done?



Let's look
at some
examples
...



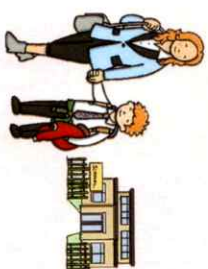
Taking Responsibility



What would happen if...



nobody did the food shopping?



no one picked you up from school?



nobody did the washing up?

Preparing for Change



As we get older, things change.
We have to get new clothes and shoes as our bodies get bigger.

You might have changed beds since you were very little, moving from a very small bed to a larger one. You might remember starting school. That was a big change!

- How did you prepare for starting school?
- Did you talk about it with a grown-up?
- Did you visit your new school?
- Did you meet your teacher before starting school?

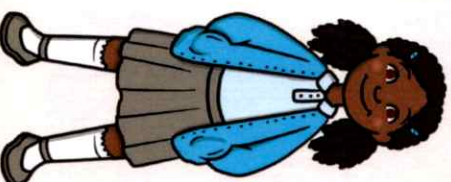


Preparing for Change



At the end of this school year, you'll have another change to prepare for – moving up to your new class! Changing classes can be exciting and a little scary.

What sorts of things do you think you and your friends can do to prepare for the change when you move up a year group?



Preparing for Change



Getting Older



Think about all the growing up you have yet to do.

- What will you do in a year?
- At the end of primary school?
- As a teenager and then as an adult?

Climb the Ladder

Think of all the things you would like to be able to do as you get older. Draw a ladder of 5, 10 or 20 years' time and the best picture of you as an adult.

Additional reflections

The Big Questions



What will we be able to do next year?

How do you feel about change?

How will we change as we grow older?



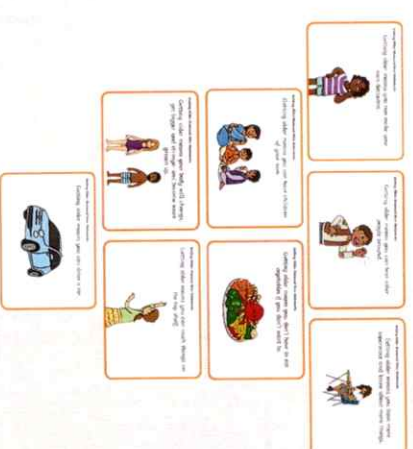
Diamond Nine



Look at the nine statements. Read them out and discuss which you think are the most important things about getting older and which are less important.

Arrange them in a diamond shape with the most important at the top and the least important at the bottom.

You will have to work together to try and agree.



Signposting Support

Who are your trusted adults?
Who can you talk to about the issues raised in this lesson?

