

YEAR 4 SRE MEDIUM TERM SPRING TERM – Parents/carers

W/B	Vocabulary	RESOURCES	I CAN STATEMENTS (children's knowledge)	OVERVIEW OF LESSON (Teachers knowledge)
My body, my choice	Choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem, NSPCC, PANTS rule, privates, secrets	PANTS video from NSPCC Parents guided PANTS rule Children pull out PANTS rule Powerpoint – My body, my choice Twinkl lesson plan Act it role play cards My choices worksheet We think score card You can touch me here worksheet PSHE journal	I can choose what happens to my body and how to say no. I can explain what sort of touch I am happy with and what sort I am not happy with. I can describe the difference between a little deal and a serious problem. I can explain how to get help for myself or others.	<p>AIM: To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact, and develop the skills and strategies required to get support if they have fears for themselves or their peers. To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them). The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p><i>At the end of the Twinkl lesson show the children the PANTS rule clip from the NSPCC. Talk through the poster with the children.</i></p> <p>BIG QUESTIONS Who does your body belong to? Does your body belong to anyone else? What do you get to decide?</p>
Peer pressure	Peer pressure, relationships, friendships,	PSHE journal	I can explain what good and bad peer pressure is I can describe what makes a good friend	<p>AIM: Good and bad peer pressure - explaining what this means and encouraging the class to give examples of each - verbally Two scenarios - breaking out into groups for this and the specialist and teacher moving around the room</p>

			I can explain what to do if I feel I am being pressured into something I do not want to do	to support discussion. A section on confirming what to do in this situation - some from what the children have shared plus what we would advise What makes a good friend - gender neutral body outline that they can all do on their own - go through these together and look at examples on the PowerPoint WARNING: CHILDREN CANNOT BE WITHDRAWN FROM THIS LESSON
Changing emotions	female, male, emotions, feelings, crush, anger, confusion, tearful, worried, anxious, lonely, isolated, attracted, excited, hormones, testosterone, oestrogen.	Changing emotions powerpoint Loughton/twinkl adapted lesson plan for this lesson Growing up leaflet blank copy Changes in boys' and girls' cards PSHE journal	I can describe the feelings that some people feel as they grow up I can name the range of feelings that people may experience as they grow up. I can explain why these changes in emotions happen as I am growing up. I can recognise the things I can do to help manage these changing emotions. I can describe what a crush is and how it feels.	AIM: To know how their body will, and emotions may, change as they being to grow up. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. BIG QUESTIONS How do feelings change as we grow up? What is a crush and how does it feel?
Relationships and families	Parents, grandparents, offspring, siblings, brother, sister, relatives, aunt, uncle, cousin, gay, lesbian, same-sex, single-parent, fostered, adopted, orphaned, married, civil	Relationships and families lesson plan Relationships and families power point Design a poster activity worksheet Relationship families Word bank Relationship families Glossary	I understand that there are many different types of relationships and families. I can identify and discuss different types of families. I can understand and use terms such as gay, lesbian, single parent, fostered, adopted, married and civil partnership.	AIM: To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment. To learn about the difference between sex, gender identity and sexual orientation and the terms

	partnership, step-, half-	PSHE journal	I can discuss similarities and differences in relationships and families.	associated with sex, gender identity and sexual orientation. To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. BIG QUESTIONS What are loving relationships like? What kinds of families are there? WARNING: CHILDREN CANNOT BE WITHDRAWN FROM THIS LESSON
How we think and feel about our bodies	Body image, beauty, self-confidence, looks, media, appearance, stereotype, advertising, pressure, perfect.	Post it notes Large pieces of paper to draw around a child (wallpaper might be useful) How we think and feel about our bodies Lesson plan How we think and feel about our bodies power point Images of people PSHE journal	I can discuss what a positive body image is. I can challenge stereotypes of 'the perfect body'. I can describe how images in the media and online do not always reflect reality. I can identify what makes a person beautiful.	AIM: To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. To explore and critique how the media present information. To recognise and challenge stereotypes. BIG QUESTIONS What messages about our bodies do we get from the media? How can images influence how we think, feel and behave?
Sleep well, Be well	Choices, consequences, sleep, deprivation, impact, effects, positive, negative, physical, emotional, mental, health, wellbeing, mindfulness, meditation, habit, routine.	Sticky notes Large pieces of paper A good night's sleep games cards Bedtime routine worksheet Guided sleep meditation Sleep meditation activity sheet	I can explain why getting enough sleep is important. I can identify the physical, emotional and mental consequences of sleep deprivation. I can make informed choices about my sleep habits. I can use mindfulness and meditation to aid a good night's sleep.	AIM: To understand what positively and negatively affects their physical, mental and emotional health. To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' BIG QUESTIONS What are the effects of not getting enough sleep? How can we get a good night's sleep?

		Sleep chart PSHE journal		
Harmful substances	Alcohol, cigarettes, tobacco, drugs, harmful, dangerous, substances, habit, healthy, unhealthy, damage, pressure, media, legal, illegal, age-restrictions, choice.	Harmful substances lesson plan Harmful substances power point Big questions postcards Drug definition cards Harmful substances information leaflet Have your say questions Substances and their effects matching cards PSHE journal	I can explain the harmful effects of using drugs, including alcohol, and tobacco. I can identify what a drug is and can discuss how different drugs affect the body. I can suggest where pressure might come from to try drugs, including alcohol and tobacco. I can explain what I need to do if I feel pressured to try a harmful substance.	Aim: To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others. To understand what is meant by the term 'habit' and why habits can be hard to change. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong. BIG QUESTIONS What are drugs, alcohol and tobacco and what are the effects of using them? What are the risks of taking harmful substances? How can we make good choices about dangerous substances?