



## PSHE at Great Whelnetnam C of E Primary School

Robins Class

### Cycle 1

Title	Being Me in My World
Overview	This unit aims to provide the children with understanding their place in our class, school and wider global community as well as devising Learning Charters. They will also work on recognising their own feelings and the feelings of others.
Knowledge Acquisition	By the end of this unit the children will understand the importance of a class charter. They will know the difference between a strength and a goal. The children will know the meaning of rules and suggest rules to follow in school to keep everyone safe. They will know the difference between positive and negative behaviours. They will understand that making choices can lead to consequences. They will know the names of different emotions and describe when they might feel this way.
Vocabulary	Charter, positive, negative, achievements, proud, goals/targets, rights, responsibilities, reward, consequence, nightmare, dream, responsible and irresponsible, behaviour, actions, affect, point of view, feelings, happiness, sadness, fear, worry.
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To identify my hopes and fears for the future</li> <li>➤ To identify my personal strengths and set goals for the year</li> <li>➤ To understand my rights and responsibilities for being a member of my class and school</li> <li>➤ To understand that we need rules to keep people safe and know how they relate to our rights and responsibilities.</li> <li>➤ To identify positive and negative behaviours (picture cards) and the rewards and consequences for these.</li> <li>➤ To understand how following the learning charter will help me and others learn.</li> <li>➤ To recognise the choices I make and their consequences</li> <li>➤ To recognise how I am feeling and know the signs to help me tell how others are feeling</li> <li>➤ To understand how my actions can affect others and try to see things from another person's point of view.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Review the Jigsaw charter</li> <li>➤ Create a class charter</li> <li>➤ Create a jigsaw journal</li> <li>➤ Create a nightmare school and a dream school</li> <li>➤ Picture cards for discussion</li> <li>➤ Create a poster demonstrating the learning charter in action</li> <li>➤ Match emotions to facial expression cards</li> <li>➤ Recap language (happiness, sadness, worry, fear etc.)</li> <li>➤ Complete an emotion check in</li> <li>➤ Scenario cards – where should the character go to ask for help when they feel a certain way</li> <li>➤ Team work activities and reflect on how to work collaboratively</li> <li>➤ Listening activity (drawing from instructions)</li> </ul>



Title	<b>Celebrating Difference</b>
Overview	The aim of this unit is to understand that we are all different and to celebrate these differences. This unit identifies what bullying is, why it may happen and what they children can do about it. The children will begin to learn about how their words and actions can affect others.
Knowledge Acquisition	By the end of this unit the children will be able to name similarities and differences between boys and girls. They will be able to define the term bullying. They will recognise differences between right and wrong. The children will know strategies of how to keep themselves and others safe. They will be able to describe ways to get help against being bullied. The children will understand that everyone is individual and that it is ok to be different. They will be able to recognise that conflicts can happen in families. They will recognise that kind words can be used to give compliments and unkind words can be used to hurt others.
Vocabulary	Similarity, difference, assumption, stereotype, bully, targeted, conflict, value, consequence
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To understand that sometimes people make assumptions about boys and girls.</li> <li>➤ To understand that boys and girls can be similar and different in lots of ways</li> <li>➤ To understand what bullying is and that sometimes it is about difference</li> <li>➤ To recognise what is right and wrong and how to look after myself.</li> <li>➤ To know when and how to stand up for myself and others.</li> <li>➤ To know how to get help if I, or others, are being bullied</li> <li>➤ To understand that it is OK to be different from other people and to be friends with them.</li> <li>➤ To be able to tell you some ways that I am unique</li> <li>➤ To understand that everybody's family is different and important to them.</li> <li>➤ To understand that difference and conflicts sometimes happen among family members.</li> <li>➤ To recognise that words can be used in kind ways, to give compliments and can be used in hurtful ways.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Role play</li> <li>➤ Use scenario cards – how might the person being bullied feel?</li> <li>➤ Group and class discussions – should they ask for help or use their own problem solving skills to help the situation? Who could they ask for help?</li> <li>➤ Picture cards for discussion</li> <li>➤ Shield templates</li> <li>➤ Children to create a poster listing all the things they could do if they see bullying happening.</li> <li>➤ Draw and annotate pictures</li> <li>➤ Provide children with the 'Solve It Together' strategy.</li> <li>➤ Use consequence game to make a story/role play.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ Compliment activity – choose a child each day to be the ‘pupil of the day’, other children to give them compliments. How does it feel to be complimented?</li> </ul>
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Title	Dreams and Goals
Overview	The aims of this unit are for the children to learn how to stay motivated when doing something challenging, to keep trying even when it is difficult, work well with a partner or in a group, have a positive attitude, help others to achieve their goals and to work hard to achieve their own dreams and goals.
Knowledge Acquisition	By the end of this unit the children will know the difference between dreams, goals and ambitions. They will be able to describe a success they have achieved. They will be able to describe strategies to persevere with a difficult task. They will know how to listen, take turns and co-operate when working to complete a group task. The children will be able to describe how they feel when they have been successful. They will be able to describe a person in their experience who has faced a challenge and been successful.
Vocabulary	Realistic, proud, success, celebrate, achievement, goal, persevere, strengths, challenge, difficult, easy, learning together, success, celebrate, achievement, goal, partner, teamwork. Product, problem-solve, proud, dreams, goals, ambitions, future, aspirations.
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To talk about my own successes and how I felt when I achieved them</li> <li>➤ To choose a realistic goal, dream or ambition and think about how to achieve it.</li> <li>➤ To persevere even when I find tasks difficult.</li> <li>➤ To work cooperatively in a group to create an end product and to explain some of the ways I worked in my group.</li> <li>➤ To talk about how it feels to work as part of a team.</li> <li>➤ To know how to share success with other people and how to store these feelings to use at another time.</li> <li>➤ To talk about a person who has faced difficult challenges and achieved success.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Complete a treasure chest of their achievements and their strengths</li> <li>➤ Complete a ladder for success, identifying the steps needed to achieve a goal</li> <li>➤ Draw pictures of themselves achieving their dream or ambition. Label the drawing with words to describe how they might be feeling. Create an Ambitions book.</li> <li>➤ Learn about the life and achievements of famous figures that have faced difficulties and how they overcame these</li> <li>➤ Children to work in a team to complete a challenge (learn a dance, count in a different language etc).</li> <li>➤ Children to choose a partner to complete a challenge with - discuss in circle time why children chose certain partners</li> <li>➤ Identify yours and others’ skills that made the task successful.</li> <li>➤ Write about someone who has faced and overcome a challenge</li> <li>➤ Share how it can feel to be faced with an obstacle and share strategies to help manage these feelings</li> </ul>

Title	Changing Me
Overview	<p>The aim of this unit is to help the children to understand the physical changes they will go through as they get older. They will understand that everyone is unique and special. They will learn to express how they feel when change happens and to understand and respect the changes that they see in other people. The children will learn who to ask for help if they are worried about change.</p>
Knowledge Acquisition	<p><u>Year 2</u> By the end of this unit the children will describe and name the stages in nature life cycles. They will be able to recognise that growing is a process that happens to everyone that we cannot control. They will be able to describe people that are older than themselves and how they can show respect. The children can describe their responsibilities and recognise how they are different to when they were younger. The children can identify physical differences between boys and girls. They can name the body parts correctly and identify which parts are private. They can identify different types of touch and describe those they like and dislike.</p> <p><u>Year 3</u> The children can describe the life cycles of humans and animals and recognise it is the female that has babies. They will understand that babies grow in the uterus and identify what they need live and grow. The children will be able to identify that boys and girls' bodies grow on the outside. They will recognise the term stereotypical and describe how some people's ideas about parenting roles can differ. They will be able to describe the changes they are looking forward to in the next school year.</p>
Vocabulary	<p><u>Year 2</u> Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, teenager, adult, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy</p> <p><u>Year 3</u> Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy</p>
Key Learning Objectives	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>➤ To recognise the life cycles in nature</li> <li>➤ To know the natural process of growing from young to old and to know this is out of my control.</li> <li>➤ To identify those who are older than me and who I respect.</li> <li>➤ To recognise how my body has changed since I was a baby and to know where I am on the continuum from young to old.</li> <li>➤ To recognise how my independence and responsibilities have changed since I was a baby or toddler.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To recognise the physical differences between boys and girls, using the correct names for body parts and appreciate that these are private.</li> <li>➤ To understand that there are different types of touch, be able to tell you which ones I like and dislike and to be able to ask for help.</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>➤ To understand that in animals and humans, lots of changes happen and it is usually the female who has and looks after the baby.</li> <li>➤ To understand how babies grow and develop in the mother's uterus and understand what it needs to live and to grow.</li> <li>➤ To understand that boys' and girls' bodies need to change on the outside.</li> <li>➤ To recognise how I feel about these changes and know how to cope with these feelings.</li> <li>➤ To identify how boys' and girls' bodies change on the inside and to recognise how I feel about these changes.</li> <li>➤ To understand the stereotypical ideas I might have about parenting and family roles and how these are not always true.</li> <li>➤ To identify what I am looking forward to when I move to my next class.</li> <li>➤ To think about the changes I will make next year and know how to go about this.</li> </ul>
<p>Suggested Learning Experiences</p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Pairs game – life cycles</li> <li>• Responsibility/independence matching/sorting game – babies, toddlers, children. What would a baby be able to do independently? Etc.</li> <li>• Talk about what responsibilities and freedoms they might have when they are older and how they feel about these</li> <li>• Circle time/Hot seating – who can you talk to for help if you feel worried or scared? How do you feel about the changes? What feelings can changes make us experience? Express these through talking/drawing/writing.</li> <li>• Role play/scenario card – being assertive/telling someone to stop when they are hurt or frightened</li> <li>• Write a letter to next teacher to share what they are looking forward to in the next year</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Ordering / drawing life cycles</li> <li>• Create timelines for growing from young to old – naming each stage</li> <li>• Labelling body parts on diagrams</li> <li>• Talk about how they have felt when a baby brother or sister has arrived or how they think they might feel. Identify the wide range of feeling associated with this.</li> <li>• Discuss who they can talk to about any worries they might have about puberty</li> <li>• Scenario cards – help different characters to manage feelings of worry and anxiety when facing a change in their life</li> <li>• Interview an older child about their experiences moving into a new class.</li> </ul>



## Cycle 2

Title	Healthy Me
Overview	This unit aims to provide children with the knowledge to make healthy lifestyle choices. Throughout this unit children continually develop their confidence and self-esteem.
Knowledge Acquisition	By the end of this unit the children will be able to describe ways to keep their bodies healthy. They will know the names of important organs in the body which are affected by exercise. They will be able to identify how to use medicines safely and why they are important. The children will be able to describe places and people who can keep them safe. They will know places that could be a risk to their safety. They will be able to describe how they feel when they are in safe or unsafe situations. The children will know who to go to for help and how to call the emergency services when needed.
Vocabulary	Healthy choices, lifestyle, motivation, oxygen, energy, calories/kilojoules, heartbeat, lungs, heart, fitness, labels, sugar, fat, saturated fat, healthy, unhealthy, dangerous, medicines, safe, body, anxious, scared, strategy, advice, dangerous, emergency, emergency services, ambulance, fire engine, police car, coastguard helicopter, harmful, risk, feelings, complex, appreciate, choice, responsibility
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To know what I need to keep my body healthy and look after my mental and physical health, recognising how to take care of it on a daily basis through an active lifestyle.</li> <li>➤ To know there is a normal range of emotions and a scale of emotions that all humans experience.</li> <li>➤ To be able to talk about emotions and expand our vocabulary when discussing our own and others feelings.</li> <li>➤ To understand the importance of how daily exercise affects my body and know that my heart and lungs are such important organs.</li> <li>➤ To understand how medicines work in my body and how important it is to use them safely</li> <li>➤ To identify things, people and places that I need to keep safe from</li> <li>➤ To know some strategies for keeping myself safe, who to go to for help and how to call the emergency services</li> <li>➤ To identify when something feels safe or unsafe and how it can make you feel anxious or scared</li> <li>➤ To understand how complex my body is and how important it is to take care of it</li> <li>➤ TO be aware of the facts and science related to allergies, immunisation and vaccinations.</li> <li>➤ To know about the risks you take by having an inactive lifestyle and who you can speak to in school if you worried about your health.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Create a poster on keeping healthy and how to care for their bodies</li> <li>➤ Complete a fitness challenge investigation</li> <li>➤ Food packaging sorting activity</li> <li>➤ Make a healthy snack to share with friends. Discuss how it feels to share healthy foods.</li> <li>➤ Circle time activity – how does it feel to make healthy choices? Share scenario cards and think about how different characters are feeling when they make different choices</li> <li>➤ Create a poster about the safe use of medicines</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Talk about the amazing things are bodies can do</li> <li>➤ Discussion/sorting activity of safe &amp; unsafe things, people and places</li> <li>➤ To create a poster identifying ways to keep our minds and bodies healthy.</li> </ul>
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Title	Relationships
Overview	The aim of this unit is to help children understand and develop relationships, including friendships, family and other relationships. Very importantly, children will also nurture the relationship they have with themselves. Children will learn to resolve conflict and grow their communication skills.
Knowledge Acquisition	By the end of this unit the children will be able to name members of their family and their responsibilities. They will know how gender roles and responsibilities can be different within each family and how this has changed from the past. The children will be able to describe the expectations of friendship. The children will understand when it is appropriate to keep a secret and when it is not. They will be able to describe members of their family, their school and community who can help them. They will know ways to show appreciation to their friends and family. They can describe ways to keep themselves safe online.
Vocabulary	Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotypes, touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, point of view, conflict, solution, problem solving, friendship, win-win, secret, surprise, good/worry secret, telling, adult, trust, surprised, happy, sad, frightened, trust, trustworthy, honesty, reliability, compliments, celebrate, positive, negative, appreciate, happiness, relationships, friendship, family, thank you, appreciation
Key Learning Objectives	<ul style="list-style-type: none"> <li>➤ To identify the roles and responsibilities of the members of my family</li> <li>➤ To reflect on the expectations for male and female roles and responsibilities</li> <li>➤ To recognise how self-respect can affect our own happiness.</li> <li>➤ To understand that there are lots of forms of physical contact within a family and I know that some is acceptable and some is not</li> <li>➤ To identify some of the things that cause conflict with my friends and use problem solving strategies to help solve them.</li> <li>➤ To identify and put into practice the skills of friendship, courtesy and manners.</li> <li>➤ To understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</li> <li>➤ To recognise and appreciate people who can help me in my family, my school and my community</li> <li>➤ To express my appreciation to my friends and family</li> <li>➤ To recognise the importance of respecting others who are different from themselves, their preferences and beliefs.</li> <li>➤ To recognise how to stay safe online; identifying risks, harmful content and how to report to others.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ To consider the effects of our actions online and be aware of positive and respectful behaviour.</li> <li>➤ To know who to ask for help if I am worried about something on social media or the internet.</li> <li>➤ To understand why there are some age restrictions on social media, computer games and online gaming.</li> <li>➤ To recognise the benefits of limiting time spent online and the risk of excessive time spent on devices towards our mental and physical well-being..</li> <li>➤ To recognise how people online can behave differently and pretend to be someone they are not.</li> </ul>
Suggested Learning Experiences	<ul style="list-style-type: none"> <li>➤ Share the stereotypes Power Point of female and male roles and responsibility</li> <li>➤ 'Whose responsibility' discussion</li> <li>➤ Talk about responsibilities and freedoms they may have in the future and how they feel about these.</li> <li>➤ Children draw around their hands and annotate the physical contact they like on one hand and the physical contact they do not like on the other.</li> <li>➤ Mending Friendships activity</li> <li>➤ Take part in the 'Solve it together' technique</li> <li>➤ Explore the differences between "good" secrets and "worry" secrets</li> <li>➤ Talk about who they could go to for help if they are worried or scared.</li> <li>➤ Play the trust circle game and talk about how it feels to trust someone</li> <li>➤ Play the appreciation game</li> <li>➤ Appreciation display</li> <li>➤ Create a set of rules for staying safe online.</li> <li>➤ Social media/internet scenario cards and carry out role play.</li> </ul>