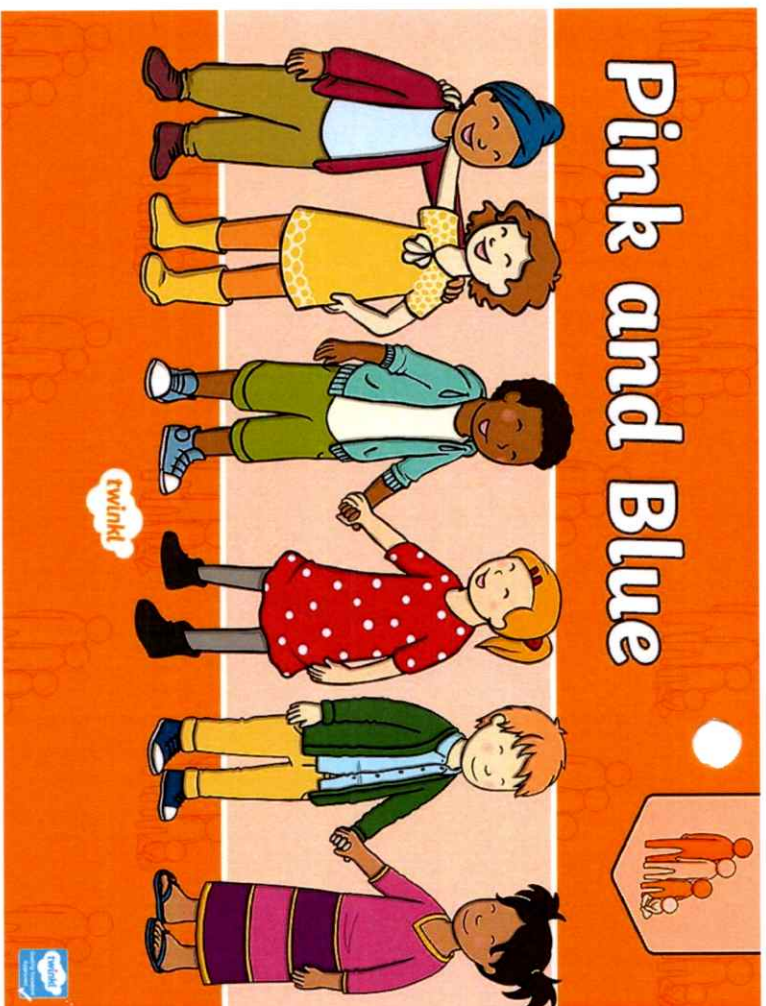


There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders

You can also contact
Childline on
0800 1111 or
www.childline.org.uk



Ground rules

• How can we make this a safe classroom for our PSHE lesson?

- (safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

P S H E

Personal **Social** **Health** **Economic**

Education

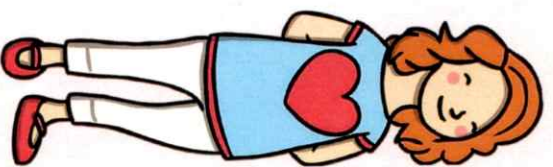
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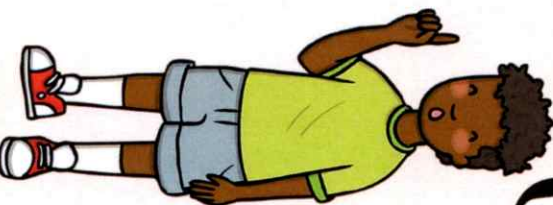
- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO:
recognise and challenge gender stereotypes



Can we tell what someone is like depending on if they are a boy or a girl?

What is a stereotype?



WE ARE LEARNING TO:
recognise and challenge gender stereotypes

- I understand what a stereotype is.
- I know that you need to find out about a person to really know them.
- I respect others' likes and dislikes, even if they are not the same as mine.

Stereotypes



What does the word **stereotype** mean?

A stereotype is an idea or a view held by lots of people about a particular person or group of people.

The idea or view that one person has about another person may not be true. They might have just heard other people say it, so they believe it too.



Stereotypes that people have can be based on the way people look, where they come from, the way they speak, the clothes they wear or their gender (whether they are a girl or a boy).



Stereotypes



It is easy to think that everyone from the same place, or everyone of the same gender is the same, or likes the same thing.

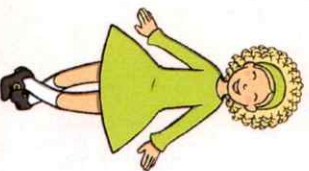


For example, do all boys like football?

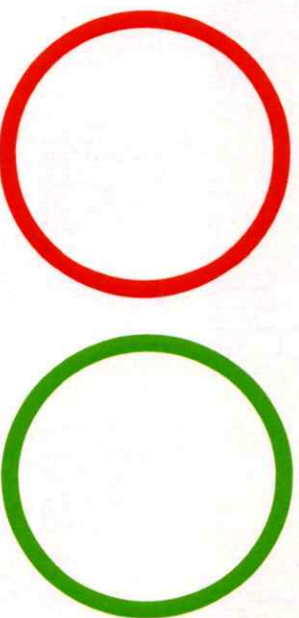
Does everyone who lives in Scotland wear a kilt?

