

RSE

Years 3 and 4



What is RSE?

- healthy lifestyles
- physical, mental and emotional wellbeing
- managing risks
- keeping safe – physically and emotionally
- managing change, including puberty, transition and loss
- making informed choices about health
- how to respond in an emergency
- managing friendships
- family life
- online safety

Statutory Health and Relationships Education – What Has Changed?

- A statutory health and relationships education was introduced by the DfE in 2020.
- We teach this within our PSHE curriculum – ensuring that key non-statutory areas such as finance and careers are also covered.



Department
for Education

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children’s happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.”

Relationships

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe



Health

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- health and prevention
- basic first aid
- changing adolescent body
- facts and risks associated with drugs, alcohol and tobacco





PSHE Long Term Overview

Key:	Relationships and Feelings		Living in the Wider World		Health and Wellbeing	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Why are friendships important?		Why is family life important?	How can we keep our bodies healthy?	How can I show respect?	What jobs would we like?
Year 4	How can I eat well?	What is bullying and what can we do about it?	What is the same and different about us?	How can I look after my body? (RSE)	How can I describe and manage my emotions?	How can I manage my money?
Year 5	What does discrimination mean?	How can I make decisions to keep myself and others safe?	How should I respond in an emergency?	How do we grow and change? (RSE)	Who runs our country?	Which choices affect my health?
Year 6	How can we manage risk?	What do I need to know about drugs, alcohol and tobacco?	How can we look after and improve our mental wellbeing?	What are my rights and responsibilities?	What makes a healthy and happy relationship? (RSE)	
	Thriving Online					

Year 3 – How Can I Keep My Body Healthy?

- Respiratory hygiene
- Keeping our teeth and hair clean
- Why is sleep so important?

Year 3 – How Can I Keep My Body Healthy?

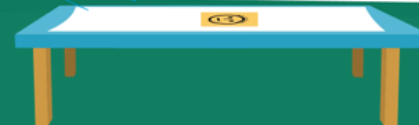
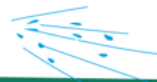


Spread of Infection: Respiratory Hygiene

Key Stage 2

e-Bug operated by UK Health
Security Agency

1. Write your name on a sticky note and place on runway
2. Spray the bottle from the end of runway
3. Measure the distance
4. Spray the bottle with hand of glove over nozzle
5. Spray the bottle with kitchen towel over the nozzle



Year 3 – How Can I Keep My Body Healthy?



Are these statements true or false?

- Sugary foods are good for your teeth.
- You must wash your hair regularly to keep it clean and healthy.
- Head lice are only found in dirty hair.
- Using deodorant keeps your clothes clean.
- You should clean your teeth for two minutes, twice a day.
- A bath once a week is enough to keep clean.
- Your toothbrush will last at least three years without having to be changed.
- Some parts of your body, that get sweaty and dirty very easily, should be washed every day.
- You cannot get rid of head lice.
- You don't need to use soap, water is enough to keep you clean.

Year 3 – How Can I Keep My Body Healthy?



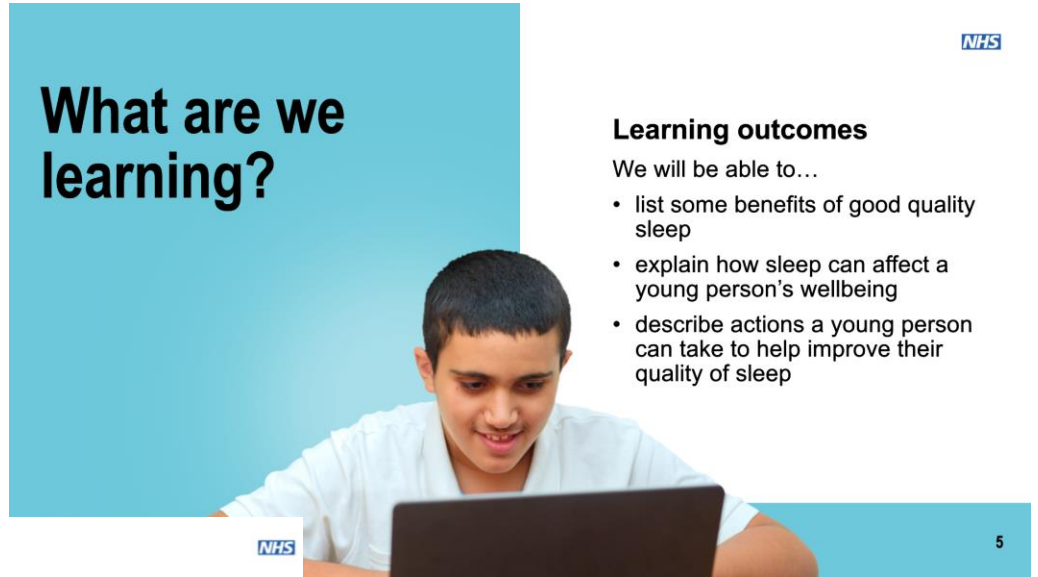
What are we learning?

NHS

Learning outcomes

We will be able to...

- list some benefits of good quality sleep
- explain how sleep can affect a young person's wellbeing
- describe actions a young person can take to help improve their quality of sleep



A good night's sleep helps the...

Immune system

The immune system keeps a person healthy.

Body feel full after eating

This means a person who sleeps well is more likely to stay a healthy weight.

Body to grow and repair

During sleep the body repairs its muscles, organs and other cells.



Action plan

NHS

Can you design an action plan to help a young person to improve their quality of sleep?

Draw or write one thing in each box.

Daytime routine	Bedtime routine
Bedroom environment	Top tip for better sleep

Better Health every mind matters

Year 4 – How Can I Look After My Body?

- Everybody's Body
- Safe and Unsafe Touch
- Dares and Online Challenges

Year 4 – How Can I Look After My Body?

Learning objective

- ☑ We are learning to name different parts of the body, including genitalia.

Learning outcomes

- ☑ I can describe similarities and differences between myself and others.
- ☑ I can recognise and use the correct names for main parts of the body.
- ☑ I can recognise that some parts of the body are private.

Differences and similarities we can see



We both wear glasses

Differences and similarities we can not see



I don't like football



I do like football

Naming body parts



Which of the baby's body parts can you name?

Which baby do you think is male?
Which baby do you think is female?

How will you know?

If the babies were older, would it be easier?

Spot the difference

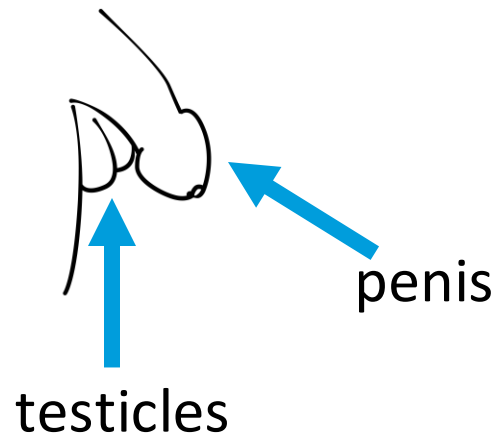


The baby's genitals are different.

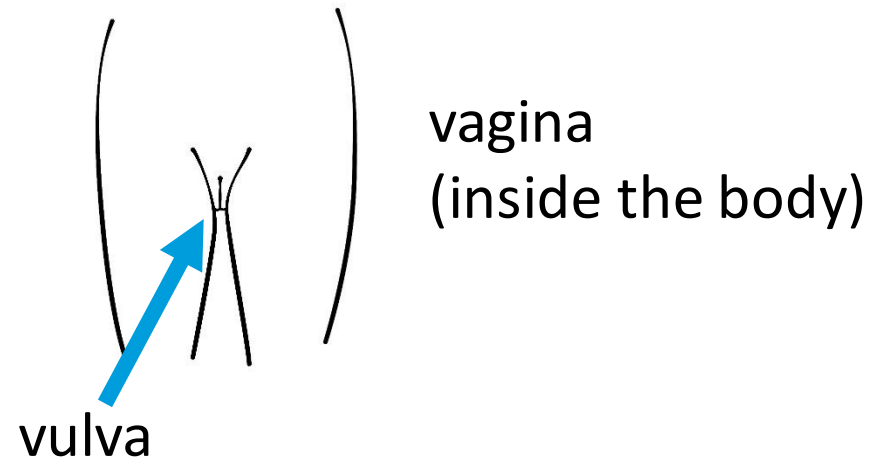
Do you know any scientific names for male and female genitals?

