

ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

Dogsthorpe Road, Peterborough PE1 3PW Telephone: 01733 563688



Headteacher: Mrs R Hutchinson

Deputy Headteacher: Mr D Roberts

Email: office@allsaints.peterborough.sch.uk Website:
www.allsaints.peterborough.sch.uk



Loving to learn, learning to love

Dear Parent/Carer,

Re: Year 4 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school.

There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this letter gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. Our Relationships Education Policy, which covers RSE, is available from the school's website.

We will shortly be beginning some work in Year 4 about '**Changes and responsibilities**'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Changes and responsibilities' topic covers some elements of Relationships Education and Health Education. These lessons will be taught in the morning to allow for TA's to be present when teaching.

Your children will be engaging with the following outcomes and questions as part of this work:

Week 2 WB 14/06/21:

I can identify how male and female bodies are different and what the different parts are called.

To know the scientific names for private parts of the body and use them confidently.

This lesson will be taught in single sex groups with a female teacher for the girls and male teacher for the boys.

- We will be using the NSPCC 'Pantosaurus' song. You can view it at: <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>
- We will begin by focussing on what private means, and 'what is under our pants is private'
- We will then explain why it is important to know the scientific or 'Doctor words' for parts of the body.
- Children will then share different body part names they know either verbally or written on a post-it note.
- Children will then identify a range of body parts, including private parts of the male and female body, on a line drawing of a child's body. This activity will be completed on the interactive whiteboard as a class with the teacher.
- For further information, you may also want to refer to:
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Week 3 WB 21/06/21:

I can identify the main stages of the human life cycle.

To understand the main stages of the human life cycle: birth, baby, child, adolescent, adult, middle age, old age and death.

- The children will be identifying on a timeline where they believe the different parts of the human life cycle occur.
- We will then be using characters from children's books and films to discuss where they would fit on the timeline and why.
- We will be using the story '*The Truth about Old People* by Elina Ellis' you can see it at:
<https://www.youtube.com/watch?v=SYPnNYR1Oe0>
- The story focusses on changing the stereotypes people often have about old people and that they can still do amazing and wonderful things.
- Finally, the children are given a range of clothed images of people at different stages of their life to place on the timeline, allowing us to discuss any difficulties in placing people on the timeline.

Week 4 WB 28/06/21:

I can identify what it means to be 'grown up'.

To investigate perceptions of being physically, emotionally and socially 'grown up'.

- Children begin lesson discussing when they think people are grown up, when people are old, when they might be middle aged, when you stop being a child. Children will compare ideas and even discuss if they think parents or older friends would have the same ideas.
- Children are then given an example of growing up to look at (4-year-old starting reception, a 7-year-old moving to Year 3 or an 11-year-old moving to secondary school). They are going to discuss the feelings that person would have about the next stage of growing up.



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- We will also talk to children about how it could be a mixture of positive and negative feelings at the same time, that feelings can change throughout the day or from day to day. Reminding children of the listening box in the classroom to share worries or concerns.
- We will then be creating an acrostic poem about growing up or feelings colour spectrum to share times they may have felt different emotions.

Week 5 WB 05/07/21:

What am I responsible for now and how will this change?

To consider their responsibilities and how these have changed as well as how they will change in the future.

- We will be looking at the differences between the responsibilities a child has and the responsibilities adults have. The children will create a list of these responsibilities and discuss as a class the similarities and differences between children and adults and between different families.
- The class will create a list of child responsibilities where the children can share if they feel ready for this task or already do this task, if they wouldn't be allowed to do the task or if they do not feel ready or the task.
- The children will then have time to think about their own responsibilities and if there is anything they could now do at home or school as a new responsibility.
- We will then use the story: Piggybook by Anthony Browne, you can see it at: https://www.youtube.com/watch?v=t8_vZaer5lc
- This story is about a family where the mother of the family is doing all of the task at home and the other family member are very ungrateful for her hard work. She decides to leave and gives them father and children time to do the tasks themselves. This helps them to appreciate all her hard work and they begin to help her around the house more.
- Throughout the story we will discuss her thoughts and feelings and how these change.

Week 6 WB 12/07/21:

How do different caring, stable adult relationships create a secure environment for children to grown up?

To understand the responsibilities that families have for the physical and emotional wellbeing of babies and children.

- This lesson is introduced with a feely bag contain a range of items. The items will be pulled out of the bag and the children will be asked to think about what the item is, and who it would be used by/is for?
- Using the items, they will be sorted into groups (what a baby needs to be safe, what a baby needs to be happy and what a baby needs to be healthy). We will also discuss the links that some items may have to more than 1 of the groups.
- The children will then be asked to make their own lists of things babies need to keep safe, happy and healthy.
- To end the lesson, we will share a range of books about different people who care for children, how they are special and why. These include: My Mum by Anthony Browne, My Dad by Anthony Browne, My Mum is Fantastic by Nick Butterworth, My Dad is Brilliant by Nick Butterworth and My Grandma is Wonderful by Nick Butterworth.

We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

There are no elements of non-statutory sex education taught in Year 4.

Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact a teaching member of staff in year 4.

Yours faithfully,