Do all girls like to dress up as fairies?

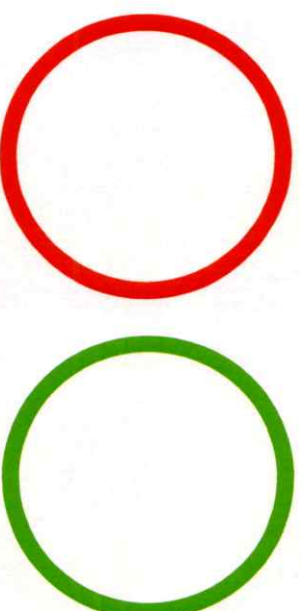
Do all Irish people do Irish dancing?



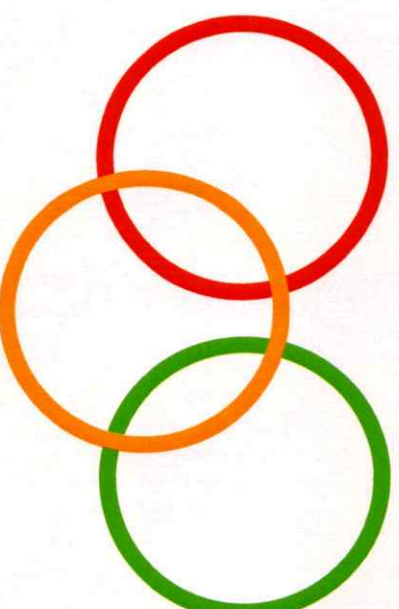
There's a problem here!



Look at your picture: is it a 'boy' thing or a 'girl' thing?



There's a problem here!



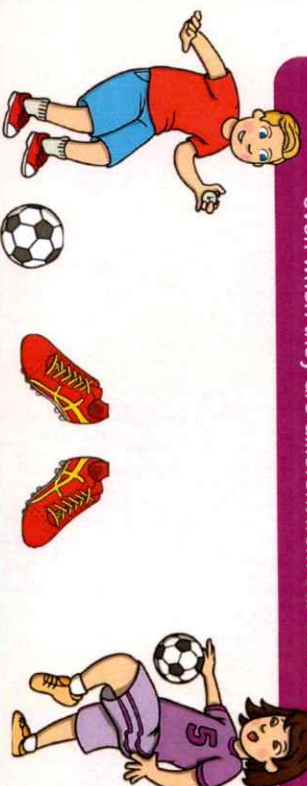
Let's add another hoop for boy and girl things.

Celebrating Differences



What do boys and girls have in common? Can you think of any things that boys and girls both like?

Remember: this doesn't mean that all boys and girls will like these things, but they can both like these things. We are all different and we can respect other people's likes and dislikes, even when they are different from our own.



Girls and Boys



Do you agree with the following statements? Thumbs up if you agree, thumbs down if you disagree...

- Only girls can like pink.
- It is OK to like different things from your friends.
- Only boys wear football boots.
- Boys and girls can be fast runners.
- All girls play with dolls.
- Mums do all the cooking and cleaning at home.
- Girls and boys can climb trees.
- All boys like to play with cars.



Celebrating Differences



It's great to celebrate all the ways in which people are unique!



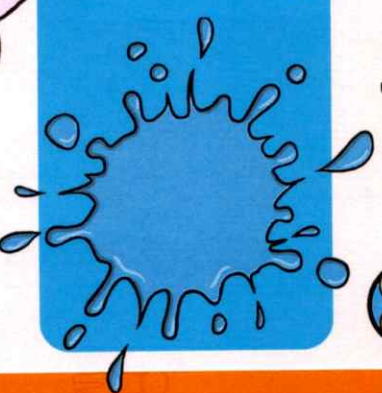
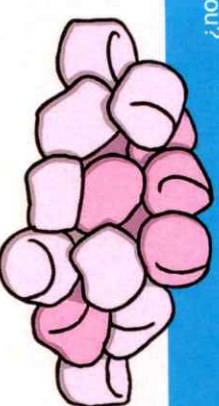
Girls and Boys



Talk to your partner about why this lesson is called **Pink and Blue**.

