



YEAR 4

RSE CONTENT AND EXAMPLE LESSONS

RSE Content:

- To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. (National Curriculum Science)
- To understand that babies begin when a male seed and female egg join together. (Sex Education)
- To investigate perceptions of being physically, emotionally and socially 'grown up'. (Health Education, Changing Adolescent Bodies)
- To consider their responsibilities and how these have changed and how they will change in the future. (Health Education, Changing Adolescent Bodies)
- To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children (Relationships Education, Families and People Who Care for Me)

Example Lesson Plan

The Human Life Cycle		
Learning Objectives	Success Criteria	
<p>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death</p>	<p>To be able to</p> <ul style="list-style-type: none"> - State the main stages of the human life cycle - Say what stage a named person is at in the human life cycle 	<p>Ask the children to draw a line on a piece of paper and mark it with a number line showing intervals of 5 years. Ask them to mark or draw birth, baby, child, adolescent/teenager, adult, middle age and old age on their time line. Discuss the differences between children's ideas. Ask the children to write the names of people (real or fictional) they know along the line, showing which stage they think each person is in. They could draw a picture of each person and 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.</p> <p>Review children's understanding of the names of body parts and use images of naked bodies at different ages. Ask small groups of children to allocate them to one of the different stages of the human life cycle: baby, child, adolescent, adult, middle age, old age. Encourage the children to give reasons for their choices. They should stick the images down to a piece of paper and then decide which images were difficult to place in a category. Discuss these difficulties as a class and recognise that sometimes it is difficult to tell.</p>
<p>To understand that babies begin when a male seed and female egg join together. (Sex Education)</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain that when animals reproduce they make copies of themselves • understand that human babies are made when an egg and sperm join together. 	<p>Challenge pairs of children to make a list of as many different animals, fish and birds as they can. Collect the names the children have thought of together on the class board. Then ask the children to write next to their animal/fish/bird names the type of babies each animal has. Discuss the result and annotate your class list according to the children's ideas. Finally ask the pairs to note where these babies come from. Are they born from an egg or from inside their mother? (National Curriculum Science)</p> <p>Explain that fish and birds have babies which are born from inside an egg. Usually adult birds look after their eggs in a nest and then look after the chicks. Ask the children what they know about this. Ask them if animal babies are born from eggs? Some might agree, if they already know about eggs and sperm, some might disagree and say that they are born live from inside their mother. Introduce the term 'mammal' and explain that humans are mammals. Ask the pairs to return to</p>

		<p>their lists and circle the animals they think are mammals. Which give birth to live young? Explore any interesting cases the children know about – like whales etc. Finally write the 'sum' Egg+Sperm=Baby on the class board and ask children if they know what it might mean. (Sex Education)</p> <p>Explain that every human body is made up of millions of different cells. There are different types of cells in our bodies, which do different jobs. Give the children a short time to think of all the different jobs that cells in our bodies do e.g. skin cells, brain cells, muscle cells, bone cells. Explain that there are 200 different types of cells in the human body. Show a photo of a human egg cell on a class board and explain that it is one of the largest cells in the human body. It is about the size of a full stop. Explain that this type of cell is produced in a female body. Show a photo of sperm cell. The sperm cell is one of the smallest cells produced by humans. It can only be seen under a microscope. Show a photo of sperm and egg together and explain that when a sperm and an egg join together, the contents of each type of cell are mixed together and a baby starts to grow inside the female body. As the baby gradually gets bigger the female gets a bump, which gets bigger until the baby is ready to be born. (Sex Education)</p>
--	--	---

Personal Responsibilities		
<p>To consider their responsibilities and how these have changed and how they will change in the future</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain what is meant by 'responsibility' • understand that adults and children have different responsibilities and know that responsibilities vary from family to family • state possible feelings associated with new responsibilities. 	<p>As a class, ask the children to think about the grown-ups in their lives and how they behave and the kind of things they do. Ask the children to make a list of 'grown-ups' responsibilities', e.g. paying bills, going to work, looking after children, looking after older relatives and a list of 'children's responsibilities', e.g. going to school, looking after our belongings. Ask pairs of children to compare their lists and notice the differences and similarities in responsibilities from family to family. Are there any responsibilities which could sit in either the adult or child lists? As a class, generate a shared list of responsibilities that children feel they will be expected to take on soon. Display these on a class board. In a place where there is room to move, place posters on the wall saying 'I feel ready for this responsibility', 'I wouldn't be allowed to do this yet.' and 'I don't feel ready for this responsibility yet.' Ask the children to stand by the different posters as you read out the collected forthcoming responsibilities from the class board.</p> <p>In Circle Time, ask the children to think about a new responsibility for which they feel they are ready and ask them to complete the sentence stem A new responsibility I would like to have is... e.g. make my bed, say hello to lonely people</p>

		<p>in the playground, help to feed my baby brother. Discuss with the children what helps us be ready to take on more responsibility e.g. knowledge, understanding, skills, ability to spot the possible risks, support from other people, confidence.</p>
<p>Parents, Carers and Families</p>		
<p>To consider the wider responsibilities that families have for the physical and emotional wellbeing of babies and children</p>	<p>To be able to:</p> <ul style="list-style-type: none"> • explain why babies need special care from a parent/carer • state some things parents/carers need to do to look after babies. 	<p>In small groups, ask the children to make a list of all the things that a parent/carer would need to do to look after a baby. You might ask them to write down things 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. Complete the discussion with a Circle Time round where children complete the sentence stem A responsibility parents have for babies is... or Parents must look after their baby by...'</p>