



Year 4 RSE/PSHE/SUMO Yearly Overview

TEN:TEN - Module One.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Autumn 1</b> <b>SUMO Link:</b> <b>Change your t-shirt</b></p>	<p><b>SUMO activities: Change your T-shirt.</b></p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>• Give children a t-shirt template. Have decorate with negative feelings on the one side and positive feelings on the other. – make a class washing line.</li> <li>• Role play – ask children to create a short role play how what t-shirt they are wearing and how this can have an impact on others.</li> <li>• Ask children to draw different Emojis on t-shirts – ask the what could be done to change this t-shirt.</li> </ul>	<p>Starter – circle time. Story sessions – Day 1 (Kester’s adventures).</p> <p>Look at session one: We don’t have to be the same. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: If I am wearing an accepting t-shirt towards my friends, how will that make them feel?</b></p> <p><b>Reflection: Why should be celebrate our differences?</b></p>	<p>Starter – circle time. Story sessions – Day 1 (Kester’s adventures).</p> <p>Look at session one: We don’t have to be the same. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: If I am wearing an accepting t-shirt towards my friends, how will that make them feel?</b></p> <p><b>Reflection: Why should be celebrate our differences?</b></p>	<p>Recap with children why our differences should be celebrated.</p> <p>TASK: Show children the example script (appendix one). In groups, pupils will create their own script showing how it can make you feel when friends don’t accept that you don’t like the same things as them.</p> <p>LA – Act out example script.</p> <p><b>PSHE Link: Why do you think some people feel like they need to like they have to like the same things as their friends?</b></p>	<p>Starter – circle time. Story sessions – Day 2 (Kester’s adventures).</p> <p>Look at session two: Respecting our Bodies. Read through PPT with children and answer any Qs the children may have.</p> <p><b>SL: If I am not looking after my body correctly, what t-shirt do you think I would be wearing? How do you think this would impact others?</b></p>	<p>Recap with children ways they can respect our body.</p> <p>TASK: In groups, give children a long piece of wallpaper. Ask them to draw around one person’s body. On this, ask them to write ways they can look after their body on the different body parts.</p>
<p><b>Autumn 2</b> <b>SUMO Link:</b> <b>Fruity Thinking</b></p>	<p><b>SUMO activities: Change your T-shirt.</b></p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>• Draw fruit (Positive thoughts in the fruit)</li> <li>• Create poster showing differences between fruity and faulty thinking.</li> </ul>	<p>Starter – circle time. Story sessions – Day 3 (Kester’s adventures).</p> <p>Look at session three: What is puberty? Read through PPT with children and answer any</p>	<p>Starter – circle time. Story sessions – Day 3 (Kester’s adventures).</p> <p>Look at session three: What is puberty? Read through PPT with children and answer any</p>	<p>Recap with children the basic concept of puberty.</p> <p>TASK: Write a letter to past me and future me.</p>	<p>Starter – circle time. Story sessions – Day 4 (Kester’s adventures).</p> <p>Look at session four: Changing bodies. Read through PPT with children</p>	<p>Recap with children the changes in their body (both girls and boys).</p>