What have you learnt today about girls and boys?

Was there anything in today's lesson that surprised you?

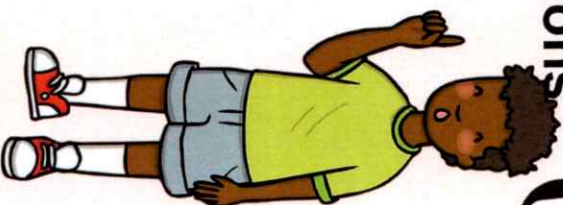
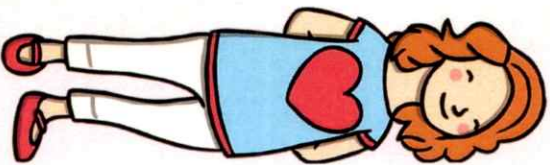


The Big Questions



Can we tell what someone is like depending on if they are a boy or a girl?

What is a stereotype?



Signposting Support

Who are your trusted adults?
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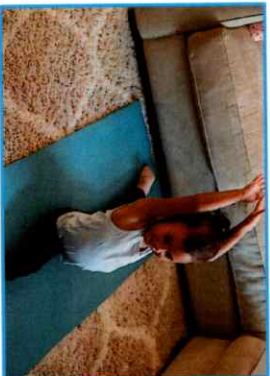


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Everybody's body

KS1 Lesson 3

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7

PSHE

Personal

Social

Health

Economic

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WE ARE LEARNING TO:
identify and name different parts of the body,
including genitalia (Medway lesson)

WE ARE LEARNING TO:
identify and name different parts of the body,
including genitalia (Medway lesson)

I can describe similarities and differences between myself and others.
I can recognise and use the correct names for main parts of the body.
I can recognise that some parts of the body are private

10

11

12

13

Differences and similarities we can see Differences and similarities we can not see



We both wear glasses



I don't like football

I do like football

Naming body parts



Which of the baby's body parts can you name?

Which baby do you think is male?
Which baby do you think is female?

How will you know?

If the babies were older, would it be easier?

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Spot the difference



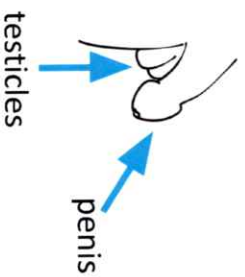
The baby's genitals are different.

Do you know any scientific names for male and female genitals?

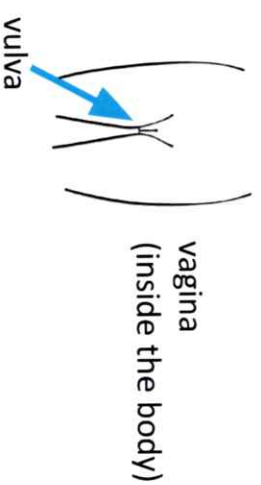
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Naming the genitals

male genitals



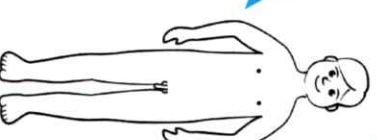
female genitals



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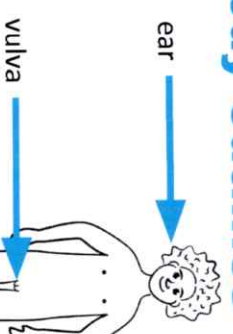
Labelling body outlines

