**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.
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| 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.
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| 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)
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| Zeb | * Understand and explain some of the reasons why different people are bullied;
* Explore why people have prejudiced views and understand what this is
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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| 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.
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