Naming the genitals

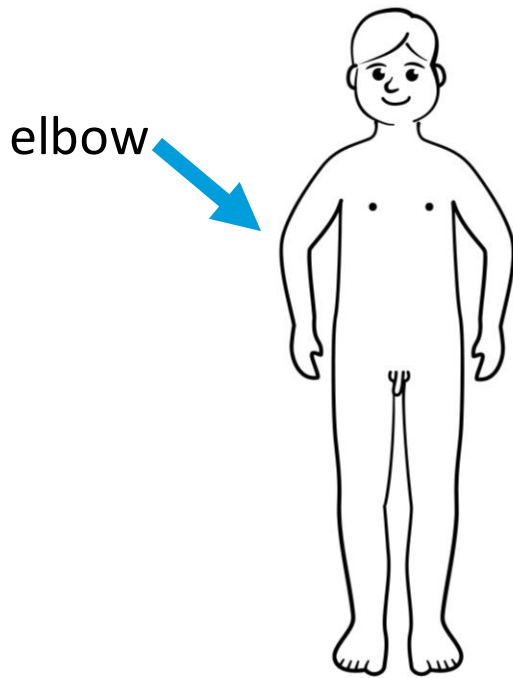
male genitals



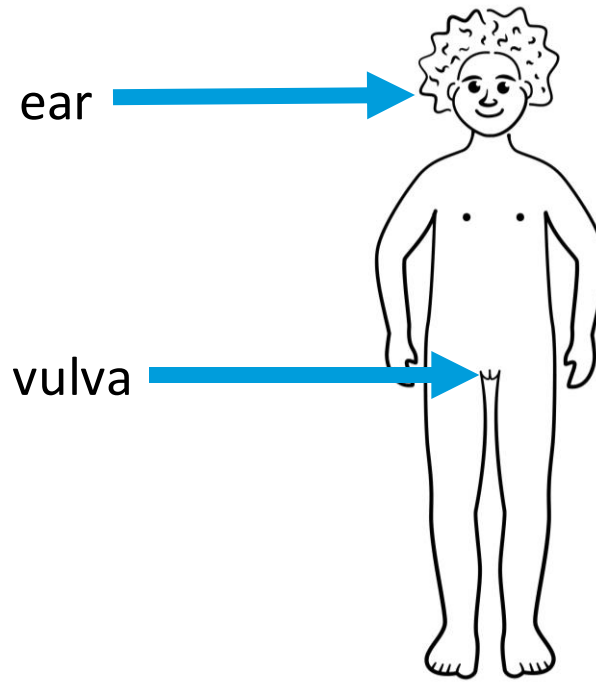
female genitals



Labelling body outlines

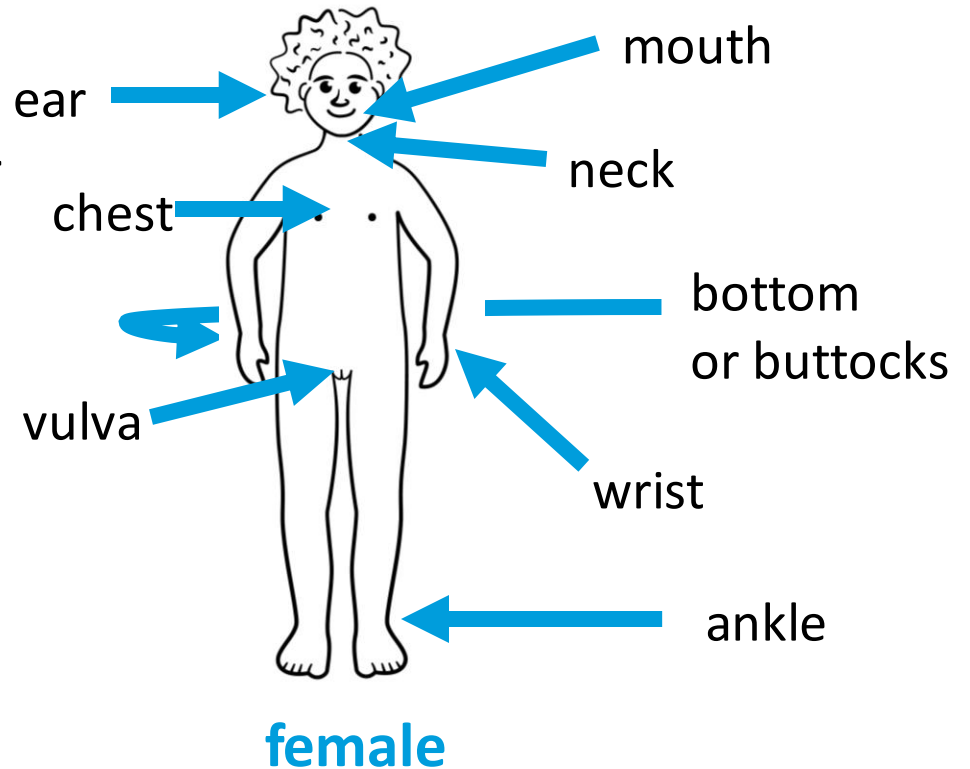
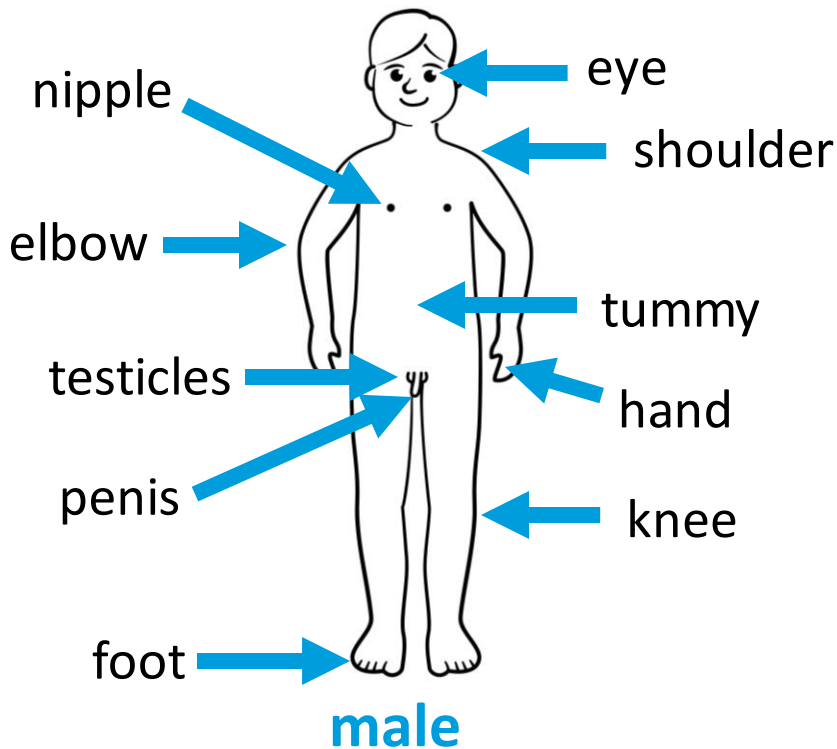


male

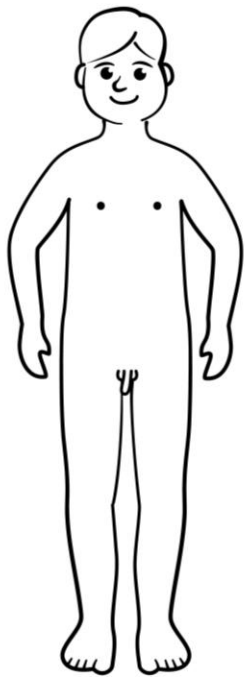


female

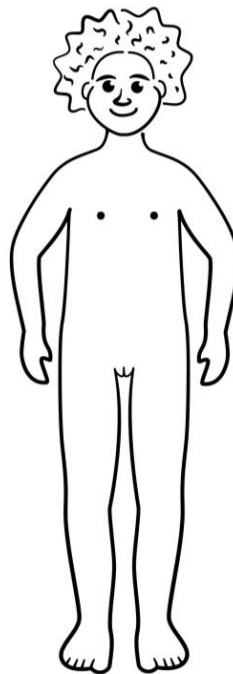
Labelling body outlines - answers



Private body parts



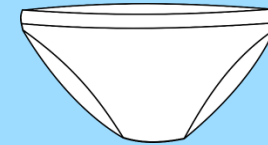
male



female

Using a coloured pencil can you circle the parts of the body that are private?

Clue: They are usually covered by underwear.

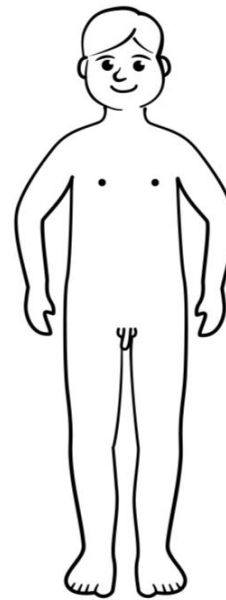


Can you solve the riddle?

