

MAIN THEME

**PSE and Healthy Schools
KS2 SRE**

Year: 4
Term:

**Time:
4 lessons**
Lesson 1 of 4

LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES & MATERIALS	PSE SKILLS	PSE RANGE
<p>Lesson 1: Family Differences</p> <ul style="list-style-type: none">• To explore different types of families• To know who to go to for help and support• To Understand that all families are different	<p>Before starting the lessons, carry out the Year 4 SRE questionnaire to gauge pupil knowledge and understanding.</p> <ol style="list-style-type: none">1. Circle time-set ground rules, listen to each other, and treat each other with respect, no laughing or put downs.2. In pairs ask the pupils to talk about what they think the word 'family' means. What makes a family? Do families always live together? Are people always born into families? Do people always live with their parents or other relatives? Are people in families always married? Do old and young people in families live together? Make a list on board of different kinds of families. <p>Continued overleaf...</p>	<p>Year 4 SRE questionnaire</p> <p>Example 'Class Agreement' in toolkit</p> <p>Christopher Winter project Year 3 Lesson 3: Family Differences</p> <ul style="list-style-type: none">• Pictures of families• Who can I talk to worksheet	<p>Thinking skills</p> <p>Communication skills</p> <p>Working with others</p>	<p>Active citizenship</p> <p>Health and emotional well being</p>

	<ol style="list-style-type: none"> 3. Give each group a picture of a family-discuss the family, as a whole class discuss all the pictures 4. Show pupils the 'Who Can I Talk to worksheet' and ask each child to complete one. Circulate and discuss ideas with individual children. As a whole class discuss and tell children who they can talk to in the school. Make sure they know the number for Childline - 0800 1111 5. Review - Ask the class if they think there are fixed ideas about families (stereotypes). Read some of the books and reinforce that stereotypes do not value the uniqueness and difference in real families 6. Closing round: one person to go to if you need help is..... 	<p>Optional books: 'One Dad, Two Dads, Brown Dads, Blue Dads' Johnny Valentine 'and Tango Makes three' Justin Richardson 'Molly's Family' Nancy Garden</p>		
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Lesson 2 of 4

LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES & MATERIALS	PSE SKILLS	PSE RANGE
<p>Lesson 2: Human lifecycle</p> <ul style="list-style-type: none">• To understand the main stages of the human lifecycle• To understand the body changes that happen when a child grows up• To understand that responsibilities change as we grow up	<ol style="list-style-type: none">1. Explain these lessons are about growing and changing, how babies grow into children and children into adults.2. In small groups give each group a set of Lifecycle pictures and Lifecycle word cards. Ask group to sequence the pictures to show the stages of life a human goes through and to label each picture using the lifecycle word cards. Discuss a few ideas about what a person might be doing at each stage.3. Discuss with children what they could do as a baby and what they can do now. What are the differences? <p>Cont'd overleaf...</p>	<p>Christopher Winter project Year 4 Lesson 1: Growing and Changing</p> <ul style="list-style-type: none">• Lifecycle pictures and word cards	<p>Thinking Communication</p>	<p>Health and Emotional Well being</p>

	<p>4. Complete the 'changing responsibilities' diagram, either on whiteboard or on paper to demonstrate that the things we have responsibility for change as we grow up.</p> <p><u>Additional homework:</u> ask children to take home the 'Myself as a baby' diagram to complete</p>	<p>'Growing Up' resource - Changing responsibilities worksheet in toolkit (also found in Section 15, resource 18)</p> <p>Whiteboard version also on 'Growing Up' interactive resource Section 13: Changing responsibilities</p> <p>Additional/homework: 'Growing Up' - Section 2: 'Myself as a baby' (copy in toolkit)</p>		
<p><u>MAIN THEME</u> PSE and Healthy Schools KS2 SRE</p>			<p>Year: 4 Term:</p>	<p>Time: 4 lessons Lesson 3 of 4</p>

LEARNING OBJECTIVES	LEARNING & TEACHING ACTIVITIES	RESOURCES & MATERIALS	PSE SKILLS	PSE RANGE
<p>Lesson 3: Physical differences between males and females</p> <ul style="list-style-type: none"> • To describe the physical differences between males and females • To name the male and female body parts • To understand that private parts must be covered in public and about inappropriate touching 	<ol style="list-style-type: none"> 1. Simon Says - review learning about males and females- all males put your hands on your head , all females point to the ceiling etc 2. Body parts Activity - using hoola hoops make a Venn diagram - use the 'hoop labels' (in toolkit) to designate one side 'male', one side 'female' and the centre 'both' (or use body mats for this). Put pupils in pairs, give each pair a body part, ask each pair to put body pictures under male/female/both. Ensure they notice only private parts are different. <p>Cont'd overleaf...</p>	<p>Christopher Winter Project Year 2 Lesson 3: Naming the Body Parts</p> <ul style="list-style-type: none"> • Hoop labels • Body Part picture cards • Body Parts worksheet <p>Hoola hoops (Alternatively use 'Growing Up' body floor mats)</p>	<p>Thinking</p> <p>Communication</p> <p>Working with others</p>	<p>Health and emotional well being</p>

3. Naming Body Parts Worksheet- Pupils work in groups and match body part words to the correct drawing

4. Hold a discussion regarding private parts of the body - we wear clothes to cover these parts in public e.g. when we go swimming with school etc.

5. Optional - if using body mats, place the swimsuits on the characters on the mat. Explain once again that they are private parts and that we wear swim suits when we go to the swimming pool. Explain that you must not touch anyone on these parts or that no one should touch us here (unless we need help with toileting, changing a baby's nappy, visiting the doctor when we are ill etc).

6. Ask the class to summarise what they have learnt.

Body mats

Swim suit labels

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LEARNING OBJECTIVES

**LEARNING & TEACHING
ACTIVITIES**

**RESOURCES &
MATERIALS**

**PSE
SKILLS**

**PSE
Range**

Lesson 4: Growing Up and keeping safe

- To understand that it is every child's right to feel safe and secure
- To learn strategies for keeping safe
- To know where to go for support and advice if feeling unsafe and insecure

1. Watch CD Rom extract- Child Protection (in Staying Safe section)
2. (See SENSE lesson in pack for step by step details)

Carry out the Year 4 SRE questionnaire with pupils to compare against the questionnaires carried out before lesson 1 and evaluate impact on pupil knowledge

Sense CD Rom - Staying Safe / Child protection extract

Sense: Child Protection Lesson 1 of 1 (in pack)

Year 4 SRE questionnaire

Thinking skills

Communication skills

Working with others

Health and emotional well being