


Dereham Church Infant and Nursery School- PSHE

	<p>Year group: Year 1</p>	<p>Area/topic: PSHE [Changing me] Summer 2</p>
	<p>(objectives from NC/ELG/Development matters) <i>Before starting this theme, make sure that the RSHE letter has been sent home to parents/carers -see JB].</i> -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.</p>	
	<p>Prior learning</p>	<p>Future learning</p>
<p>I can name parts of my body []. I can explain that we all start as babies and talk about some of the things I can do/ways that I have changed since I was once a baby. I know that we grow from babies to adults. I can talk about my memories of being in pre school/Nursery and what I have enjoyed about being in Reception this year. I can ask questions and express my feelings about moving into Year 1 in September.</p>	<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 changes and can explain ways in which I can help myself to cope with changes.</p>	

What pupils need to know or do to be secure

Key knowledge and skills	Possible evidence
<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>Penis, vagina, anus, vulva, testicles Private parts Develop Life cycle related vocabulary</p>	<p>During discussion</p>
Common misconceptions	Books linking to this area
<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. <u>Songs</u> "Growing song" https://youtu.be/jDAnRVgzVks "One more step" Circle of Life [Lots of different Disney songs about growing/changing].</p>

<i>Memorable first hand experiences</i>	<i>Opportunities for communication</i>
<p data-bbox="206 130 763 172"><i>Making memory books/displays</i></p> <p data-bbox="206 220 1093 306"><i>Having a life cycle box [ladybirds, butterfly, hen eggs etc] and charting their growth.</i></p> <p data-bbox="206 354 943 395"><i>Planting seeds and charting their growth.</i></p> <p data-bbox="206 443 1077 529"><i>"A recipe to help me grow!" [write a class poem, perform it with actions].</i></p>	<ul data-bbox="1182 130 1966 395" style="list-style-type: none"><li data-bbox="1182 130 1966 217">• <i>During discussion [whole class or small group]</i><li data-bbox="1182 220 1570 261">• <i>During "Philosophy"</i><li data-bbox="1182 264 1473 306">• <i>During drama</i><li data-bbox="1182 309 1890 351">• <i>When planning and working in teams</i><li data-bbox="1182 354 1890 395">• <i>Planning and working with a partner</i>

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>