

Term	Content	Statements covered	End points
Autumn 2	<p>Designed for a purpose  <b>Learning Objectives for the sessions:</b>            Children will know that:</p> <ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness;</li> <li>• God made us with the desire to be loved and to love and 'to make a difference': each of us has a specific purpose (vocation);</li> <li>• Every human life is precious from the beginning of life (conception) to natural death;</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God;</li> <li>• In Baptism God makes us His adopted children and 'receivers' of His love; by receiving the Sacrament of Reconciliation, we develop good habits (grow in human virtue);</li> <li>• It is important to make a nightly examination of conscience.</li> </ul>		<p>Children will:</p> <ul style="list-style-type: none"> <li>• Actively engage with the story, activities and discussions each day</li> <li>• Be able to recall and articulate their learning</li> </ul> <p><b>Virtues to be developed</b></p>
	<p><b><u>We don't have to be the same</u></b></p> <p>Children will learn that:</p> <ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community;</li> <li>• Self-confidence arises from being loved by God (not status, etc).</li> </ul>	<p>The importance of self-respect and how this links to their own happiness.</p> <p>- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p>	<p><b>End points</b></p> <ul style="list-style-type: none"> <li>• Children will engage with the film, role-play and discussion questions;</li> <li>• Children will be given the opportunity to reflect on God's love and how that affects their self-confidence.</li> </ul>
	<p>Respecting our bodies  <b>Learning Objectives:</b>            Children will learn:</p>	<p>- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p><b>End points:</b></p> <ul style="list-style-type: none"> <li>• Engage with the roleplay and take part in discussions.</li> </ul>



## Love and Learn in the footsteps of Christ

## Year 4 RSE overview

	<ul style="list-style-type: none"> <li>About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.</li> </ul>	<ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>The principles of planning and preparing a range of healthy meals.</li> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> <li>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>The risks associated with an inactive lifestyle (including obesity).</li> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> <li>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>Complete an individual worksheet to demonstrate learning.</li> </ul>
Spr 1	<p>What is puberty? <b>Learning Objectives:</b> Children will:</p> <ul style="list-style-type: none"> <li>Learn what the term puberty means;</li> <li>Learn when they can expect puberty to take place;</li> <li>Understand that puberty is part of God's plan for our bodies.</li> </ul>	<ul style="list-style-type: none"> <li>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	<p>End points: Describe puberty as the changes children go through to become adults. Take part in activities and discussions.</p>
	<p>Changing bodies <b>Learning Objectives:</b> Children will:</p> <ul style="list-style-type: none"> <li>Learn correct naming of genitalia;</li> <li>Learn what changes will happen to boys during puberty;</li> </ul>	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none"> <li>About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	

	<ul style="list-style-type: none"> <li>Learn what changes will happen to girls during puberty.</li> </ul>		
Spr 2	<p>What am I feeling?</p> <p><b>Learning Objectives:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>That emotions change as they grow up (including hormonal effects);</li> <li>To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action;</li> <li>What emotional well-being means;</li> <li>Positive actions help emotional well-being (beauty, art, etc. lift the spirit);</li> <li>Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest).</li> </ul>	<ul style="list-style-type: none"> <li>- That mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>- 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.</li> <li>- 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.</li> <li>- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> <li>- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> </ul>	<p>End points :</p> <p>Engage with the films and role plays. Demonstrate correct naming of genitalia. Answer questions and ask any more questions they have.</p>
	<p>What am I looking at?</p> <p><b>Learning Objectives:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> </ul> <p><b><u>Powerpoint is appropriate to use</u></b></p>	<ul style="list-style-type: none"> <li>- What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>- How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> </ul>	<p>End points:</p> <p>Engage with the story and discussion questions. Demonstrate their learning through role play. Show some understanding of the difference between social media and real life</p>
	<p>I am thankful!</p> <p><b>Learning Objectives:</b> Children will learn that:</p>	<p>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p> <ul style="list-style-type: none"> <li>- The conventions of courtesy and manners.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<p>End points:</p> <p>Children will be able to notice inappropriate behaviour and acts of thankfulness in the mime scenarios; Children will successfully complete the worksheet "Being Thankful" with people and experiences that they are personally thankful for.</p>



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	<ul style="list-style-type: none"> <li>Some behaviour is wrong, unacceptable, unhealthy and risky;</li> <li>Thankfulness builds resilience against feelings of envy, inadequacy and insecurity and against pressure from peers and the media.</li> </ul> <p><b><u>Powerpoint is appropriate to use</u></b></p>	- Simple self-care techniques, including the importance of rest, time spent with friends, family, and the benefits of hobbies and interests.	
Sum 1	<p>: Life cycles <b><u>Session length-</u></b> 45 mins</p> <p><b>Learning Objectives:</b> Children will learn:</p> <ul style="list-style-type: none"> <li>That they were handmade by God with the help of their parents;</li> <li>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception;</li> <li>How conception and life in the womb fits into the cycle of life;</li> <li>That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.</li> </ul>		<p>End points: Children will: Be able to discuss the stages of life before birth; Have a better knowledge of technical terms related to life before birth; Engage in a time of prayerful reflection</p>
	<p>Trinity house</p> <p><b>Learning Objectives:</b> Children will learn that:</p> <ul style="list-style-type: none"> <li>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship';</li> </ul>		<p>End points</p> <ul style="list-style-type: none"> <li>Children will be able to explain how the shape of the triangle and the film of Lucy's family help them begin to understand the mystery of the Trinity.</li> <li>Children will reflect and take part in activities about what being made in the image of God means for how they should live</li> </ul>



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	<ul style="list-style-type: none"> <li>The human family is to reflect the Holy Trinity in mutual charity and generosity.</li> </ul>		
	<p>How do I love others?</p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>To know that God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others.</li> </ul> <p><b>Session length-</b> 45 mins</p>	<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>- Success Criteria: The pupils will be able to recognise loving actions. They will create a personal list of ways in which they can put love into action</p>