**PSHE/C Curriculum – Year 6 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 know about different ways babies are conceived and born, including sexual reproduction and sexual intercourse. (Sex Education)  2. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. (CAB)  3. To have an awareness that there should be stable, caring relationships in a family to ensure children are cared for securely. (FP)  4. -To consider the reasons people enter marriage, civil partnerships e.g. love, trust, commitment. (FP)  and  - To be aware of and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families. (FP)  **5. No Outsiders -** Additional Learning - Introducing Teddy – To show acceptance | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Health Education:  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.  Relationships Education:  Family and People Who Care for Me (FP)  • that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them.  • that families are important for children growing up because they can give love, security and stability.  • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and  other family members, the importance of spending time together and sharing each other’s lives. | |
| commitment | a willingness to give your time and energy to something that you believe in | 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 | |
| conceived  conception | the beginning of pregnancy, marked by fertilization of an egg by a sperm | sexual intercourse | the act of having sex | |
| brain development | developing your brain | fertilisation | the part of the reproductive process when the male and the female sex cells fuse together | |
| affection | fond attachment, devotion, or love | external | something on the outside of a surface or body | |
| love | a feeling of strong attraction and emotional attachment | internal | inside the body | |
| civil partnership | a legal relationship registered by two people of the same sex | gender | a group of people in a society who share particular qualities or ways of behaving which that society associates with being male, female, or other | |
| teenager | someone who is between thirteen and nineteen years old | transgender | a person whose gender identity is different from the sex they were assigned at birth | |
| **Prior Learning (Year 5)**  In Year 5, children learnt about basic anatomy and the physical differences between female and male bodies. They learnt about names and functions of internal organs. They learnt about the changes that happen to people’s bodies at various stages in their lives, especially at puberty. They learnt about menstrual wellbeing. The children learnt about the benefits of carrying out regular hygiene routines, including how good  hygiene is important for preventing the spread of viruses and bacteria. They examined their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They examined the ways in which they will have new responsibilities for their personal hygiene in the future. They looked at the themes; ‘body knowledge’, ‘body functions’, ‘body awareness/image’, ‘personal hygiene’ and ‘prevention of illness and disease’. | | | | **Future Knowledge (secondary school)**  This will be dependent on the KS2 PSHEC curriculum in secondary schools. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are different ways babies are conceived and born? (Sex Education)  1.1 – 1.9 | * Name internal and external sexual parts for males and females, using scientific words * Describe the stages of fertilisation * Ask a question about sexual intercourse | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What effect might puberty have on feelings and emotions? (CAB)  2.1 – 2.6 | * Describe some things I am looking forward to about being a teenager and an adult * Describe some things I am not looking forward to about being a teenager and an adult | | | | |
| 3. What should adults think about before they have children? (FP) | * Show understanding that there are lots of different types of love * Describe examples of special ways that people who are ‘in love’ might behave * Describe ways that adults who are ‘in love’ might show their commitment to each other | | | | |
| 4. -Why might people get married or become civil partners? (FP)  and  What are different families like? (FP) | * give some reasons why people may choose to marry or enter a civil partnership * Name examples of different family relationships * Name the family members who are closest to me and recognise that everyone has different special people. | | | | |
| **5. No Outsiders** - Additional Learning - Introducing Teddy – To show acceptance | * What does the word transgender mean? * When we were born, we are assigned a gender; we are told, ‘You are a boy’ or, ‘You are a girl’. If someone is trans, as they grow older what is different | | | | |