



PSHCE

Year: 4

Term 6

Theme: Growing and Changing

Core Learning Behaviour: Be Reflective

Safeguarding Alerts: (add individual children's initials where applicable) - 'MM'

Be aware of:

- Sensitivity needed around children's home circumstances during discussions of different types of identities and relationships
- Children may disclose sexual abuse unknown to the school. Children who have experienced sexual abuse that need an alternative lesson under the support and guidance of the DSL, ELSA or outside agencies
- Children that have recently experienced or are working through trauma related change and need additional support in the lesson under the guidance and support of the DSL and ELSA

Mental Health and Wellbeing:

Pupils should know...

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- where and how to seek support

Knowledge:

- about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes
- that for some people their gender identity does not correspond with their biological sex
- how to recognise, respect and express their individuality and personal qualities
- ways to boost their mood and improve emotional wellbeing
- about the link between participating in interests, hobbies and community groups and mental wellbeing

Skills:

- identify what contributes towards personal identity
- be aware of gender stereotyping and how this has a negative impact on emotional wellbeing
- know that there is a law called The Equality Act 2010 that prevents discrimination and promotes equality
- define the difference between gender identity and sexuality
- recognise, respect and express their individuality and personal qualities
- find positive ways of boosting their mood and improving their mental health
- make links between participating in interests, hobbies and community groups and mental wellbeing

Prior Learning:

- Rec - Y3 Term 1 - learning to name and describe feelings and emotions in different contexts, including worries and how to get help.
- Term 2 - self-respect and respect towards others
- Term 3 - belonging to school community
- Term 4 - keeping safe including adults in school who can help up
- Term 5 - keeping healthy
- Term 6 - all year groups

Vocabulary:

Gender, gender identity, boy, girl, intersex, gender expression, sexuality, biological sex, attraction, equality, respect, race, family, faith, culture, hobbies, likes/dislikes, mental and emotional wellbeing, mood, self-esteem. Penis, testicles, vagina, vulva, breasts, pubic hair, puberty

Cross Curricular Links:

History - ordering events in chronological order, timelines
Science - human body, healthy lifestyles, growth, lifecycles
PE - naming public body parts during lessons

Oracy:

Circle time discussions - use class toy to know when to speak. Provide sentence stems for responses and encourage all to respond in the circle.
Work in pairs to encourage all children to participate and to promote active listening.

Wider Reading

Enrichment

<https://www.welcomingschools.org/pages/looking-at-gender-identity-with-childrens-books/>

Transition program

Grandparents afternoon at school