

Term	Lesson	Aim	Against New Guidance 2020/ possible activities / key teaching points	Key vocabulary
AUT 1	Introduction to RSE (short lesson)	<p>Pupils understand what RSE stands for and its importance to their development. Pupils come up with agreement on behaviours within these lessons</p> <p>Pupils understand that these lessons can be malleable and about things that they think are important. We will discuss things that concern them as well as some set lessons that are important for everybody to learn</p> <p>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</p> <p>Introduction to child line – what do they think are the order of the top ten</p>	<ul style="list-style-type: none"> <li>• The conventions of courtesy and manners.</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• Where to get advice e.g. family, school and or other sources (childline)</li> </ul>	<p>Trusted adult</p> <p>Resilience</p> <p>Kindness</p>
AUT 1	My beliefs	<p>Pupils recognise differences and similarities between people arise from a number of factors including family and personal identity</p>	<ul style="list-style-type: none"> <li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>•</li> </ul>	<p>Respect</p> <p>Child on Child- racism, homophobia, prejudice</p> <p>Families</p> <p>Racism</p> <p>Homophobia</p> <p>Gay</p> <p>Homosexual</p> <p>Bi Sexual</p> <p>Mixed ethnic group</p> <p>(DO NOT USE BAME- See GOV website)</p>
AUT 1	My rights and responsibilities	<p>Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don’t absolutely want to or are not making the decision freely for themselves</p> <p><b>Pupils understand about healthy relationships - just because someone is married or in a relationship does not mean they own the other person</b></p>	<ul style="list-style-type: none"> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>• <b>Discuss a controlling relationship and how that might make a person feel. Should someone be forced to do something (non sexual) to please the other person</b></li> </ul>	<p>healthy and unhealthy relationships</p> <p>(From Year 3)</p>
AUT1	Asking for help	<p>Pupils can recognise when they may need help to manage a situation and have the skills to ask for help</p>	<ul style="list-style-type: none"> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>	<p>Trusted adult</p> <p>Safe and unsafe touches (Year 3)</p>

			<ul style="list-style-type: none"> <li>● <b>Include scenarios on peer on peer inappropriate touching</b></li> </ul>	
AUT 2	My feelings	Pupils can recognise and respond to a wide range of emotions in themselves and others and ways to respond	<ul style="list-style-type: none"> <li>● That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> </ul>	emotions actions triggers appropriate inappropriate
AUT 2	My Body	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty	<ul style="list-style-type: none"> <li>● Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● See RSHE lead for supporting books and video</li> </ul>	Puberty Emotional changes Physical changes Menstrual cycle Periods Trusted adult (Range of scientific vocabulary for body parts including Penis, Vagina, Vulva, Breasts, Nipples, Anus)
AUT 2	My relationships	<b>Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable and ways to respond</b>	<ul style="list-style-type: none"> <li>● <b>That people sometimes behave differently online, including by pretending to be someone they are not.</b></li> <li>● <b>That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</b></li> <li>● <b>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</b></li> <li>● <b>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</b></li> <li>● <b>About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</b></li> <li>● <b>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</b></li> <li>● <b>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</b></li> </ul>	Online behaviour Real world behaviour Online relationships real world relationships appropriate and inappropriate content Secrets and safety Privacy child on child- pressure, unkindness
SPR 1	Healthy lifestyles	Pupils know what constitutes a healthy diet (including understanding calories and other nutritional content).	<ul style="list-style-type: none"> <li>● Pupils know how many calories an average person should have and look at some fast food products- maybe look at how many calories</li> </ul>	healthy weight nutrition

