

Keeping safe and looking after myself

Our main focus in this unit in Year 4 is risks. We look at what 'risky' means and when it is a good idea to take a risk. We look at why some risks are good and others need a lot more thought.

We use Yasmine and Tom to investigate risks further and to know when to say no. We look at the 'Stop, Think, Go!' moto to help them think about their options if something feels unsafe and too risky.

The next part of this unit is to investigate secrets. We look at the difference between a surprise and a secret, when it is good or bad to keep secrets and we link this in to keeping ourselves safe by making sure we aren't pressured into keeping something secret that we know is wrong. We examine who we can speak to if we are uncomfortable.



People who help me

In this unit, the children will continue to build their skills to help them identify someone they can ask for help if they need it in a range of situations, from online safety to growing up.

By the end of this unit, the children will know where they can find information to answer the questions they may have about growing up in the modern world.

Living in our World

This unit helps to start to prepare children for life in society and for living successfully in their local community. In Year 4, we use this unit to look at community and the distribution of wealth including charity. The children will be able to explain what a community is and how they fit in to it. They will look at why money is important to our lives and how not everyone earns the same amount of money. Finally, we will look at what charity is why people choose to support charities.

Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring stake holders are well informed about curriculum content. We welcome your questions and are happy to share resources and teaching materials. Please contact your child's class teacher if you would like more information.

DFE information for parents:

<http://www.gov.uk/government/publications/relationships> sex and health education guides for schools

If you would like to find out more look at our school website: www.nunthorpeprimary.org.uk

The link below is for the NSPCC website:

<http://www.nspcc.org.uk/keepingchildrensafe/supportforparents>

Nunthorpe Primary Academy

What is PSHE including RSE? Year 4

My body and health

Relationships

Life Cycles

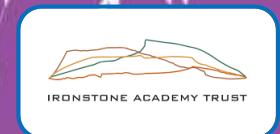
Keeping safe and looking after myself

People who help me

Feelings and attitudes

Mental wellbeing

Living in our world



Why do we teach RSHE?

Relationships and Health Education is a statutory part of the National Curriculum.

It helps children to make informed decisions about relationships and friendships, emotional well-being, staying safe both on and offline and changes in their life and to their bodies. It supports our children in preparing for all opportunities, challenges, life decisions and responsibilities that they'll face.

This leaflet gives information on the RSHE curriculum we deliver and the use of themes and progressive vocabulary to talk about well-being, health and relationships at an age appropriate level.

Relationships

This unit focuses on friendships and family. Children will discuss and identify negative ways people can behave towards each other and how this makes them feel. They will also explore ways to resolve a friendship issue without fighting and why strong friendships are welcoming of others.

The family aspect of this unit will look at the characteristics of a healthy family life, such as time, sharing, protection and care.

Children will identify what most families have in common and discuss ways in which families can be different. They will explore ways in which they might respond to unkind, mean or bullying behaviour about their family or someone else's.

Finally, the children will work on identifying who they can talk to if they are worried about anyone or anything in their family.

My body and my health

The main focus in this unit in Year 4 is the similarities and differences between boys and girls. We look at why they grow differently and the main changes that their bodies will go through. We start to look at puberty and the main physical changes that they will experience. We will talk about changes such as: hair growth, spots and the start of periods.

We will also focus on what makes a balanced diet and why this is important to help the body grow and function healthily.

Life cycles

This unit of work is very closely linked to, and will be taught through, science.

The children will start by thinking of themselves as a baby and how they have changed before moving on to learn about other changes that occur as people grow older.

Feelings and attitudes

In feelings and attitudes in Year 4, the children will look at how as they get older their feelings will change. We investigate the differences in their feelings as a toddler and their feelings now and we start to investigate the feelings they may have as they get older.

We look at 'strong' and 'big' feelings. We investigate what these might be and when we might feel them. We look at how to cope and how to handle them including calming down techniques.

Finally, in this unit, we investigate what stereotypes are and why we have them. We use the Yasmine and Tom resource to look at gender stereotypes and discuss how your gender does not have to define your future or job-role e.g. female firefighters, male nurses etc.

Mental Wellbeing

In Year 4, children will explore how our mental wellbeing is an important part of daily life in the same way as our physical health. The children will discuss ways they can look after their mental wellbeing by talking through issues that become too big to deal with by themselves.

Physical exercise will be promoted as a way to positively affect mental health as the children learn about how the body releases chemicals to boost their sense of wellbeing and suppresses the hormones that cause stress and anxiety.

