



## Changing Me Year 4

The following is an overview of what the children in Year 4 will study over the Summer Term in their PSHE lessons in accordance with the statutory guidance for SRE.

Lesson Overview	Lesson Content
<p><b>1. Unique me</b> Understanding that some characteristics come from birth parents due to how I was made. Appreciating that we are all truly unique.</p>	<p>The pupils will look at some pictures of kittens and try to match the kitten to the mother cat. They will discuss what made them select the mother cat eg. same colour fur. They will then look at a photo of their teacher as a child with their parents. Can they see any family resemblance? This may also be done using other members of staff and their parents/children. The children will then do the same regarding their own family members - this could be done with comparison to a sibling; it doesn't have to be parents. Highlight for the children that some characteristics are genetic and passed to a child when egg and sperm meet at conception. Some characteristics may have been inherited by other members of the family e.g. grandparents. Some characteristics are unique to the individual eg. everyone in the family has brown eyes but mine are blue.</p>
<p><b>2. Having a baby</b> Correctly labelling the internal and external parts of the male and female bodies that are necessary for making a baby. Understanding that having a baby is a personal choice.</p> <p style="color: red;">(parents have the right to withdraw their child from this session)</p>	<p>The pupils will discuss why they think lots of people choose to have a baby. They will also discuss the great responsibility that comes with looking after a baby. The children will be shown a diagram that explains how sperm from a male, fertilizes an egg inside the womb of a woman and that this then grows into a baby. The children will look at fact cards - on which are listed the 'ingredients' for making different things: a cake, an oak tree, a new car and a baby. They will be asked to identify which ingredients match which item and how they know. Throughout this session, specific vocabulary will be used including testicles, penis, sperm, vagina, womb and fallopian tubes.</p>
<p><b>3. Puberty and how girls' bodies prepare for making baby when they are older</b></p>	<p>The children will be asked what they think the term, 'puberty' means. The teacher will have a bag with a collection of items related to puberty and growing up: deodorant, spot cream, hair gel, comb, diary, teenage magazine, mobile phone, shaving foam, sanitary towel, etc. Invite children one at a time to come up, pull out an item, ask what it is and place it on the floor in the</p>

<p>Understanding how a girl's body changes in order for her to be able to have babies when she is older and that menstruation is a part of this.</p>	<p>middle of the circle. When all the items are revealed, go through them and briefly discuss how each relates to an aspect of growing up. Which items are boys likely to use, which girls and which both? Put the items into groups. Pick up the sanitary towel and explain that this is something that girls will use. Give a brief explanation of the menstrual cycle and explain how this is the girl's body preparing for babies when she is older. The children will fill in reflection cards which will encourage them to think about how their body will change over the coming years and how they feel about these changes.</p>
<p><b>4. Circles of change</b> Accepting that things can change and apply it to changes I want to make in my life. Being confident to try and make changes when they think they will benefit them.</p>	<p>The children will look at photos of a tree in four different seasons and will be asked to put them in order.</p> <ul style="list-style-type: none"> <li>• What started the process of change?</li> <li>• What happened in each stage of the change?</li> <li>• What is your favourite/least favourite period of change?</li> <li>• Did the tree have any control over the changes that took place?</li> </ul> <p>The children will identify changes that have already happened to them. This can be a physical change eg. growing or an actual change eg. moving home. They will then make a class list of the changes they anticipate may happen as they go into Year 5. Pupils will individually complete a 'circle of change' template.</p>
<p><b>5. Accepting change</b> Identifying changes that have been and may continue outside of their control and learning how to accept these changes. Expressing fears and concerns about changes that are outside of their control and learning how to manage these feelings positively.</p>	<p>Recap the last lesson about changes. Look at the photos of the trees in each season again. Draw out from children the idea that humans can influence nature, e.g. climate change, but humans do not have complete control over nature. How easy is it for the children to 'accept' the changes in nature which are outside of their control?</p> <p>The children will write 6 things have changed in their lives so far and then write how those changes made them feel. They will then discuss how they coped with these changes.</p> <p>Finally the children will be given scenario cards and will be asked:</p> <ul style="list-style-type: none"> <li>* How might you feel about this change?</li> <li>• How would you cope with the situation?</li> <li>• What bits can you change/not change?</li> <li>• Have you 'accepted' that this change might happen or are you wishing it wouldn't?</li> </ul>
<p><b>6. Looking ahead</b> Identifying what they are looking forward to when they move up to Y5.</p>	<p>The children will discuss what some of the changes might be when they go into Y5. Together, the class can generate a list of questions to ask the current Y5 pupils and class teacher. These can then either be</p>

Reflecting on the changes they would like to make when they are in Y5 and thinking about how they go about them.

sent to the Y5 class or an interactive meeting can be arranged between the 2 classes for the children to ask them directly.

Finally, the children will make their own list of what they are looking forward to about going into Y5 and what they are worried or concerned about. Any worries or concerns will be discussed together as class.