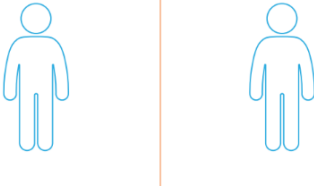


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	<ul style="list-style-type: none"> <li>Write an agony aunt letter who is a faulty thinking for the children to give advice on how they can change to a fruity thinker.</li> </ul> <p>Reflection: When is a time you have felt faulty? How did you change that to fruity thinking?</p>	<p>Qs the children may have.</p> <p>SL: I am going to think positively about puberty because...</p>	<p>Dear PAST me...</p> <hr/> <p>I remember when...</p> <p>I was proud when...</p> <p>I used to be...but now I'm...</p> <p>Dear FUTURE me...</p> <hr/> <p>I'm looking forward to...</p> <p>I don't know exactly what will happen but I know that...</p> <p>Now I'm...but over the next few years I will...</p> <p>I know that God will always love me because...</p>	<p>and answer any Qs the children may have.</p> <p>SL: What might be the positive and negative thoughts about the changes that will happen to my body?</p>	<p>Starter:</p> <p style="text-align: center;"><b>Puberty CHANGES</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">Boys only</th> <th style="text-align: center;">Girls only</th> <th style="text-align: center;">Both</th> </tr> </thead> <tbody> <tr><td>Start having periods</td><td></td><td></td><td></td></tr> <tr><td>Voice gets deeper</td><td></td><td></td><td></td></tr> <tr><td>Hips get wider</td><td></td><td></td><td></td></tr> <tr><td>Get bigger, more muscular</td><td></td><td></td><td></td></tr> <tr><td>Grow public hair</td><td></td><td></td><td></td></tr> <tr><td>Penis and testicles grow larger</td><td></td><td></td><td></td></tr> <tr><td>Might get spots and sweat more</td><td></td><td></td><td></td></tr> <tr><td>Grow taller</td><td></td><td></td><td></td></tr> <tr><td>Changes in hormones leading to mood swings</td><td></td><td></td><td></td></tr> <tr><td>Hair on legs might get darker and might grow hair on upper lip</td><td></td><td></td><td></td></tr> <tr><td>Hair will grow on the face and underarms</td><td></td><td></td><td></td></tr> <tr><td>Breasts get bigger</td><td></td><td></td><td></td></tr> <tr><td>God loves them every day, and that never changes</td><td></td><td></td><td></td></tr> </tbody> </table> <p>TASK: Children to create a poster on how puberty changes both girls' and boys' bodies.</p>		Boys only	Girls only	Both	Start having periods				Voice gets deeper				Hips get wider				Get bigger, more muscular				Grow public hair				Penis and testicles grow larger				Might get spots and sweat more				Grow taller				Changes in hormones leading to mood swings				Hair on legs might get darker and might grow hair on upper lip				Hair will grow on the face and underarms				Breasts get bigger				God loves them every day, and that never changes			
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<p><b>Spring 1</b></p> <p><b>SUMO Link:</b></p> <p><b>Hippo time is OK</b></p>	<p><b>SUMO activities: Hippo time is OK.</b></p> <p>Example activities include:</p> <ul style="list-style-type: none"> <li>Watch SUMO video on hippo time.</li> <li>Draw a time when we may need hippo time.</li> <li>Who can help us during this time?</li> <li>How do I feel during hippo time?</li> <li>How can I use my SUMO skills to help me feel better?</li> </ul>	<p>Starter – circle time.</p> <p>Story sessions – Day 5 (Kester's adventures).</p> <p>Look at session one: What am I feeling? Read through PPT with children and answer any Qs the children may have.</p> <p>SL: When we are going through these changes of</p>	<p>Recap with children how emotions may change when there is a change in hormones.</p> <p>TASK: Ask the children to draw an emoji for different emotions. For example: happy, upset, angry, excited, etc. Next to these emotions, ask them to write an action they can do when they feel this emotion and who they can speak to. If they are focusing on a negative emotion, how can this change to a positive one?</p>	<p>Look at session two: What am I looking at? Read through PPT with children and answer any Qs the children may have.</p> <p>SL: Why do you think the media can sometimes have a negative impact on us?</p>	<p>Recap with children how the media does not always reflect real life.</p> <p>TASK: Ask the children to draw the difference between 'Alex' and social media 'Alex'.</p>																																																								



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		<p>emotions, why might hippo time help us?</p> <p>Why do you think the children in the clip need hippo time?</p>	<p>PSHE reflection: What can we do at school if we are having a mix of emotions? Who can support us?</p>		<p>Alex V Social Media Alex</p> 
<p><b>Spring 2</b> <b>SUMO Link:</b> <b>Remember the beachball</b></p>	<p><b>SUMO activities: Remember the beachball.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>• Use beachballs. What colours can you see when you're holding the beachball? What colours can your partner see?</li> <li>• Use beachball template to answer: Why is it important that we see other people's point of view?</li> </ul>	<p>Look at session three: I am thankful. Read through PPT with children and answer any Qs the children may have.</p> <p>Explain to the children the mini scenarios (appendix two). Ask children to identify if each behaviour is acceptable.</p> <p>SL: Why might have a different viewpoint to others about unacceptable behaviour?</p>	<p>Recap with children the difference between acceptable and unacceptable behaviour.</p> <p>TASK: Ask the children to create a mind-map of EVERYTHING they are thankful for – including drawings.</p> <p>RE Link to our Faith.</p>	<p>Look at session one: Life Cycles. Read through PPT with children and answer any Qs the children may have.</p> <p>SL: What are the different reactions we could choose to take when learning about this topic? E.g. sensible/silly. What mindset are you going to be in this lesson?</p>	<p>Recap with children the life cycle of humans.</p> <p>TASK: Using the questions in appendix two, ask the children to create question cards (Like top trump cards) to ask their partners.</p> <p>For example: How long is a baby in a mother's womb?</p> <p>What is the name of the tube the sperm swims down to find the egg?</p>



