

Churchill CEVC Primary School

PSHE CURRICULUM

TERM 6 YEAR 4

CHANGING ME

Year 4 Term 6

The Changing me topic teaches children the about;

- where personal characteristics come from and that is due to them coming from birth parents;
- how their bodies will be changing as they approach puberty, the names of the internal and external reproductive organs,
- describing how a girls body changes for her to be able to have a baby – including menstruation.
- Looking forward to a new class and moving into Year 5.

This unit is the final RHSE unit in Year 4.

Lesson 1

This session will talk about characteristics of parents and offspring.

The children will work on understanding how genetic characteristics are inherited by their offspring and that some characteristics will come from our parents and that some are unique to ourselves.

We will look at some examples of parents and children and discuss some characteristics such as eye colour, freckles and whether our hair is straight or curly can come from different parents. This will be discussed in the context of characteristics are in our genes and that half come from our mother and that half come from our father.

Key vocabulary;

Personal

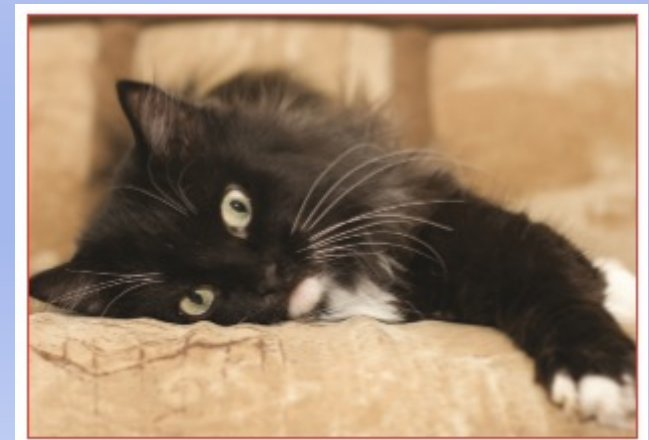
Unique

Characteristics

Parents

Key outcomes;

To understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm



Lesson 2

We will begin this session posing the following questions;

- What do you think are the reasons why people might choose to have a baby?
- What do you think might be difficult about looking after a new baby?

We will discuss the idea that having a baby is both a great joy and a big responsibility, and that is why many people wait until they have a loving and stable relationship in which to care for the baby.

We will talk about the fact that it has always been a natural human instinct to want babies; if not, none of us would be here! We will also discuss that it's a choice people make, and some people choose not to.

We will watch two animations that show the female reproductive system and also discuss where in the human body the sperms and eggs come from – and associated reproductive organs.

Key vocabulary;

Sperm

Egg/ Ovum

Penis

Testicles

Vagina/ Vulva

Womb/ Uterus

Ovaries

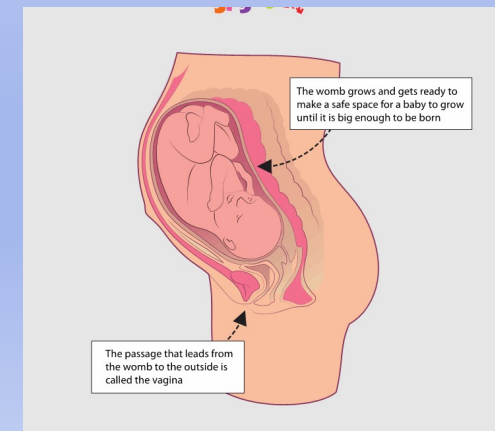
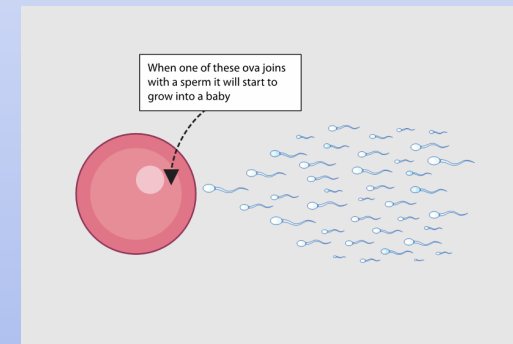
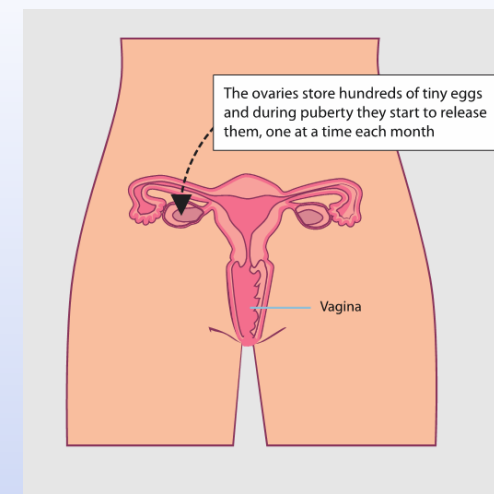
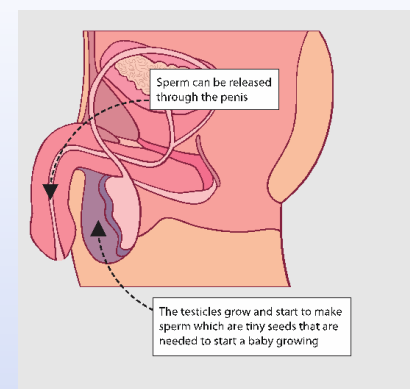
Fertilise

Conception

Key outcomes;

correctly label the internal and external parts of male and female bodies that are necessary for making a baby

understand that having a baby is a personal choice and express how I feel about having children when I am an adult



Lesson 3

We will begin this session discussing puberty and asking the children what they know by this term. We go onto discuss some of the items and products that children may come across as they start puberty including hair gel, creams to help prevent spots, diaries, phones, ipads, bra's, sanitary pads and deodorants.

We will talk about the items and how these relate to growing up and then introduce the topic of menstruation – we will re-watch the animation from the last session and I will read a script that describes the steps.

If any of the girls wish to discuss any of the elements of the session a female member of staff will be available during and after. The children will complete a sequencing activity to explain and describe the steps of menstruation – if they have any questions that they would like to ask without talking to someone, they can write them down anonymously and place them in a box to be answered at the end of the session.

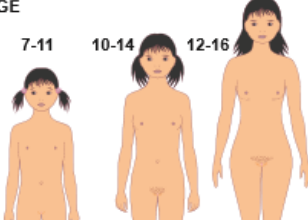
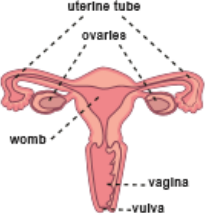
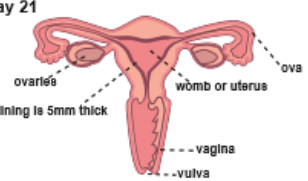
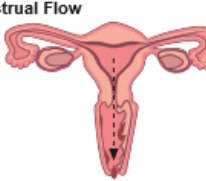


Key vocabulary;

Puberty
Menstruation
Periods

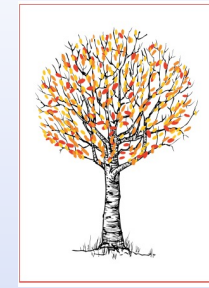
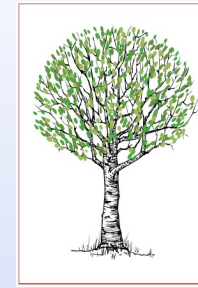
Key outcomes;

describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this

know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty

<p>AGE</p>  <p>7-11 10-14 12-16</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>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>

Lesson 4



We will start this session thinking about the concept of the tree of change.

A tree in four different seasons. We will place the stages of change in order and think about what started the process of change for the tree. We will discuss the following questions;

What happened in each stage of the change?

Did the tree have any control over the changes that were happening to it? We will also discuss any changes that the children have experienced in their lives that they have had no control over.

We will then read a few stories of children that have experienced changes in their lives – a story of two children who's mum and dad have separated and how they adapt to new changes in their lives.

We will then go onto talk about changes that the children can control themselves, e.g. an ambition or hope that they may want to work towards and the steps that they can take when making a change that they can control.

Key vocabulary;

Key outcomes;

know how the circle of change works and can apply it to changes I want to make in my life

To be confident enough to try to make changes when I think they will benefit me

Lesson 5

In this session we will be talking about the different emotions that we feel as we grow up.

We will discuss changes that we can control and some that we cannot such as environmental change.

We will also talk about how we accept change and take steps that can influence changes we see.

Key vocabulary;

Emotions
Control
Change
Acceptance

Key outcomes;

To be able to express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively



Lesson 6

In this lesson we will be reflecting on our PHSE throughout the year and also about the changes that think we may encounter as the children move into their next school year.

We will discuss which changes they think are the most important, which offer challenge and how we can adapt to accept these changes.

