

# RELATIONSHIPS, HEALTH AND SEX EDUCATION

Parent Overview: Year 4



# INTRODUCTION

At Roe Farm Primary School, we use the Jigsaw approach to delivery our Relationships, Health and Sex Education. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The tables on the following pages draws out the spiral of knowledge and skills progression in Year 4, including the key vocabulary and suggestions for Family Learning.

The final pages detail the optional elements of Sex Education. Parents have the right to withdraw their child from these if they think this is in the best interests of their child.



# BEING ME IN MY WORLD

Autumn 1

BMIMW	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>Know how individual attitudes and actions make a difference to a class</li> <li>Know about the different roles in the school community</li> <li>Know their place in the school community</li> <li>Know what democracy is (applied to pupil voice in school)</li> <li>Know that their own actions affect themselves and others</li> <li>Know how groups work together to reach a consensus</li> <li>Know that having a voice and democracy benefits the school community</li> </ul>	<ul style="list-style-type: none"> <li>Identify the feelings associated with being included or excluded</li> <li>Can make others feel valued and included</li> <li>Be able to take on a role in a group discussion / task and contribute to the overall outcome</li> <li>Can make others feel cared for and welcomed</li> <li>Recognise the feelings of being motivated or unmotivated</li> <li>Understand why the school community benefits from a Learning Charter</li> <li>Be able to help friends make positive choices</li> <li>Know how to regulate my emotions</li> </ul>	<ul style="list-style-type: none"> <li>What makes an effective class team?</li> <li>How do all the different people in school work together so that it runs well? Does everyone have a role in school?</li> <li>Do you have choices about how to behave? How do rules, rewards and consequences help with this?</li> <li>What do you think democracy is? Can you give an example?</li> <li>What skills do you have that can help a team work well together?</li> <li>What are the Jigsaw Friends in your class called? How are the Jigsaw Friends used in your Jigsaw lessons?</li> <li>Can you tell me about Calm Me time?</li> </ul>
	<p>In this Puzzle (unit) the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings. They refresh their Jigsaw Charter and set up their Jigsaw Journals.</p>		
	<p><b>Key Vocabulary</b></p> <p>Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).</p>		

# CELEBRATING DIFFERENCES

Autumn 2

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is, or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>Try to accept people for who they are</li> <li>Identify influences that have made them think or feel positively/negatively about a situation</li> <li>Identify feelings that a bystander might feel in a bullying situation</li> <li>Identify reasons why a bystander might join in with bullying</li> <li>Revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> <li>Identify their own uniqueness</li> <li>Be comfortable with the way they look</li> <li>Identify when a first impression they had was right or wrong</li> <li>Be non-judgemental about others who are different</li> </ul>	<ul style="list-style-type: none"> <li>What is an assumption? Are assumptions always right?</li> <li>What can influence us to make an unfair judgement about someone else?</li> <li>Is social media always helpful?</li> <li>What's good/ bad about social media?</li> <li>What is a stereotype? What stereotypes do you see on social media, in the movies or on TV?</li> <li>Are stereotypes fair?</li> <li>Do you know any rules for staying safe with technology?</li> <li>What could you do if you were worried about something online or in social media e.g. cyber-bullying?</li> <li>Does your Jigsaw friend help you learn?</li> <li>What does Jigsaw Jerrie cat do in your lessons?</li> </ul>
<p>In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.</p>			
<p><b>Key Vocabulary</b></p> <p>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.</p>			

# DREAMS AND GOALS

Spring 1

DG	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>• Know what their own hopes and dreams are</li> <li>• Know that hopes and dreams don't always come true</li> <li>• Know that reflecting on positive and happy experiences can help them to counteract disappointment</li> <li>• Know how to make a new plan and set new goals even if they have been disappointed</li> <li>• Know how to work out the steps they need to take to achieve a goal</li> <li>• Know how to work as part of a successful group</li> <li>• Know how to share in the success of a group</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk about their hopes and dreams and the feelings associated with these</li> <li>• Can identify the feeling of disappointment</li> <li>• Can identify a time when they have felt disappointed</li> <li>• Be able to cope with disappointment</li> <li>• Help others to cope with disappointment</li> <li>• Can identify what resilience is</li> <li>• Have a positive attitude</li> <li>• Enjoy being part of a group challenge</li> <li>• Can share their success with others</li> <li>• Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• What are your hopes and dreams?</li> <li>• Can you tell me about a time that one of your dreams didn't come true?</li> <li>• What can we do when we feel disappointed?</li> <li>• What is resilience?</li> <li>• Describe how it felt when you achieved your goal?</li> <li>• Can I tell you what my dreams and goals were when I was your age?</li> <li>• How can you use this feeling the next time you are stuck?</li> <li>• Does Calm Me time help you when you are feeling stuck?</li> <li>• How does Jigsaw Jaz help you learn?</li> </ul>
	<p>In this Puzzle the children talk about their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. The children talk about making new plans and setting new goals even if they have been disappointed. The class talk about group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.</p>		
	<p><b>Key Vocabulary</b></p> <p>Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.</p>		