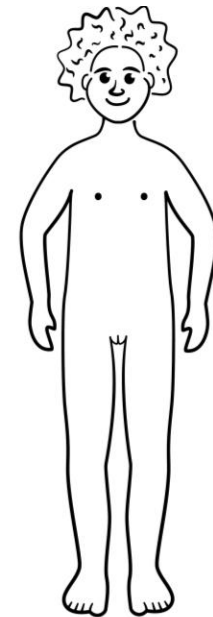


This part of the body is...

- not on the head
- **private**
- covered by underwear



male



female

Signposting support

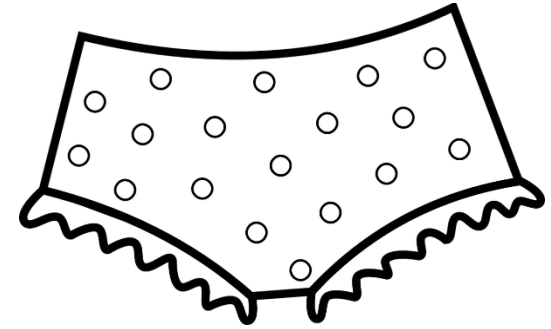
P rivate parts (including genitals) are private.

A lways remember your body belongs to you.

N o means no.

T alk about secrets that upset you.

S peak up, someone can help.



More activities

Looking at animals

Look at some different animals:

- Can you tell which are male?
- Can you tell which are female?
- How do you know?



Year 4 – How Can I Look After My Body?

At break time you choose to play a game with a friend which was fun at the start and then it gets too rough. You get a bit hurt and you start to feel unsafe.

Your mum's friend comes to visit. Your mum's friend wants to give you a kiss and a hug. You feel uncomfortable and you don't want to kiss them.

A friend that you are sitting next to in class, keeps leaning against you. You don't like it and they are stopping you from working.

Your step brother is tickling you under your arms and around your tummy and you don't like it, even though it is making you giggle.

Year 4 – How Can I Look After My Body?



Hitting someone



Yasmine and Tom kissing



Pulling Yasmine's hair



A doctor helping us



Mums' holding hands



Grandmother petting a dog



Aunt tickling Jake



Grabbing someone

Year 4 – How Can I Look After My Body?



Carly likes playing in the playground with all her friends. She loves to play tag with other children in her class, and she sometimes holds hands or plays hair-plaiting with her best friend, Luca. It makes her feel happy when they play together and she finds playing with each other's hair really relaxing!



Carly's little brother sometimes bites or pinches her when they play at home. This makes Carly feel angry. It really hurts her but Dad says she has to be kind to her little brother because he's only a baby and doesn't understand.



Carly was sitting in the lunch hall today, and wasn't with Luca like usual, so a boy from another class sat next to her. He sat really close and started poking her and pulling weird faces. When she stood up to leave, he smacked her bottom. It made Carly feel scared, embarrassed and uncomfortable. She got a horrible sick feeling in her tummy and her cheeks were red and hot. She hoped no one had seen and didn't know what to do next.

Year 4 – How Can I Look After My Body?

Kobi and Nazeem are great friends. They often dare each other to do silly things. At the start of the school day, Kobi dared Nazeem to talk in a silly foreign accent.

“I’m not sure that I want to do that,” said Nazeem. “Miss Blanc is French. Can you imagine her face when I answer the register sounding like her long lost cousin?”

“Yeah but it’ll be funny,” sniggered Kobi. “Go on, it’ll be amazing!”

- What has Kobi dared Nazeem to do?
- Does Nazeem want to do the dare? How do you know?
- What would you do if you were Nazeem? Is he right to be cautious?

Year 4 – How Can I Look After My Body?

Yes I would, no I wouldn't, I could be persuaded to...

Answer the register in a funny voice.



Take a sweet from the shop without paying for it.



Jump off the high diving board at swimming.



Trip someone over in the playground.



Hide someone's lunch box.



Tickle the person sitting next to you.



Knock on a neighbour's door and run away.



Draw on a school book.



Pull away a chair as someone is about to sit down.



Shake everyone in your class by the hand.



Climb a tree.



Start a fire.



Swap the sugar for salt at home.



Shout at a stranger in the street.



Year 4 – How Can I Look After My Body?



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

Your Rights as a Parent

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