

Medium Term Plan: Supporting Implementation of LTP/Progression Grid

Subject: Personal Development;	Changing Me	Year B : LKS2
<p><i>NB The statutory and non-statutory objectives are continuously revisited in a spiral curriculum using Jigsaw toolkit. Within themed topic's we teach objectives discreetly in MTP's whilst revisiting in outline previously taught objectives. For the purpose of this MTP we are emphasising the following objectives that pupils should be taught;</i></p> <p>RSHE Statutory Guidance Respectful Relationships 3b-d,h Online Safety 4a-e Being Safe 5a,c, Mental Health 6b-f,i Health and Prevention 11c,e Healthy Eating 9a-c Changing Adolescent Body 13a</p> <p>Non Statutory Guidance Citizenship KS2 Developing confidence and responsibility and making the most of their abilities 1a-d Preparing to play an active role as citizens 2a, e Developing a healthy, safer lifestyle 3a,c Developing good relationships and respecting the difference between people 4a,g Breadth of opportunities 5a-h</p>		
<p>Prior Learning (what pupils already know and can do) Know about human life cycle growing from a baby to a child, teenager adult , older person Know that they will like some of the changes and will not like others Know the names of male and female private parts Know how to use the 4 rules of a conversation Know how to use equipment safely within school</p>		
<p>End Points (what pupils MUST know and remember) Know how unique they are Know how to accept changes to their bodies and what being confident is Know that they will transition from one stage in life to another; school, body Know how babies grow and human growth Know that as they grow they will have changing feelings that will be positive and negative Know how to take part in a discussion successfully Know how to be safe around water Know the dangers when using electrical appliance within the home and external power cables Know electrical danger signage associated with external power sources outside of the home</p>		
<p>Key Vocabulary to teach each session; Unique, transition, confidence, positive and negative feelings, human growth, puberty, physical change - Change</p>		
<p>Session 1: Physical Changes - Explore, how a baby grows , human growth and feelings about this and that I will have physical changes and that we are unique Taught Year B Changing Me Units 1 & 2</p>		
<p>Session 2: Explore feelings of how I will feel about my physical changes happening to me and how to cope with those feelings; How do I feel when my ideas are challenged and how I might be willing to change my ideas sometimes, think about changes I will make Taught Year B Changing Me Units 1 & 2</p>		
<p>Session 3: Understand that having a baby is a personal choice and I can express how I feel about having children when I'm an adult. I understand the name of my physical change is puberty and that I will experience physical and emotional changes at that time. Coping strategies for these changes Taught Year B Changing Me Units 1 & 2</p>		
<p>Session 4: Explore change and confidence in making changes that benefit me. Can express fears and concerns about changes that are outside their control and how to manage feelings positively. Taught Year B Changing Me Units 1 & 2</p>		

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Session 5 Wider Safety Dangers in their contextual environment; Water safety, learn about different sources of water, places where they are locally to them, canal, river, stream, ponds, sea. Reservoir, the benefits of water usage and the dangers. Explore water source dangers and who to seek for help. Water conservation / heat and drought, to ensure enough water to share.

Electrical safety within the home and around pylons and power cables, and danger signage

Jigsaw Optional water safety and flood risk ages 7-9

Session 6; Debate – Discussion. Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, Relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak, Learn about what a discussion is and the rules for a discussion. Agreeing the ground rules for talk; when talking together, relevant information should be shared, assertion of opinion backed up with reason, suggestions can be challenged and discussed, all opinions are valued, alternative opinions can be considered before a decision, everyone in the group should be encouraged to speak.