# HEALTHY ME

Spring 2

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>Know how different friendship groups are formed and how they fit into them</li> <li>Know which friends they value most</li> <li>Know that there are leaders and followers in groups</li> <li>Know that they can take on different roles according to the situation</li> <li>Know the facts about smoking and its effects on health</li> <li>Know some of the reasons some people start to smoke</li> <li>Know the facts about alcohol and its effects on health, particularly the liver</li> <li>Know some of the reasons some people drink alcohol</li> <li>Know ways to resist when people are putting pressure on them</li> <li>Know what they think is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>Can identify the feelings that they have about their friends and different friendship groups</li> <li>Recognise how different people and groups they interact with impact on them</li> <li>Identify which people they most want to be friends with</li> <li>Recognise negative feelings in peer pressure situations</li> <li>Can identify the feelings of anxiety and fear associated with peer pressure</li> <li>Can tap into their inner strength and know-how to be assertive</li> </ul>	<ul style="list-style-type: none"> <li>Who are your friends? How do they make you feel?</li> <li>Which groups do you spend time with? How do you feel when you are with the different groups?</li> <li>Can you tell me about a time when you were the leader / follower in the group?</li> <li>How can smoking affect people's health?</li> <li>How can drinking affect people's health?</li> <li>What can you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do?</li> <li>How can you build your inner strength?</li> <li>Does Calm me time help you feel stronger inside?</li> </ul>
	<p>In this Puzzle the class look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. The children are asked to reflect on their friendships, how different people make them feel and which friends they value the most. The class also look at smoking and its effects on health, they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.</p>		
	<p><b>Key Vocabulary</b></p> <p>Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.</p>		



# RELATIONSHIPS

Summer 1

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>Know some reasons why people feel jealousy</li> <li>Know that jealousy can be damaging to relationships</li> <li>Know that loss is a normal part of relationships</li> <li>Know that negative feelings are a normal part of loss</li> <li>Know that memories can support us when we lose a special person or animal</li> <li>Know that change is a natural part of relationships/ friendship</li> <li>Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Can identify feelings and emotions that accompany jealousy</li> <li>Can suggest positive strategies for managing jealousy</li> <li>Can identify people who are special to them and express why</li> <li>Can identify the feelings and emotions that accompany loss</li> <li>Can suggest strategies for managing loss</li> <li>Can tell you about someone they no longer see</li> <li>Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	<ul style="list-style-type: none"> <li>Can you tell me about a time when you felt jealous? Did it affect how you behaved?</li> <li>Can we tell each other about the people we love?</li> <li>Do you miss seeing anyone?</li> <li>Who could we make a memory box for?</li> <li>Have you ever fallen out with any of your friends? What happened? How did you resolve it?</li> <li>Do you have any friends that you fall out with a lot?</li> <li>How does Jigsaw Jaz help you learn about friendships?</li> <li>Does Calm Me time help you stay calm?</li> </ul>
	<p>Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p>		
	<p><b>Key Vocabulary</b></p> <p>Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.</p>		

# CHANGING ME

Summer 2

CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 8-9	<ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>• Know that babies are made by a sperm joining with an ovum</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby</li> <li>• Know how the female and male body change at puberty</li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• Know that change can bring about a range of different emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Can appreciate their own uniqueness and that of others</li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can express any concerns they have about puberty</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> <li>• Have strategies for managing the emotions relating to change</li> </ul>	<ul style="list-style-type: none"> <li>• Which of your characteristics did you get from your birth parents?</li> <li>• Do you have any questions about the changes that happen to a girl when they grow up?</li> <li>• Do you have any questions about how babies are made?</li> <li>• How do you feel about the changes that will happen to you as you grow?</li> </ul>
	<p>In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The unit (Puzzle) ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>		
	<p><b>Key Vocabulary</b></p> <p>Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.</p>		



# CHANGING ME

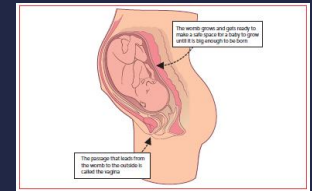
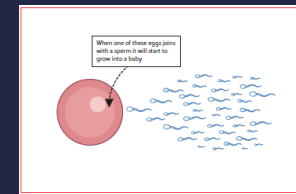
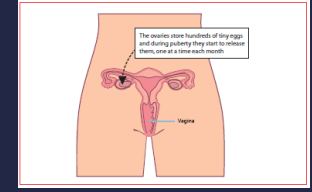
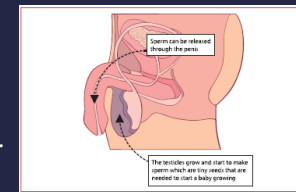
## Important Notes:

Pupils will discuss why people might want a baby and some of the difficulties in caring for one. Pupils will recap where the egg and sperm come from inside the body and how they are the building blocks needed for a baby to grow.

