

## Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 4

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body
<b>Unit 1: British Values and Law and UNICEF</b>			
Pupils should know...	Suggested Teaching and Learning Activities		Links to RSHE
<ul style="list-style-type: none"> <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>• that in school and 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. (Regardless of gender, race, religion, sexuality, disability, beliefs, etc. Religious views can still be taken into account, but English law treats everyone as equals and respect must be given. Begin to look at hate crimes.)</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Look at, eg, job opportunities and gender/race gap regarding job titles or equal pay.)</li> <li>• what is meant by mutual respect and tolerance of different faiths and how we can support this. (Extend this to people with no faith.)</li> <li>• about democracy and how they can participate in the decision making</li> <li>• some of the rules/laws that young people tend to break and why</li> </ul>	<ul style="list-style-type: none"> <li>• Roles in relationships – grandparent, teacher, parent. Think about the relationships the children have with these. How, if at all, are these relationships different for adults?</li> <li>• Look at different types of families – discuss what they have in common, as well as the differences. Some children have two moms/dads; some children live with just one parent; some children are adopted. Very different but all share love and care for each other.</li> <li>• Little white girl wants to buy a black doll – cashier’s response - <a href="#">Toddler has perfect response for cashier who questioned black doll - YouTube</a> .</li> <li>• End the gender pay gap - <a href="#">Kids React To The Gender Pay Gap - YouTube</a> . Children’s views about the gender pay gap – some good discussion points/thoughts. <a href="#">Kids Explain Why Women Are Paid Less Than Men - YouTube</a> .</li> <li>• Introduce the fact that there is a list of things all children have the right to. This is called the UN Convention for the Rights of the Child (see UNICEF website <a href="http://www.unicef.org/crc/">www.unicef.org/crc/</a>)</li> <li>• Ask the children if these rights are reflected in their own lives and if so, what difference do they make?</li> <li>• In groups, children play board games, after 10 minutes ask them to stop playing and discuss the rules. Why are rules needed? What would happen if there were no rules? It is important to point out that rules ensure fairness</li> <li>• List the rules they follow in difference situations at home, at school, playing sport, etc. Why are those rules needed? Who makes rules and laws? Are the rules fair to everyone? What happens when rules are broken? Share discussion and think about what they would do if they wanted a rule to be changed. Point out when everyone has a say, this is ‘democracy’ and that children can take part in ‘democracy’ by having a say in their school. Also make links to rules in society – the law – which everyone has to follow.</li> <li>• Year Four lesson – Women’s Aid – Examining Violence, Excuses and Responsibility.</li> </ul>		<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Respectful relationships</li> </ul>

## Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <i>(Why do you think these are characteristics of friendships?)</i></li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <i>(Think about how they react when they fall out with their friends and the emotions that are involved.)</i></li> <li>• the importance of self-respect and how this links to their own happiness. <i>(This all links with friendships and relationships to others.)</i></li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults. <i>(Make links to equal power in friendships – if not equal, one person could be seen as bullying the other.)</i></li> <li>• about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help. <i>(How these unhealthy relationships can be damaging to a person’s mental and physical wellbeing.)</i></li> <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</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time, making positive statements about each other “<i>I appreciate ... because ...</i>”.</li> <li>• Drawing a network of special people; illustrating relationships in diagrammatic form; identifying different family members, friends, etc.</li> <li>• Circle time “<i>A friend is someone who ...</i>”, “<i>I am a good friend when ...</i>”.</li> <li>• Watch <a href="#">Little Voices: What Makes a Good Friend? - YouTube</a> to listen to children’s ideas of what a friend is. Do they agree?</li> <li>• Sometimes we fall out with our friends – what do we need to do to make friends again? Discuss things we can do, and things we must never do.</li> <li>• Friendships are based on equality – there is not a leader who decides what the friends should do.</li> <li>• Anti-bullying week resources/activities.</li> <li>• We all have the responsibility to report bullying if e witness it. If we don’t, then we are just as guilty of participating in bullying.</li> <li>• Look at <a href="#">Workplace Bullying - YouTube</a> for workplace bullying. Lead to discussion that it does not just happen to children. Not acceptable for anyone.</li> <li>• Designing an advertisement/application for a friend.</li> <li>• Lessons 1-5 Year 5 Birmingham plans – Understanding and appreciating positive relationships – additional links to RSHE</li> </ul> <p style="text-align: center; color: red; font-weight: bold; margin-top: 20px;">ONLINE RELATIONSHIPS EVOLVE</p> <ul style="list-style-type: none"> <li>• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms).</li> <li>• I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.</li> <li>• I can explain how content shared online may feel unimportant to one person but may be important to other people’s thoughts feelings and beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• Families and people who care for me</li> <li>• Caring friendships</li> <li>• Respectful relationships</li> </ul>