Title	Dreams and Goals
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Knowledge Acquisition	By the end of this unit the children will know the difference between dreams, goals and ambitions. They will be able to describe a success they have achieved. They will be able to describe strategies to persevere with a difficult task. They will know how to listen, take turns and co-operate when working to complete a group task. The children will be able to describe how they feel when they have been successful. They will be able to describe a person in their experience who has faced a challenge and been successful.
Vocabulary	Realistic, proud, success, celebrate, achievement, goal, persevere, strengths, challenge, difficult, easy, learning together, success, celebrate, achievement, goal, partner, teamwork. Product, problem-solve, proud, dreams, goals, ambitions, future, aspirations.





<p>Key Learning Objectives</p>	<ul style="list-style-type: none"> <li>➤ To talk about my own successes and how I felt when I achieved them</li> <li>➤ To choose a realistic goal, dream or ambition and think about how to achieve it.</li> <li>➤ To persevere even when I find tasks difficult.</li> <li>➤ To work cooperatively in a group to create an end product and to explain some of the ways I worked in my group.</li> <li>➤ To talk about how it feels to work as part of a team.</li> <li>➤ To know how to share success with other people and how to store these feelings to use at another time.</li> <li>➤ To talk about a person who has faced difficult challenges and achieved success.</li> </ul>
<p>Suggested Learning Experiences</p>	<ul style="list-style-type: none"> <li>➤ Complete a treasure chest of their achievements and their strengths</li> <li>➤ Complete a ladder for success, identifying the steps needed to achieve a goal</li> <li>➤ Draw pictures of themselves achieving their dream or ambition. Label the drawing with words to describe how they might be feeling. Create an Ambitions book.</li> <li>➤ Learn about the life and achievements of famous figures that have faced difficulties and how they overcame these</li> <li>➤ Children to work in a team to complete a challenge (learn a dance, count in a different language etc).</li> <li>➤ Children to choose a partner to complete a challenge with - discuss in circle time why children chose certain partners</li> <li>➤ Identify yours and others' skills that made the task successful.</li> <li>➤ Write about someone who has faced and overcome a challenge</li> <li>➤ Share how it can feel to be faced with an obstacle and share strategies to help manage these feelings</li> </ul>