elbow



male

ear

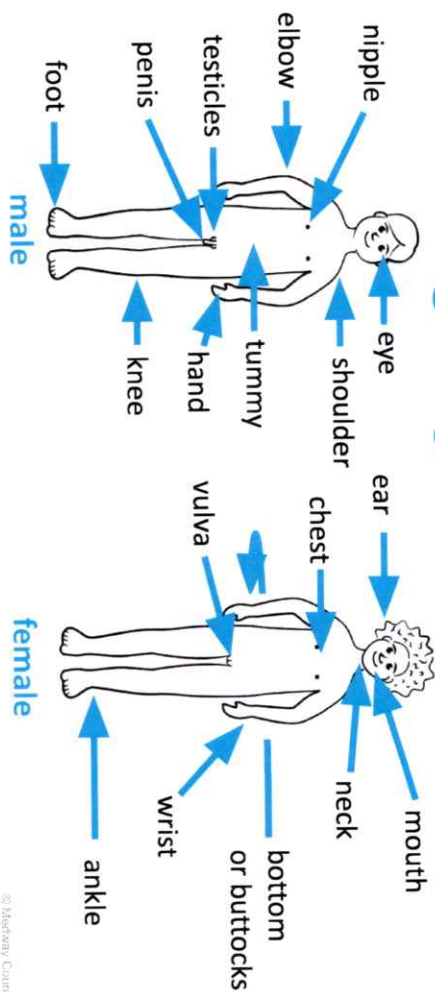


vulva

female

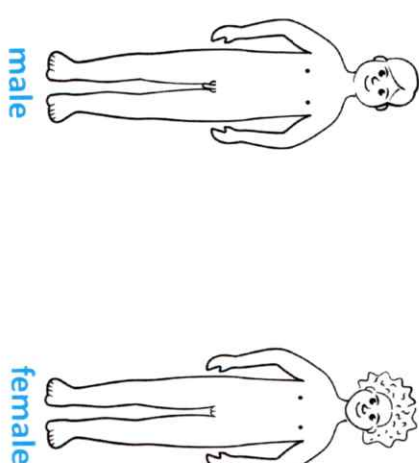
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Labelling body outlines - answers



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Private body parts



Using a coloured pencil can you circle the parts of the body that are private?

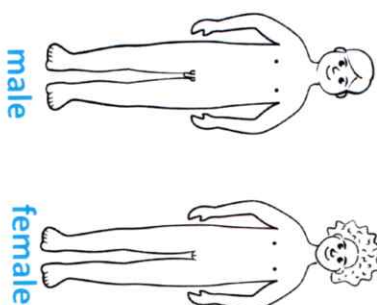
Clue: They are usually covered by underwear.



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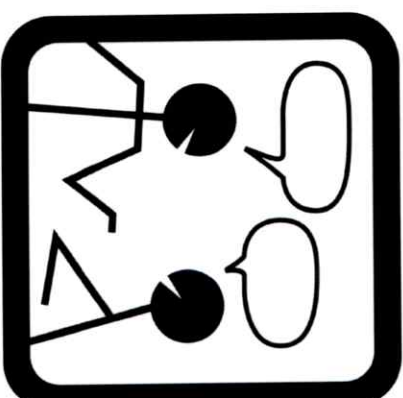
Can you solve the riddle?

- This part of the body is...
- not on the head
 - **private**
 - covered by underwear



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Talk to a partner

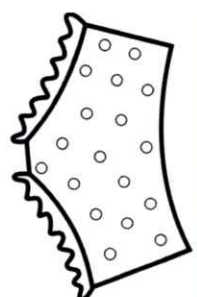


Before this lesson, I didn't know that...

But now I know that...

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Signposting support



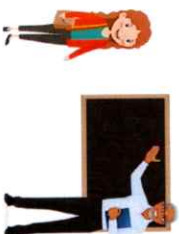
P rivate parts (including genitals) are private.

A lways remember your body belongs to you.

N o means no.

T alk about secrets that upset you.

S peak up, someone can help.



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Signposting Support

Who are your trusted adults? Who can you talk to about the issues raised in this lesson?

