

Here is an overview of what we will be teaching in RSE in Year 4:

Key focuses of unit: In this unit, children will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities that parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', 'growing up', 'personal responsibilities' and 'parents, carers and families'.

Unit key vocabulary: Baby, child, adolescent, death, responsibility, growing up

Lesson 1:

LO To understand the main stages of the human lifecycle

Focus Question: What are the main stages of the human life cycle?

- Children to draw a line on a piece of paper and mark it with number line showing intervals of 5 years. They will then add the following stages to their line: birth, baby, child, adolescent/teenager, adult, middle age and old age. Discuss the differences between children's ideas.
- The children will then be asked to write the names of people (real or fictional) they know along the line, showing which stage they think each person is in. They will discuss & describe a little about their life to show their understanding.
- Ask the children if they know what happens at the 'end of the line'. Explain that death is the end of someone's life, but even though it will happen to all of us, it happens at different times for different people depending on their health and other factors like accidents.
- Classes will listen to the story, 'The Truth about Old People' and emphasise the amazing things that people can achieve and do at any time in their life. Classes will then discuss that change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. (Teachers will be sensitive to any children who have experienced this personally).

Lesson 2:

LO: To understand what it means to be grown-up

Focus Question: What does it mean to be 'grown up'?

- Children will be asked to think about how different people might feel about growing up. Examples of children across varying ages will be given, e.g. a 4-year-old about to start Reception, a 7-year-old about to move to Y3, a girl or boy in Y5 and perhaps a girl or boy about to move to secondary school. Children to then think about what each person might be thinking/feeling about their next step in growing up.
- Children will make a Circle of Feelings with words and phrases that describe that person's feelings e.g. looking forward to it, a bit worried sometimes in case I can't cope. In pairs children will discuss which feelings are relevant to them, at the stage they are now, and why. Teachers to ensure that the children understand that it is possible for us to feel differently about things from one day to the next and even to experience contradictory feelings simultaneously.
- After discussions about possible feelings and coping strategies for those worried about an aspect of growing up as a class, children will write an acrostic poem using 'GROWING UP', to reflect on the feelings and coping strategies they might employ during the process of growing up.

Lesson 3:

LO: To consider your responsibilities.

Focus Question: What am I responsible for now and how will this change?

- Discussion about the grown-ups in the children's lives. How do they behave? What kind of things do they do?
- Children to make two lists. List 1 is the responsibilities that the grown-ups may have and list 2 is for the responsibilities that children have. Children to compare list with a partner. Are there any differences or similarities? Remind children that every family is different and responsibilities will differ from family to family.
- Children will read the story 'Piggybook'. At points, the teacher will stop the story and carry out a Circle of Feelings about how the mother is feeling during the story. Class to create a list of suggested responsibilities for other family members to share the load.
- The children might raise issues about gender stereotyping in the story. Discussion will be had about if their suggestions for sharing responsibilities more fairly would work in other family set-ups. Emphasis will be put on the key element that sharing responsibilities fairly includes talking together, empathising with each other and supporting each other.
- Children to draw a spider diagram map of the responsibilities in their house. They might write a bubble for each person in their house and then a spider diagram of each person's responsibilities around their name. They might show shared responsibilities too. Do they think the responsibilities are shared fairly? They should then annotate their diagram to show responsibilities they might be able to take on now or in the future.

Lesson 4:

LO: To consider the wider responsibilities that families have.

Focus Question: How do different caring, stable adult relationships create a secure environment for children to grow up?

- Children to complete sentence stems about babies e.g. A fun thing about babies is...or Babies are cute because.... Explore ideas about what babies are like and what they do, how they have to be cared for, what difficulties/ joys they bring to parents/carers.
- Children to discuss the growth and development of people and recap on how they have changed physically themselves. Ensure that children understand that as we grow and develop, we can do more things for ourselves and therefore take on more responsibilities.
- In small groups, children to make a list of all the things that a parent/carer would need to do to look after a baby. These should be written down in different categories that will keep the baby happy, healthy and safe. Ask two groups to join together to share their ideas, spot similarities and differences and then report back to the whole class.
- Children complete the sentence stem to show understanding: A responsibility parents have for babies is...

Lesson 5:

LO: To understand what you have learned and be able to share it with others.

Focus Question: What have I learned?

- Children to see the lyrics of the song 'No Charge'. Teacher will play the song or read the lyrics to the class, as if it's a story. Pairs of children to discuss the main message of the song.
- Some of these ideas to be shared. Taking inspiration from the song, children to list some of things they do to help their parents/carers and some of the things their parents/carers have done and continue to do for them.
- Children to present this to the class to show their learning from the topic.