help or advice from others, if needed.

- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

#### ONLINE BULLYING EVOLVE

- I can recognise when someone is upset, hurt or angry online.
- I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
- I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

## Unit 3: Keeping Myself Safe

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• what sort of boundaries are appropriate in friendships with peers and others (including in a digital context). (<i>Emphasise the importance of online and real-life safety, eg, not giving personal data away, not meetings strangers – they are not your friends.</i>)</li> <li>• 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. (<i>Examples of good and bad secrets.</i>)</li> <li>• that each person’s body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact. (<i>PANTS rule –safeguarding.</i>)</li> <li>• how to recognise and report feelings of being unsafe or feeling bad. (<i>Trusted adult. Risks they may take, eg, taking a shortcut home which puts them in danger – link to consequences.</i>)</li> <li>• the importance of road safety as a pedestrian, and the importance of wearing seat belts.</li> <li>• the potential dangers of water and how to avoid risks.</li> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (<i>Focus on smoking and alcohol use – why do people smoke and drink alcohol? What are the potential risks?</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask the children to think of times when something inappropriate may happen in a friendship. (Children may need a definition of ‘inappropriate’.) What boundaries make friendships appropriate? (Discuss equality of power; one person does not deliberately upset or hurt another friend, etc.)</li> <li>• Discuss secrets – cards with different kinds of secrets on. Which are good to keep and why? Which are bad to keep and why?</li> <li>• Discuss the physical contact that is generally acceptable and that which is unacceptable. Is it okay if an adult you know, eg, aunt, grandparent, parent, etc, demands you let them hug or kiss you? Why do you not hug or kiss school staff? (Discuss this is not appropriate – safeguarding issues. Younger children may hug staff, but this is not actively encouraged by the staff. Children grow out of this.)</li> <li>• Watch first part of <a href="https://www.youtube.com/watch?v=vbM0SLcqZa8">https://www.youtube.com/watch?v=vbM0SLcqZa8</a> – My Underpants and explain that if a doctor etc needs to examine us, they always ask our permission first. Who else may need to see our private parts and why? (Parents)</li> <li>• What can they do if they are made to feel uncomfortable? Watch Run, Run, Run, Yell and Tell to discuss what to do if an adult or someone else tries to hurt us <a href="https://www.youtube.com/watch?v=q0dHB3HWzbY">https://www.youtube.com/watch?v=q0dHB3HWzbY</a> .</li> <li>• Practical activity using play road equipment – how to use the zebra crossing/lights.</li> <li>• PCSO in to talk to the children about the importance of wearing a seat belt. Maybe around in mornings/home time to speak to the parents as well.</li> <li>• Never swim alone - <a href="https://www.youtube.com/watch?v=q0dHB3HWzbY">https://www.youtube.com/watch?v=q0dHB3HWzbY</a> .</li> <li>• Dangers of canal swimming - <a href="https://www.youtube.com/watch?v=nSiUDBkTsNI">https://www.youtube.com/watch?v=nSiUDBkTsNI</a></li> <li>• Ask the school nurse to come in and discuss the risks of smoking and drinking alcohol. Emphasise that the age limit in this country to do both is 18 as this is when you legally become an adult. Why do you think the age limit is 18, when you can learn to drive at 17?</li> <li>• Design a poster showing the risks of smoking or drinking alcohol.</li> <li>• Watch <a href="#">Why Should You Wear Sunscreen?   Body Science for Kids - YouTube</a> to show the science of sunburn. More detailed video at <a href="#">Why you need SUNSCREEN    SPF for Kids - YouTube</a> .</li> <li>• Watch <a href="#">How Germs Spread   Explaining the Science for Kids - YouTube</a> about the prevention of germs and how to kill them.</li> <li>• Make links to safe food preparation/storing of food. Eg, incorrect storing or cooking of meat can cause us to be very ill.</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe</li> <li>• Drugs, Alcohol and Tobacco</li> <li>• Health and Prevention</li> <li>• Online Relationships</li> </ul>

- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. (Make explicit the need to cover up in the sun, and the importance of wearing a high factor sun block.)
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. (Make links to Covid and the importance of washing hands after using the toilet. Also include the importance of washing/bathing daily as their bodies are developing.)
- how to critically consider their online friendships and sources of information including awareness of the risks associate with people they have never met. (This is particularly important for children playing online games. Also link to eg, Tic Toc, Snap Chat, etc which despite not being old enough to legally use, they still do.)

- Discuss their use of the internet. Do they chat to unknown people and consider them to be their friends?
- Ask why social media sites and online games have an age limit on them – has anyone spoken to ‘friends’ who they do not know in real life? Set up a fake session using a member of staff who is pretending to be a child to show how easily adults can do this.

#### SELF IMAGE EVOLVE

- I can explain how my online identity can be different to my offline identity.
- I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.
- I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this

## Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. (<a href="#">Remind the children that if they don't look after their adult teeth, they don't get a third set.</a>)</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating. (<a href="#">Look at illnesses such as rickets, diabetes, obesity which are all associated with a poor diet.</a>)</li> <li>• the risks associated with an inactive lifestyle (including obesity). (<a href="#">Look at the effects on your heart in particular.</a>)</li> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. (<a href="#">Focus on prescribed medication – discuss that these are legal when prescribed by a doctor/pharmacist. Why we should not share prescribed medication.</a>)</li> <li>• the characteristics and mental and physical benefits of an active lifestyle. (<a href="#">Look at how a healthy lifestyle can positively impact on our mental and physical wellbeing.</a>)</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Invite a dentist or the school nurse to talk about dental hygiene.</li> <li>• Use disclosing tablets (with parental permission) so children can see where they need to brush more often.</li> <li>• Ask the children to plan a poster (possibly for different audiences, e.g. younger children) explaining different ways they can look after their teeth.</li> <li>• Make a healthy meal that the children could make easily at home and let them taste it. (Parental permission first.)</li> <li>• Look at risks associated with being inactive and the impact on our bodies. <a href="#">Sedentary Lifestyle and Obesity - YouTube</a></li> <li>• Visit from school cook, school nurse, a worker who works with food. Quiz on food hygiene.</li> <li>• Physical education, lunchtime games, clubs; importance of warm-up and cool-down exercises. Survey of exercise taken by class members. Round game: Change places if you have ... cleaned your teeth this morning or had a wash or put on clean underwear (sensitivity required)</li> <li>• Work in groups to develop a board game using the same principle as Snakes and Ladders – to promote dental hygiene; a healthy diet, etc.</li> <li>• World of drugs – who needs drugs to keep healthy? How do people manage asthma and diabetes medication?</li> <li>• Write a 'class rap' for eg, keeping healthy; good dental hygiene; prescribed medication; etc.</li> <li>• Keep a sleep diary – then look at behaviours, attitude, concentration at school.</li> <li>• Discuss the consequences of a lack of sleep on physical, mental and social abilities. Make links to effects of going to bed but playing on games, watching TV etc.</li> </ul> <p style="color: red; margin-top: 10px;"><b>HEALTH AND WELL BEING EVOLVE</b></p> <ul style="list-style-type: none"> <li>• I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>• I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</li> </ul>	<ul style="list-style-type: none"> <li>• Health and Prevention</li> <li>• Healthy Eating</li> <li>• Physical Health and Fitness</li> <li>• Drugs, Alcohol and Tobacco</li> </ul>