Pupils will learn how the sperm and egg come together through sexual intercourse, using the following script (this may be simplified if deemed necessary):

*It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse (children will probably have heard these expressions before, but may not really understand what sexual intercourse really means) It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/ (9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.*

Parents may withdraw their child from session 2 of this unit if they do not wish for their children to learn this content. Suitable alternative provision will be provided for them during these lessons.



A cake	An oak tree	A new car	A baby
Flour, eggs, sugar, butter and other ingredients	An acorn	Wheels, an engine and a metal body	A sperm
A baking tin	Rich soil full of nutrients and water	A factory full of machinery	An egg
A hot oven	Space to grow and spread its branches	Workers to make the parts and put them together	A mother's womb to grow in
A cook with a recipe	Warmth and light from the sun	A driver to buy it	A family to provide love and care

An animation accompanies this lesson.

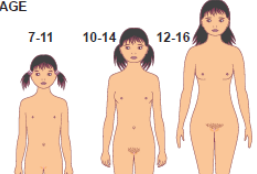
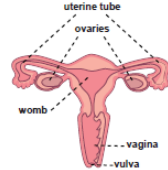
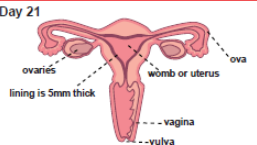
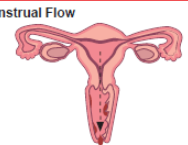


# CHANGING ME

Additionally, pupils will reinforce their prior learning on puberty and go into greater detail about menstruation (periods). This will be addressed through the examination of items pertinent to growing up such as deodorant, spot cream, bra, hair gel, shaving foam, tampon, sanitary towel etc.

The following script will be used to describe the menstrual cycle:

*When a girl's body reaches puberty the eggs (ova) in her ovaries start to mature. Puberty can happen any time between the ages of 10 and 14, but it is different for everyone so we shouldn't worry if we start puberty earlier or later than our friends. Once a month, one of the tiny eggs (ova) stored in the woman's ovaries is released. It passes into the fallopian tube and then into the womb/uterus. If the egg (ovum) meets a man's sperm at this point, the egg will be fertilised and a baby will start to grow. This is called conception. Every month the womb/uterus makes a thick, soft, spongy lining with an extra supply of blood to provide all the nutrients that a baby would need. If an egg is fertilised it settles into this soft lining of the womb/uterus and develops into a baby. If an egg (ovum) isn't fertilised by a sperm, then the lining of the womb isn't needed. The lining breaks up and the spare blood it contains passes out of the woman's body through her vagina and vulva. This is what is called 'having a period'. Unlike when we cut ourselves, this flow of blood is normal and natural for a girl who has reached puberty. It shows that the girl's/woman's body is working as it should. Girls and women need to soak up the blood (menstrual flow) as it comes out of the vagina/vulva. They can use an absorbent towel which they wear in their underwear, or a tampon which they insert into the vagina. It is important that these are changed regularly. The amount of blood leaving the body varies from woman to woman, but on average it's about two tablespoons worth, or enough to fill an egg cup. Most women have periods once a month until they are in their fifties when they gradually stop.*

Parents may withdraw their child from session 3 of this unit if they do not wish for their children to learn this content. Suitable alternative provision will be provided for them during these lessons.

<p>AGE</p>  <p>7-11 10-14 12-16</p>	 <p>uterine tube ovaries womb vagina vulva</p>
<p>A girl reaches puberty usually between the ages of 10 and 14, though it can be earlier or later than this. At this time she starts to produce one egg every month from her ovaries.</p>	<p>Many thousands of eggs are stored in the ovaries. A woman will release one each month for most of her adult life. Most will not be fertilised, so they pass down the tube into the womb and out of the body through the vagina.</p>
<p>Day 21</p>  <p>ovaries uterine tube ova womb or uterus lining is 5mm thick vagina vulva</p>	<p>Menstrual Flow</p> 
<p>However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.</p>	<p>If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.</p>
<p>Towel - 20cm long</p>  <p>Tampon 6cm long</p>	
<p>Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.</p>	<p>The amount of blood leaving the body varies from person to person but on average it's about two tablespoonfuls or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.</p>