

## Teaching and Learning about Human Relationships and Sex Education Year 4

- Core Theme 1: Growing in love for myself and God
- Core Theme 2 Growing in love for family, friends, faith and community
- Core Theme 3 Growing in love for my character and well-being

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Objective		When covered?	Statutory Guidance and Context		
Core Theme 1	Understand that they can choose to have a friendship with God		Trust in God	<b>Caring Friendships:</b> How important friendships are in making us feel happy and secure, and how people choose and make friends		
	Take increased responsibility for their safety and that of others. eg knowing who to talk to if they have concerns about themselves or someone else regarding physical or emotional needs		PSHE Healthy Bodies	<b>Mental Well-being:</b> 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 well being or ability to control their emotions. (including issues arising online)		
	Pupils should build on their learning about the main body parts and internal organs (digestive system).  Pupils should learn how to keep their bodies healthy		Science	<b>Mental Well-Being:</b> The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well-being and happiness.  <b>Healthy Eating:</b> What constitutes a healthy diet (including understanding calories and other nutritional content). Characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay, impact of alcohol on diet or health)		
	Describe the differences in the life cycles of a mammal, an amphibian, and an insect and a bird. Describe the life processes of reproduction in some plants and animals. Pupils should find out about different types of reproduction and asexual reproduction in plants.		Science			
Core Theme 2	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.		Internet Safety Day	RR about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.		
	To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.		Multi Faith Week	RR 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.		
	That the Church is a community of faith.		Jesus the Teacher	Mental Well-being: The benefits of community participation on mental well-being and happiness.		

	That they are part of many local, national and international communities	<b>Jesus the Saviour</b>	Holy Week in our church and in communities in the wider world
<b>Core Theme 3</b>	That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	<b>Ongoing</b>	Liturgy and Worship in class, school and church
	To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them.	<b>Initial HRSE Lesson</b>	MW 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.
	To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media.	<b>Online Safety Computing</b>	
	That they are responsible for their health, taking care of their body and asserting their right to protect their body from inappropriate or unwanted contact. What positively and negatively affects their physical, mental and emotional health (including the media).	<b>Health Week</b>	Links with physical health and fitness, PE programme of study, healthy eating, health and prevention

# Areas in the Statutory Guidance not included in HRSE

The following areas require additional content to that in the HRSE programme of study or are not covered at all. However, many of them are already covered in PSHE lessons, science and health and well-being teaching and learning.

## PRIMARY AGE RANGE - AREAS NOT COVERED IN THE HRSE PROGRAMME OF STUDY

### ONLINE RELATIONSHIPS

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

BEING SAFE areas requiring additional coverage are in red. Though many of the areas are covered in the Programme of Study, safeguarding requirements mean each school should check these areas are covered in the context of their own safeguarding policy with particular reference to online safety.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. In a Catholic context, we teach our bodies are a precious gift.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. This needs emphasising in each school's context.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse in their school context, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

### MENTAL WELL BEING

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

### PHYSICAL HEALTH AND FITNESS Many areas are partially covered in Core Theme 3

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### HEALTHY EATING

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

### DRUGS, ALCOHOL AND TOBACCO

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

### HEALTH & PREVENTION

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

### BASIC FIRST AID

- how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries

