**RSHE Learning Outcomes – Year 3 and 4:**

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| **Theme – Me and My Relationships** | |
| **Lesson Title** | **Learning Outcome** |
| My special pet | * Explain some of the feelings someone might have when they lose something important to them; * Understand that these feelings are normal and a way of dealing with the situation. |
| Looking after our special people | * Identify people who they have a special relationship with; * Suggest strategies for maintaining a positive relationship with their special people. |
| Friends are special | * Identify qualities of friendship; * Suggest reasons why friends sometimes fall out; * Rehearse and use, now or in the future, skills for making up again. |
| Ok or not ok? (part 1) | * Explain what we mean by a ‘positive, healthy relationship’; * Describe some of the qualities that they admire in others. |
| Ok or not ok? (part 2) | * Recognise that there are times when they might need to say 'no' to a friend; * Describe appropriate assertive strategies for saying 'no' to a friend. |
| When feelings change | * Demonstrate a range of feelings through their facial expressions and body language; * Recognise that their feelings might change towards someone or something once they have further information. |
| Under pressure | * Give examples of strategies to respond to being bullied, including what people can do and say; * Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. |

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| **Theme – Valuing Differences** | |
| **Lesson Title** | **Learning Outcome** |
| Family and friends | * Recognise that there are many different types of family; * Understand what is meant by 'adoption' 'fostering' and 'same-sex relationship’ |
| Let's celebrate our differences | * Recognise the factors that make people similar to and different from each other; * Recognise that repeated name calling is a form of bullying; * Suggest strategies for dealing with name calling (including talking to a trusted adult) |
| Zeb | * Understand and explain some of the reasons why different people are bullied; * Explore why people have prejudiced views and understand what this is |
| Islands | * Understand that they have the right to protect their personal body space; * Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;   Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. |
| Friend or acquaintance? | * Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);   Give examples of features of these different types of relationships, including how they influence what is shared. |
| That is such a stereotype! | * Understand and identify stereotypes, including those promoted in the media. |

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| **Theme – Keeping Myself Safe** | |
| **Lesson Title** | **Learning Outcome** |
| None of your business! | * Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; * Recognise and describe appropriate behaviour online as well as offline; * Identify what constitutes personal information and when it is not appropriate or safe to share this; * Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. |
| Raisin challenge (1) | * Demonstrate strategies for assessing risks; * Understand and explain decision-making skills; * Understand where to get help from when making decisions. |
| Keeping ourselves safe | * Describe stages of identifying and managing risk; * Suggest people they can ask for help in managing risk. |
| Raisin challenge (2) | * Understand that we can be influenced both positively and negatively; * Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. |

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| **Theme – Rights and Responsibilities** | |
| **Lesson Title** | **Learning Outcome** |
| Who helps us stay healthy and safe? | * Explain how different people in the school and local community help them stay healthy and safe; * Define what is meant by 'being responsible'; * Describe the various responsibilities of those who help them stay healthy and safe; * Suggest ways they can help the people who keep them healthy and safe. |

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| **Theme – Being my Best** | |
| **Lesson Title** | **Learning Outcome** |
| I am fantastic! | * Identify their achievements and areas of development; * Recognise that people may say kind things to help us feel good about ourselves; * Explain why some groups of people are not represented as much on television/in the media. |
| What makes me ME! | * Identify ways in which everyone is unique; * Appreciate their own uniqueness; * Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. |

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| **Theme – Growing and Changing** | |
| **Lesson Title** | **Learning Outcome** |
| Relationship Tree | * Identify different types of relationships; * Recognise who they have positive healthy relationships with. |
| Body space | * Understand what is meant by the term body space (or personal space); * Identify when it is appropriate or inappropriate to allow someone into their body space; * Rehearse strategies for when someone is inappropriately in their body space |
| Secret or surprise? | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| All change! | * Identify parts of the body that males and females have in common and those that are different; * Know the correct terminology for their genitalia; * Understand and explain why puberty happens. |
| Secret or surprise? | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; * Recognise how different surprises and secrets might make them feel; * Know who they could ask for help if a secret made them feel uncomfortable or unsafe. |
| Together | * Understand that marriage is a commitment to be entered into freely and not against someone's will; * Recognise that marriage includes same sex and opposite sex partners; * Know the legal age for marriage in England or Scotland; * Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. |
| My changing body (Year 4 only) | * Recognise that babies come from the joining of an egg and sperm; * Explain what happens when an egg doesn’t meet a sperm; * Understand that for girls, periods are a normal part of puberty. |
| My feelings are all over the place!  (Year 4 only) | * Name some positive and negative feelings; * Understand how the onset of puberty can have emotional as well as physical impact * Suggest reasons why young people sometimes fall out with their parents; * Take part in a role play practising how to compromise. |
| Preparing for Periods  (Year 4 girls only) | * Know the key facts of the menstrual cycle; * Understand that periods are a normal part of puberty for girls; * Identify some of the ways to cope better with periods. |