



Growing and Changing

Children will be able to:

- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change.

- [Helpful or unhelpful?](#)
[Managing change](#)

Children will be able to:

- Understand that fame can be short-lived;
- Recognise that photos can be changed to match society's view of perfect;
- Identify qualities that people have, as well as their looks.

- [I look great!](#)

Children will be able to:

- Define what is meant by the term stereotype;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Challenge stereotypical gender portrayals of people.

- [Media manipulation](#)

Children will be able to:

- Understand the risks of sharing images online and how these are hard to control, once shared;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.

- [Pressure online](#)

Children will be able to:

- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

- [Is this normal?](#)

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- Suggest strategies that would help someone who felt challenged by the changes in puberty;
 - Understand what FGM is and that it is an illegal practice in this country;
 - Know where someone could get support if they were concerned about their own or another person's safety.

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.

- [Dear Ash](#)

Children will be able to:

- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.

- [Making babies](#)

Children will be able to:

- Explain how HIV affects the body's immune system;
- Understand that HIV is difficult to transmit;
- Know how a person can protect themselves from HIV.

- [What is HIV?](#)

Cross-curricular project

Children will be able to:

- Determine some of the characteristics of Thomas Coram through studying his portrait;
- Know some of the conditions of life of children in poverty in the 18th Century and relate these to their rights.
- Demonstrate their understanding of the aims of Thomas Coram and his proposed Foundling Hospital.

- [Captain Coram 2 - Thomas Coram and the Foundling Hospital](#)

Children will be able to:

- Understand the role of artists and musicians in raising both the profile and funds for the Coram Foundling Hospital;
- Have the skills to design, run and evaluate a fundraising project of their own choosing.

- [Captain Coram 3 - Funds for Foundlings: 18th century artists raise money for the 1st children's charity](#)

Children will be able to:

- Consider and analyse images of paintings from the Foundling Museum to understand some of the aspects of life in the Foundling Hospital;
- Use extracts from 'Hetty Feather' to understand some of the aspects of life in the Foundling Hospital;
- Relate Hetty Feather's experiences to the rights of the child.

- [Captain Coram 4 - Hetty Feather, fictional foundling: children's rights in the 19th century](#)

Children will be able to:

- Use audio and photograph sources to understand some of the aspects of life in the Foundling Hospital in the 20th Century;
- Demonstrate their understanding of life in the Foundling Hospital by writing a fictional diary entry.

- [Captain Coram 5 - Life for Foundlings in the 20th century](#)

Children will be able to:

- Demonstrate an understanding of the work of the Thomas Coram Foundation (Coram) in the present day;
- Determine ways in which Coram's work continues to uphold children's rights;
- Demonstrate their knowledge and understanding of aspects of the work of his foundation from the 18th century through to the present day through writing a fictional letter to Thomas Coram.

- [Captain Coram 6 - Coram today: children's rights in the 21st century](#)