

Being Me in My World

Year 4

1	I know the roles and responsibilities I will have as a Year 4 e.g. Buddies, Sports Leaders
	<p>Expect Respect: Expect Respect : https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/ Examining violence, excuses and responsibility Starter: Friend or Foe game Main activity: Use story frame to create a story about friends fighting. Use stories to explore why the friends were fighting, is violence ever acceptable, how could the friends resolve the disagreement in a calm way? Explain that violence against another person is against the law.</p> <p>'Be Safe' Workshop in Year 4 Spring Term (David Burn) Covers e-safety, bullying, respect for others.</p>
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Healthy Me

Year 4

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2	<p>Being Assertive: Activity 1 What does being assertive mean? SEAL – „Good to be me“. https://www.tes.com/teaching-resource/what-is-being-assertive-6150815 Discuss characteristics of an assertive person. Make their own assertive character for the classroom identifying assertive characteristics. This character could be put into different situations to show how they would react. http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=2411 Activity 2 Look at terms passive, aggressive and assertive. Give children scenarios to sort. Walk around the classroom in an aggressive way, passive way or assertive way. Watch out for assertive behaviour in the classroom and celebrate it. Discuss that assertiveness is not being bossy or unkind. It is important that you have your needs met as well – link to children’s rights.</p>
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4	<p>Activity 1 Complete the sentence stem “I keep myself clean by...” Ask the children why they think we should keep ourselves clean. Discuss the importance of cleanliness in order to keep healthy and avoid diseases. Explain the nature of bacteria and make a list of all the places bacteria might be found <i>e.g. toilets, unclean surfaces, dirty tissues, unclean skin and clothes</i>. Talk about the need to care for your appear</p> <p>Activity 2 Ask the children in pairs to list all the different ways they are able to keep themselves clean. Use two different colours and highlight aspects for which they are responsible in one colour and aspects of their personal hygiene for which an adult is responsible with another colour. Ask the children to compare their lists and look for similarities and differences. Discuss how these responsibilities will change as they become older. How will these responsibilities change? http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=2146</p>
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Relationships

Year 4

1	<p>Activity 1</p> <p>What sorts of feelings do we have in relationships? Happy, sad, angry, disappointed, jealous and how do we manage these feelings. Discuss what happens when you are getting on as friends – How do you feel?</p> <p>Discuss times when you feel sad, angry disappointed, jealous. Give examples. Your friend goes to the cinema with another friend without asking you. Your mam said you could go on holiday but then she couldn't afford it. Discuss how in relationships things go wrong and it is ok to be sad, disappointed or angry but not to hurt or be rude to others. Role play situations. Discuss how we don't always know how other people are feeling.</p> <p>Example A friend came over and shouted and pushed me over. What should I do? (discuss)</p> <p>Then give the children more information. That morning your friend's dog had died and also someone else in the class told him that you had called his dog names. What would you do now? Has it changed? Why? Discuss</p> <p>Discuss how if relationships are unhealthy and making you sad for most of the time this is not right and you should seek help from an adult or someone you trust.</p>
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Changing Me

Year 4

1	I understand that some of my personal characteristics have come from my parents. Staff will speak to parents of post adopted children prior to the unit starting and adapt this if it is not appropriate.
2	<p>I can describe the main stages of growing</p> <p>Activity 1</p> <p>Discuss what we mean by being „grown-up“ e.g. <i>when are people grown up? What makes each age group different? When are people old? When are they middle-aged? When do you stop being a child?</i> Record their ideas on large paper. Complete the sentence stem „People are grown-up when....“.What responsibilities does growing up bring?</p> <p>Activity 2</p> <p>Children to draw a time line of growing up – born, started to walk, started nursery, and other things that have happened to them. Teacher model a timeline. Then ask children to think about what they think or want to happen on their timeline as they grow up. Can they ask people at home to do a timeline? What feelings might they have? How do they feel about getting older? What are they looking forward to and what are they worried about? Discussions about boundaries and rules. How can you be responsible?</p> <p>Example: Your mam lets you go to the park with a friend but you come home half an hour late. The consequence is that you are not allowed to go to the park alone. Is this fair? Why?</p> <p>Use other examples.</p> <p>What are you allowed to do now that you were not as a year 2 child? Such as walking to school, going to the shop, watching TV on your own, going online.</p> <p>How are you starting to look after yourself? What things are you looking forward to being able to do as you get older? How will you make sure you keep yourself safe?</p> <p>Consider period talk for girls. https://bettyforschools.co.uk/betty-bus</p>
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