



Year 4

RSHE

Curriculum



'Every child has the right to an education.' Article 28
'Every child has the right to information and to express their views' Article 13

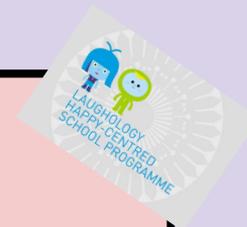


The Relationships and Health part of the RHSE curriculum has now been made mandatory. This is to reflect modern Britain and the variety of different relationships that we encounter daily. In line with this new policy, we will be teaching the children about relationships. We will be exploring topics such as:

- What is friendship?
- What does family mean?
- What does a positive relationship between friends and family look like?
- Who are the people who support me?
- How can I make sure I am safe online?



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At Star, we follow the Happy Centred School curriculum for RSHE. The curriculum falls under these headings:

- Positive Relationships (Autumn Term)
- Coping Skills (Spring 1)
- Achievement and Success (Spring 2)
- Self-Confidence (Summer 1)
- Support (Summer 2)

The following slides will detail what will be taught each term in line with this curriculum:



Autumn 1 - Positive Relationships



1. Understanding the importance of fun and laughter in positive relationships - both physically and emotionally
2. Identifying different activities that require us to work as a team and attributes that help us do this successfully
3. Thinking about how we form positive relationships, when we're not sure what the other person or activity needs
4. Thinking about our role in forming and maintaining positive relationships - what can we do and say to be a good friend
5. Becoming better at noticing when others may need help, and paying attention to other people's needs
6. Assessment: Identifying ways in which different adults add to the positive relationships at school

Example of Vocabulary Taught: Team; Supportive; Care; Honest; Encourage; Beneficial; Tolerance; Negotiation; Consideration; Equality; Selfless



Autumn 2 - Positive Relationships



7. Understanding that there are boundaries within friendships
8. Understanding ways in which we can and should show respect for people online, including when we're anonymous
9. Thinking about ways in which people might behave differently online and what we should do if we have concerns
10. Thinking about ways in which families may be different - including civil partnerships, step parents, single parent families
11. Understanding what appropriate physical contact between people is
12. Understanding how being stereotyped might make people feel

Example of Vocabulary Taught : Boundary; Boundaries; Friendship; Physical contact; Appropriate; Families; Civil Partnerships; Marriage; Single Parent Families; Extended Family; Judgement; Assumption; Respectful; Online (Presence); (Un) true; (Dis) respectful; Judgement; Stereotype(d)



Spring 1 - Coping Skills



1. Identifying how we feel when we are coping well
2. Understanding how physical exercise can help us to cope - breathing in a calm way, power posing
3. Practising mindfulness as a strategy to help us cope
4. Better understanding the physical signs that we display when we are not coping well
5. Thinking of ways in which we can help others cope better by accepting someone else's decision, by walking away from potential conflict, by showing patience
6. Assessment: Pulling strategies into place when we are working under pressure

Example of Vocabulary Taught : Strengths; Teamwork; Co-operation; Working well; Thoughtfulness; Reassurance; Can-do; Attitude; Relaxation; Standing tall; Listen; Model; Determination; Compassion



Spring 2 - Achievement and Success



1. Using an achievement graph to identify recent class and personal achievements
2. Developing a plan to achieve future success
3. Understanding the importance of being resilient, not giving up and overcoming difficulties
4. Understanding why it is important to fail, in order to be successful
5. Understanding some of the ways in which we can succeed as a team - making good personal contributions, letting everyone have a go, distributing tasks fairly
6. Assessment: Creating a song which explains to others how to be successful

Example of Vocabulary Taught : Determined; Accomplishment; Effort; Quit; (Im)possible; Motivation; Try; Support; Humility; Accomplishment; Control;



Summer 1 - Self-Confidence



1. Explaining why we are awesome - using the '5 whys' to encourage deeper thinking
2. Using our body language to show that we are confident
3. Understanding how others can develop a 'can-do' attitude through planning
4. Settling personal targets and pushing ourselves to complete a challenge
5. Setting others challenges to complete independently
6. Assessment: Creating a chant, to show how we have become more independent

Example of Vocabulary Taught : Reflection; Achievement; Try; Awesome; Resilience; Belief; Brave; Failure; Perseverance; Pride; Determination; Poise; Optimism



Summer 2 - Support



1. Thinking about different types of support - including physical, emotional, social
2. Creating a toolkit of things that we might need, when asking someone for support - brain to think the problem through, paper to write the problem on
3. Thinking about how we can get our opinion across to gain support and how we can be influenced by what others say to give support
4. Reflecting on the current support that we get from and give to our family - people's words and actions, e.g. helping a sibling with their homework, clearing the table
5. Comparing good support and bad support - what can we do to make others feel better, and what are the things that we might do to make them feel worse
6. Assessment: Reflecting on the tools that we have developed and need to develop further, at home and at school, to give and gain great support

Example of Vocabulary Taught : Giving; Co-operation; Together; Comfort; Friendships; Model