Key vocabulary;

Change
Looking forward
Excited
Nervous
Anxious
Happy

Key outcomes;

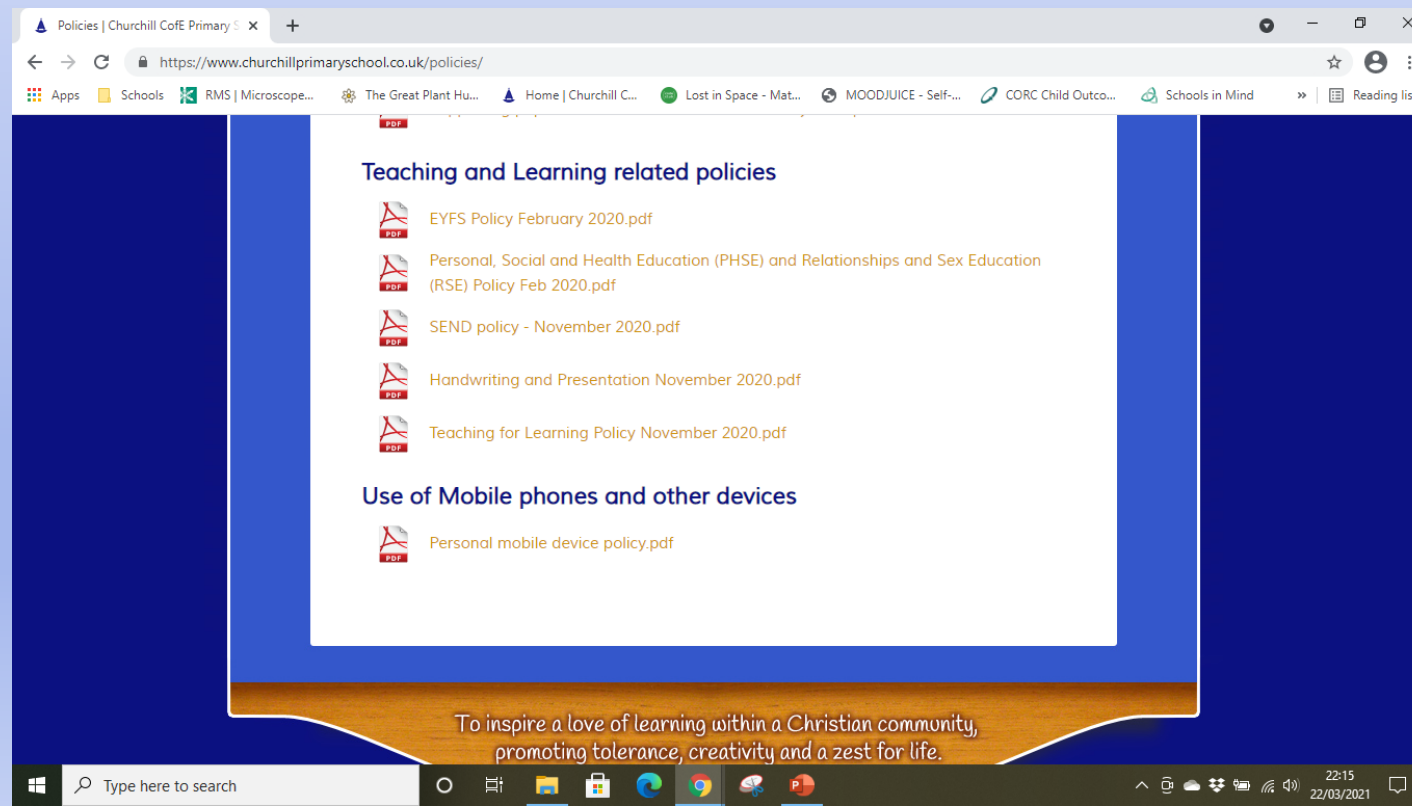
To identify what I am looking forward to when I move to a new class.

To reflect on the changes I would like to make next year and can describe how to go about this



RSHE Policy

In line with the government changes to the Relationships and Sex Education curriculum, we have amended our PSHE policy to include these changes. You may read our PSHE policy on the school websites under Key Information – Policies – Teaching and Learning related policies.



The screenshot shows a web browser window displaying the 'Policies' page of Churchill CoE Primary. The page is titled 'Policies | Churchill CoE Primary' and the URL is 'https://www.churchillprimaryschool.co.uk/policies/'. The page content is as follows:

- Teaching and Learning related policies**
 - [EYFS Policy February 2020.pdf](#)
 - [Personal, Social and Health Education \(PHSE\) and Relationships and Sex Education \(RSE\) Policy Feb 2020.pdf](#)
 - [SEND policy - November 2020.pdf](#)
 - [Handwriting and Presentation November 2020.pdf](#)
 - [Teaching for Learning Policy November 2020.pdf](#)
- Use of Mobile phones and other devices**
 - [Personal mobile device policy.pdf](#)

At the bottom of the page, there is a quote: 'To inspire a love of learning within a Christian community, promoting tolerance, creativity and a zest for life.'