**PSHE/C Curriculum – Year 4 Spring Term 2**

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| **Theme: Healthy and Safer Lifestyles: Relationships and Sex Education** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.  2. To understand that babies begin when a male seed and female egg join together.  3. To investigate perceptions of being physically, emotionally and socially ‘grown up’. (CAB)  4. How do different caring, stable adult relationships create a secure environment for children to grow up? (FP)  **5. No Outsiders -** Additional Learning - Red: A Crayon’s Story – To be proud of who I am | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Families and People who care for me (FP)  • 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.  • that marriage\* represents a formal and legally recognised  commitment of two people to each other which is intended to be  lifelong.  \*Marriage in England and Wales is available to both opposite and same-sex couples. A Couple may be married in a religious or civil ceremony.  Health Education:  Changing Adolescent Bodies (CAB)  • key facts about puberty and the changing adolescent body,  particularly from age 9 through to age 11, including physical and  emotional changes.  • about menstrual wellbeing including the key facts about the  menstrual cycle  Relationships Education:  Families and People who care for me (FP)  • 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 for them. | |
| birth | the process of bearing young; parturition; childbirth | reproduce | to produce one or more other individuals (having babies) | |
| adolescent | the phase of life between childhood and adulthood, from ages 10 to 19 | mammals | an animal that gives birth to live young and feeds them milk from their body | |
| middle age | period of human adulthood between the ages of 40 and 60 | cells | cells are the basic building blocks of all animals and plants. Inside cells are various structures that are specialised to carry out a particular functions | |
| old age | a person who is over 60 years of age | life cycle | series of changes and developments that it passes through from the beginning of its life | |
| egg  sperm | females make gametes called eggs      males make gametes called sperm | human | people – being a human being (being a person) | |
| environment | all the circumstances, people, things, and events around them that influence their life | proud | very happy and pleased because of something you have done, something you own, someone you know or are related to | |
| **Prior Learning (Year 3)**  In Year 3, children developed familiarity with the names of the main external parts of the body and became more confident in describing them. They learnt about the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children learnt about simple hygiene practices and their levels of responsibility for carrying these out. Children developed their knowledge of ‘body knowledge’, ‘body functions’, ‘body awareness/image’, ‘personal hygiene’ and ‘prevention of illness and disease’. | | | | **Future Knowledge (Year 5)**  In year 5, children will develop basic anatomy, reinforcing the physical differences between female and male bodies and introduces names and functions of internal organs, building  on the work carried out previously. They will learn about the changes that happen to people’s bodies at various stages in their lives, especially at puberty. It includes learning about menstrual wellbeing. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are ‘body knowledge’, ‘body functions’, ‘body awareness/image’, ‘personal hygiene’ and ‘prevention of illness and disease’. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What are the main stages of the human life cycle? (NC Science) | * State the main stages of the human life cycle * Say what stage a person is at in the human lifecycle. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. How did I begin? (Sex Education) | * Explain that when animals reproduce, they make copies of themselves * Understand that human babies are made when an egg and sperm join together | | | | |
| 3. What does it mean to be ‘grown up’? (CAB) | * Know that there might be different views of what ‘grown up’ means * Say how I feel and how others might feel about growing up | | | | |
| 4. How do different caring, stable adult relationships create a secure environment for children to grow up? (FP) | * Explain why babies need special care from a parent/carer * State some things parents/carers need to do to look after babies. | | | | |
| **5. No Outsiders** - Additional Learning - Red: A Crayon’s Story – To be proud of who I am | * I know why people sometimes don’t speak up * I know everyone in my school should be proud of who they are | | | | |