Title	Changing Me
<p>Overview</p>	<p>The aim of this unit is to help the children to understand the physical changes they will go through as they get older. They will understand that everyone is unique and special. They will learn to express how they feel when change happens and to understand and respect the changes that they see in other people. The children will learn who to ask for help if they are worried about change.</p>
<p>Knowledge Acquisition</p>	<p><u>Year 2</u> By the end of this unit the children will describe and name the stages in nature life cycles. They will be able to recognise that growing is a process that happens to everyone that we cannot control. They will be able to describe people that are older than themselves and how they can show respect. The children can describe their responsibilities and recognise how they are different to when they were younger. The children can identify physical differences between boys and girls. They can name the body parts correctly and identify which parts are private. They can identify different types of touch and describe those they like and dislike.</p> <p><u>Year 3</u></p>

	<p>The children can describe the life cycles of humans and animals and recognise it is the female that has babies. They will understand that babies grow in the uterus and identify what they need live and grow. The children will be able to identify that boys and girls' bodies grow on the outside. They will recognise the term stereotypical and describe how some people's ideas about parenting roles can differ. They will be able to describe the changes they are looking forward to in the next school year.</p>
<p>Vocabulary</p>	<p><u>Year 2</u> Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, teenager, adult, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, anxious, happy</p> <p><u>Year 3</u> Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, womb/uterus, vagina, stereotypes, task, roles, challenge, looking forward, excited, nervous, anxious, happy</p>
<p>Key Learning Objectives</p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>➤ To recognise the life cycles in nature</li> <li>➤ To know the natural process of growing from young to old and to know this is out of my control.</li> <li>➤ To identify those who are older than me and who I respect.</li> <li>➤ To recognise how my body has changed since I was a baby and to know where I am on the continuum from young to old.</li> <li>➤ To recognise how my independence and responsibilities have changed since I was a baby or toddler.</li> <li>➤ To recognise the physical differences between boys and girls, using the correct names for body parts and appreciate that these are private.</li> <li>➤ To understand that there are different types of touch, be able to tell you which ones I like and dislike and to be able to ask for help.</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>➤ To understand that in animals and humans, lots of changes happen and it is usually the female who has and looks after the baby.</li> <li>➤ To understand how babies grow and develop in the mother's uterus and understand what it needs to live and to grow.</li> <li>➤ To understand that boys' and girls' bodies need to change on the outside.</li> <li>➤ To recognise how I feel about these changes and know how to cope with these feelings.</li> <li>➤ To identify how boys' and girls' bodies change on the inside and to recognise how I feel about these changes.</li> <li>➤ To understand the stereotypical ideas I might have about parenting and family roles and how these are not always true.</li> <li>➤ To identify what I am looking forward to when I move to my next class.</li> </ul>

	<p>➤ To think about the changes I will make next year and know how to go about this.</p>
<p>Suggested Learning Experiences</p>	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Pairs game – life cycles</li> <li>• Responsibility/independence matching/sorting game – babies, toddlers, children. What would a baby be able to do independently? Etc.</li> <li>• Talk about what responsibilities and freedoms they might have when they are older and how they feel about these</li> <li>• Circle time/Hot seating – who can you talk to for help if you feel worried or scared? How do you feel about the changes? What feelings can changes make us experience? Express these through talking/drawing/writing.</li> <li>• Role play/scenario card – being assertive/telling someone to stop when they are hurt or frightened</li> <li>• Write a letter to next teacher to share what they are looking forward to in the next year</li> </ul> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Ordering / drawing life cycles</li> <li>• Create timelines for growing from young to old – naming each stage</li> <li>• Labelling body parts on diagrams</li> <li>• Talk about how they have felt when a baby brother or sister has arrived or how they think they might feel. Identify the wide range of feeling associated with this.</li> <li>• Discuss who they can talk to about any worries they might have about puberty</li> <li>• Scenario cards – help different characters to manage feelings of worry and anxiety when facing a change in their life</li> <li>• Interview an older child about their experiences moving into a new class.</li> </ul>