		Pupils understand the principles of planning and preparing a range of healthy meals. Children understand the link between a good diet and mental health benefits	<p>you'd consume if you just ate at fast food restaurants (most large ff restaurants have their calories on their website).</p> <ul style="list-style-type: none"> <li>● Pupils can design and make their own healthy meals. They can explain why that meal is healthy</li> <li>● Children can design a poster explaining the link between healthy eating and mental health- winning one made into a real poster for the lunch room?</li> </ul>	
SPR 1		Children know the characteristics of a poor diet and the risks associated with healthy eating	<ul style="list-style-type: none"> <li>● Discuss what happens when people have a prolonged poor diet and what can happen.</li> <li>● Discuss the difference in price between fruit and vegetable and the price of sweets and fizzy drinks. Talk about the sugar tax and debate whether it is good or not.</li> <li>● SPR 1 Write a letter together asking the government to subsidise the cost of fruit for children</li> </ul>	poor diet healthy diet
SPR 1		Children understand about dental health and the benefits of good oral hygiene and dental flossing including regular check-ups at the dentist	<ul style="list-style-type: none"> <li>● Look at bacteria in the mouth and how it can affect our teeth and gums</li> <li>● The importance of daily teeth cleaning including learning a song to make sure the children are cleaning for long enough.</li> </ul>	dental health
SPR 1	Healthy lifestyles: Road Safety	Children will learn road safety skills for when they are old enough to travel without an adult, to identify how one route may be safer than another and how to be a considerate traveller Useful resources - <a href="https://www.think.gov.uk/resource/lesson-2-take-the-lead/">https://www.think.gov.uk/resource/lesson-2-take-the-lead/</a>	<ul style="list-style-type: none"> <li>● Children know the key road skills that I will need when I am old enough to travel without an adult.</li> <li>● Children know how to plan a safer journey to school.</li> <li>● Children know their responsibilities as a pedestrian, cyclist, passenger in a car or on public transport.</li> </ul>	Stop, Look, Listen responsibility
SPR 2	Keeping safe with technology	Pupils are able to judge when they have had enough screen time and understand that too much screen time can have an effect on their mental and physical health	<ul style="list-style-type: none"> <li>● What is exciting about electronic equipment (tv, computer, tablet, phone etc.)- Why does everybody want the latest technology?</li> <li>● Explain and link back to health- that we need to have an active lifestyle to be fit and healthy and that too much screen time can cut into this.</li> <li>● Discuss how long they think is enough screen time a day, what other things could they do to fill their time- maybe introduce a little mindfulness, being kind to others/their parents</li> </ul>	Screen time mental health Physical health sleep benefits
SPR 2		Pupils can recognise what information is private when they are online Pupils know what to do if an adult they don't know speaks to them online (and in public)	<ul style="list-style-type: none"> <li>● Maybe do ever increasing circles. Inner circle private to you, next circle- private to family, next circle private to friends, next circle private to strangers. What information about you should you put in each circle</li> <li>● Various videos show online dangers (let me know which you choose)</li> <li>● <b>Discuss what happens if someone speaks to you whilst you were on your own outside, is it different when we are online? Why would some people think it was different online?</b></li> </ul>	Stranger danger Online offline private information grooming
SPR2		<b>Pupils understand that they need to show the same respect to people online as they do to people who they meet face to face</b>	<ul style="list-style-type: none"> <li>● <b>Discuss internet trolls and how this can affect children and their mental health</b></li> <li>● <b>Why is it easier to be unkind on the internet than it is in real life?</b></li> </ul>	Trolls kindness Respect

			<ul style="list-style-type: none"> <li>Do you think the person who is the victim would be more worried by online abuse or face to face abuse?</li> <li>What to do if people are unkind to you online (screenshot for evidence etc.)</li> </ul>	
SUM 1	Changing relationships	Pupils can understand that adults can separate/ divorce and that it can be a difficult time	<ul style="list-style-type: none"> <li>Very basic facts that some people split up.</li> <li>Understand that the parents of a divorced/separated child still love them</li> <li>Circle time about how people may feel when adults are angry or sad with each other</li> </ul>	Marriage Divorce Separation Emotions resilience
SUM 1	Kindness and prejudice	Pupils learn that racism is completely unacceptable	<ul style="list-style-type: none"> <li>A quick history of Racism and how it has affected people over the years</li> <li>What we can do to stop racism?</li> <li>Explain how words can be really upsetting and cause people to feel isolated and lonely .</li> </ul>	Racism Homophobia prejudice illegal
SUM1	Basic first aid	Children know how to make a call to the emergency services, Pupils understand the realities of calling an emergency service number when there isn't an emergency Children know how to put someone in the recovery position	<ul style="list-style-type: none"> <li>Children can explain how they will help someone who is burnt or scalded using drama to re-enact what they would do</li> <li>Pupils practise making a call to the emergency services (covered in year 3)</li> <li>Children understand that lives are put in danger by false calls- people who may need it have to wait, the emergency services may crash on the way to that call</li> </ul>	burns scalds emergency services 999
SUM 2		The following three lessons may change every year. Because they will be affected as a result of a pupil voice that the RSHE lead will design in early Summer 1.		
SUM 2				
SUM 2				

Quick guide to using this document and to RSHE

The colours correspond to sequences of lessons so if you decide to rearrange the MTP to fit your topics better you must keep the same colours together and in the same order.

You can change when you decide to do something i.e. you may wish to move keeping safe with technology lessons into the first half term and move My beliefs, My rights and responsibilities and Asking for help to SPR 2. That is absolutely fine, just make sure it works for you.

Puberty lessons must not be left until summer. Ideally you would want those lessons before then with a recap lesson in Summer 2.

Lessons in Summer 2 will be based on what the children feel they need after a pupil voice by RSHE lead in combination with YGL

In every lesson there must be a slide on mental health unless there is no obvious link.

Evidence for these lessons will be in the form of YG powerpoints/Smart boards + Year group books

The 'what we can do differently' box is if you think something really hasn't worked and needs looking at for subsequent years.

Year 4 RSHE Medium Term Plan- **Please do not share with anyone outside of DJA without permission.**

All lessons in Green and Yellow are from the Josie Wells pack that we bought into

Remember we must address harmful sexual abuse in age appropriate material.