There are people both at **school** and **home** who you could go to:

In school – class teacher, support assistants, playtime/midday supervisors

Home – trusted adults e.g parent, older sibling, community leaders, club leaders

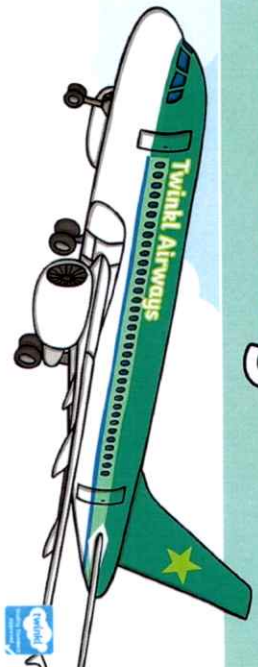


You can also contact
Childline on
0800 1111 or
www.childline.org.uk

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Transition: Coping with Change



Ground rules

- How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

PSHE

Personal Social Health Economic

Education

Ground rules

- How can we make this a safe classroom for our PSHE lesson?

(safe = where everyone feels safe to feel emotions, have thoughts, share ideas)

- respectful listening
- no real names
- no unkind pointing or laughter
- support each other
- it is okay to 'pass'
- keep it in the room

WE ARE LEARNING TO: think about how change makes us feel

What Changes Have You Experienced?

Can you think of any changes that have happened in your life so far?

Here are some examples of changes that you might have experienced:



What Is a Change?

Sometimes, we choose to make a change.

Sometimes, a change happens to us and we don't know it is going to happen.

A change is when something happens that makes you do something differently.



How Does Change Affect Us?

Activity

Can you think about the last change that happened to you and make a list of the comfortable emotions you felt and then the uncomfortable emotions you felt?

For example, you might have started a new swimming class.

You might have been excited to be doing something new (comfortable emotion) but nervous about facing new challenges (uncomfortable emotion).

these emotions will be comfortable others will be uncomfortable.

can affect us in different ways.

can make us feel different emotions.

How Can Changes Make Us Feel?

Changes can make us feel different emotions but they can also affect how our bodies feel.

Sometimes changes can make us:

- feel tired (we may want to sleep more than normal or less than normal)
- change the way we eat (we might feel hungrier or not as hungry)
- struggle to concentrate on a task
- have feelings of excitement
- worry about our breathing faster



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Other Ideas to Help You With Changes

Here are some ideas to try:

- Ask someone who has been through the same change.
- Talk to an adult.
- Talk to a friend.
- Do the things you love.
- Look after yourself.
- Remind yourself what you are grateful for.
- Reward yourself for small changes.
- Think about what the positives could be.
- Use positive words to help you feel brave about the change.

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How to Look After Your Wellbeing Before a Change Happens

When we know a change is about to happen, our mood can change and our wellbeing might be affected.

It is important to look after yourself and continue to do the things that you enjoy and make you feel positive.



exercise and fresh air.

Have a good bedtime routine.



Remind yourself that you are trying your best and your best is always good enough.



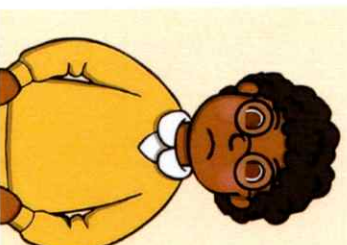
Continue to do the hobbies you love.

breathing and mindful breathing.

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Discussion Card Activity

Please read this discussion card and then discuss what advice you would give Sammy.



Sammy is 6 years old and in Year 1 at school. He is worried about moving up to Year 2 and gets upset thinking about growing older at school.

What could help Sammy with his change?

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How do you feel about doing new things?

How do you feel about changing year group?

Let's share:

How do you feel about getting older?

What can you do to help manage your feelings during these changes?

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Who can you talk to about the issues raised in this lesson?



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Self-Care Ideas

You might like to try:

- Think and friends** can help to look after your self. But if you don't have any ideas, here are just some ideas that you might like to try:
- listening to music, just a volume, happy or sad, you can choose
 - practicing relaxation techniques, like deep breathing
 - practicing relaxation techniques, like deep breathing
 - writing or drawing in your journal
 - create a "I am grateful for..." list

Self care



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