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<p><b>Summer 1</b>  <b>SUMO Link:</b>  <b>Learn Latin</b></p>	<p><b>SUMO activities: Learning Latin.</b>          Example activities include:</p> <ul style="list-style-type: none"> <li>• Watch Learning Latin video on the SUMO website.</li> <li>• Why do we put things off?</li> <li>• What sort of things do you try and leave until later?</li> <li>• Why do you leave them till later?</li> <li>• Think about the things you put off. - Make a poster. Think of things you could do to make you seize the day and do them anyway.</li> </ul>	<p><u>HMHM</u>  <u>All about me</u>  <u>(Lesson 1)</u></p> <p><b>Starter:</b> Before this lesson, the teacher should ask pupils to write an interesting fact about themselves or a talent they have and place it in a box. The teacher can then create a set of bingo squares for each table, asking the pupils to find the person each fact/talent relates to.</p> <p><b>Main:</b> Pupils should conduct a class audit, researching the features of their class such as 'how many pupils have blue/brown/green/hazel eyes?' etc.</p> <p><b>SL:</b> Why should we seize the day with our God-given talents?</p>	<p><u>HMHM</u>  <u>All about me</u>  <u>Understanding feelings</u>  <u>(Lesson 2)</u></p> <p><b>Starter:</b> Pupils are given photos or words of emotions such as embarrassed, excited, lonely, proud etc. and asked to think about what these emotions mean to them.</p> <p><b>Main:</b> Pupils should create comic strip stories based on one of the examples they have produced in the starter activity. The comic strip should depict the situation leading to the emotion and scenes following this to show their understanding.</p> <p><b>SL:</b> What might happen if we don't address our emotions straight away?</p>	<p><u>HMHM</u>  <u>All about me</u>  <u>Showing our emotions</u>  <u>(Lesson 3)</u></p> <p><b>Starter:</b> Pupils are shown a body map diagram to signify where different emotions are felt in the body.</p> <p><b>Main:</b> Pupils are asked to think about times they have reacted to the way they were feeling, if needed the teacher can give starter examples (e.g. being annoyed at someone and shouting at them). These examples are written down on a flipchart and the idea of 'traffic light reactions' are then introduced.</p> <p><b>SL:</b> Why do we sometimes put off apologising to someone even if we know we are in the wrong?</p>	<p><u>HMHM</u>  <u>Resilience</u>  <u>Enjoying the moment</u>  <u>(Lesson 1)</u></p> <p><b>Starter:</b> The teacher should provide simple definitions of mindfulness and relaxation (e.g. mindfulness is feeling relaxed, mindfulness is being in the moment). The teacher tells pupils that they are going to do a 'pizza massage' to help them to feel relaxed.</p> <p><b>Main:</b> Pupils are asked to think about a place that makes them feel calm, safe and happy. Calming music is played to help each pupil sit quietly for a set time period (around 5 minutes).</p> <p><b>SL:</b> How will a calm place help us to seize the day?</p>



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<p><b>Summer 2</b> <b>SUMO Link:</b> <b>Ditch Doris Day</b></p>	<p><b>SUMO activities: Ditch Doris Day.</b> Example activities include:</p> <ul style="list-style-type: none"> <li>• Watch video on the SUMO website.</li> <li>• Write a proud diary. - What have you achieved that you are proud of?</li> <li>• How can we make a difference in school?</li> <li>• Let's set some goals: What do we want to do to make a difference in school and how are we going to do it?</li> </ul>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Being kind to myself (Lesson 2)</u></p> <p><b>Starter:</b> The teacher should begin the lesson by writing a series of thoughts in thought bubbles on the board, some of which are positive and optimistic, and some of which are negative or pessimistic.</p> <p><b>Main:</b> Pupils are introduced a story involving Ollie and a test he is taking. Half the room should then try to generate some positive thoughts that Ollie might have before the test and the other half should generate negative thoughts for after the test.</p> <p><b>SL:</b> When we have these positive thoughts, what has usually happened? Are we proud of something?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Introducing resilience (Lesson 3)</u></p> <p><b>Starter:</b> Pupils are asked to create a definition of what they feel resilience means to them based on the previous lesson and their past learning/experience.</p> <p><b>Main:</b> Pupils are asked to either draw a silhouette of a person in the room or simply pick another person in the room. Once they are in pairs, pupils either fill in their partner's silhouette with positive comments about them or try to write positive comments about their partner on strips of paper.</p> <p><b>SL:</b> Why do you think it is sometimes easier for someone else to write positive comments about us rather than writing them about ourselves?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Coping with change (Lesson 4)</u></p> <p><b>Starter:</b> Discuss how their families have changed over time. This discussion can start with concrete changes such as new siblings being born, and move to more complex changes such as parents leaving the family, etc.</p> <p><b>Main:</b> Pupils should pick one character they have discussed and write one or more diary entries exploring how the character may have felt during these changes to their family.</p> <p><b>SL:</b> How could we 'Ditch Doris Day' when it comes to our own family? What can we do to help now?</p>	<p style="text-align: center;"><u>HMHM</u> <u>Resilience</u> <u>Coping with choice (Lesson 5)</u></p> <p><b>Starter:</b> Pupils are asked to think about a time they have changed their mind, such as liking something they didn't like before or when they have stopped doing something they used to do. These examples are listed on flipchart paper.</p> <p><b>Main:</b> Each pupil is asked to create a road map exploring the scenario they provided where they have changed their mind. Pupils should create a road map showing their initial decision and what happened when they changed their mind.</p> <p><b>SL:</b> What can be the positive/negative impacts of changing our mind? Why might change support our future?</p>

If modules are complete with time for further activities, please go back to HMHM and complete the wider community units that may not have been covered within the other units.

Such as: **Being the Best** – lesson 1, 2, 3, 4, 5 and 6.