


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Year 2</p>	<p>Area/topic: PSHE [Changing me] Summer 2</p>
<p>(objectives from NC/ELG/Development matters)</p> <p>Before starting this theme, make sure that the RSHE letter has been sent home to parents/carers -see JB].</p> <ul style="list-style-type: none"> -I am starting to understand the life cycles of humans and animals. -I can identify the parts of the body that make boys different to girls. -I understand that some of my body parts are private. 		

Prior learning	Future learning
<p>I am starting to understand the life cycles of animals and humans. I know that my body will change as I get older and that this change is ok. I know that everyone grows and changes at different rates. I can talk about some things about me that have changed and some things that have stayed the same. I can identify the parts of the body that make boys different to girls [penis, testicles, vagina, vulva, anus]. I respect my body and know which parts are private. I know that as I learn i will change as my body continues to develop and change. I can talk about changes that have happened in my life and changes that will happen soon [going to Year 2]. I can talk about who I can talk to if I am worried about</p>	<p>I can recognise life cycles in nature. I recognise that there are changes that are outside my control and recognise how I feel about this. I can describe the process of growing young to old and recognise that this is outside of my control. I can talk about people who I respect who are older than me. I can talk about how I and my body have changed since I was a baby and recognise where I am on the continuum of developing young to old. I recognise that boys and girls bodies are different and that some parts of my body are private. I can talk about what I like/dislike about being a boy or girl. I can talk about appropriate/in appropriate touch and know which forms of physical contract I like/don't like. I know that as I grow I am becoming more</p>

<p>changes and can explain ways in which I can help myself to cope with changes.</p>	<p>independent and am proud of this in myself. I can talk about changes that will happen in my life and how they make me feel [moving to Junior School]. I know who I can talk to if I am worried or have questions about change and know some ways of helping myself cope with change.</p>
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<p>What pupils need to know or do to be secure</p>	
<p>Key knowledge and skills</p>	<p>Possible evidence</p>
<p>I know that my body changes as I grow. I can talk about some of the life cycles of different animals I can talk about which things about me have changed and which things have stayed the same. I can talk about how my body has changed since I was a baby. I know that growing up is natural and that everybody develops at different rates. I can identify the parts of bodies that make girls different from boys [penis, vagina, testicles, vulva]. I know which parts of my body are private. I know that each time I learn something new, I change a little bit. I can talk about some of the changes that have happened in my life. I can talk about some ways that I find helpful to cope with change.</p>	<p>Observing children when faced with a challenge. Observing children when they are given a partner task. Talking to children about what might help them/how they could help themselves. Role play/drama Philosophy</p>
<p>Key vocabulary</p>	<p>During discussion</p>
<p>Penis, vagina, anus, vulva, testicles</p>	

<p>Private parts Develop Life cycle related vocabulary</p>	
<p>Common misconceptions</p>	<p>Books linking to this area</p>
<p>Children may think they can stop bodies from changing or that all bodies develop at the same rate.</p>	<p>"Once there were giants" Life Cycle information books relating to the life cycles being studied. Songs "Growing song" https://youtu.be/jDAnRVgzVks "One more step" Circle of Life [Lots of different Disney songs about growing/changing].</p>
<p>Memorable first hand experiences</p>	<p>Opportunities for communication</p>
<p>Planning the Leavers Service and talking about memories of this school and looking forward to the next phase in their school life.</p> <p>Having a life cycle box [ladybirds, butterfly, hen eggs, seeds etc] and charting their growth.</p>	<ul style="list-style-type: none"> • During discussion [whole class or small group] • During "Philosophy" • During drama • When planning and working in teams • Planning and working with a partner

DCINS Reasonable adjustments for pupils with SEND

<p><i>Communication and Interaction</i></p> <p><i>simplified steps</i> <i>songs/videos</i> <i>smaller groups</i> <i>using puppets</i></p>	<p><i>Cognition and Learning</i></p> <p><i>social stories</i> <i>real life experiences</i> <i>drawing on their own experiences</i> <i>visual prompt pictures/lists to help with remembering tasks</i> <i>talking tiles</i></p>
<p><i>Social, Emotional and Mental health</i></p> <p><i>allowing time for thoughts/ideas</i> <i>having an awareness of home life/experiences specific to that child</i> <i>a trusted adult to talk to</i> <i>awareness of how other children may impact on another child's ability to cope/contribute to a group</i></p>	<p><i>Sensory and Physical</i></p> <p><i>allow processing time</i> <i>allow time for calming down if needed</i> <i>allow ideas to be communicated through videos/pictures rather than just spoken words or writing.</i></p>