

# PHSE Curriculum Plan (3 weeks) & RSE Curriculum Plan (3 weeks)

Spring 1 2025

Year 4



Spring 1 2025	PHSE – Healthy Lifestyles -Feeling ill	Session length
6/1/25- Feeling ill	<p><b>Learning Objective:</b> To recognise signs and symptoms of illness.</p> <p><b>Learning Outcomes:</b> Recognise some signs and symptoms of some common illnesses, including the common cold. Identify that symptoms such as headache, stomach ache and temperature may be a sign of illness Describe where to go for help when feeling ill..</p> <p><b>Lesson</b> <b>What does 'feeling ill' mean?</b> <i>When we are well, we are able to do all the things we usually do every day. Sometimes we become ill and feel poorly for a few days. We might not feel able to do some of the activities we usually do and we might have 'symptoms' which can be a bit unpleasant. A symptom is something wrong with your body or mind that is a sign of the illness you have. These symptoms usually only last for a few days, are usually not serious and we soon feel well again. It is very common for children to catch common childhood illnesses and most people will be able to talk about a time when they have felt ill. Ask the children to talk to someone near them about a time they felt ill.</i> <i>*Sensitivity may be needed here, especially if a child in the class has experienced serious illness*</i></p> <p><b>Activity</b> <b>Common Illnesses</b> <i>Time the children for 2 minutes and ask them to name as many common illnesses as they can and write them down on a whiteboard. Discuss their answers as a class and address any misconceptions. Tell them that for this lesson, we will be thinking about the signs and symptoms of the <b>most common</b> illnesses that people experience during childhood.</i> <b>Are all illnesses infectious?</b> <i>There are some illnesses that are infectious which means we can catch them from other people and also pass them on to people. Not all illnesses are infectious though. Ask the pupils if they can think of</i></p>	30 minutes

	<p>any common illnesses which you can't catch. Answers could include illnesses such as asthma and hayfever.</p> <p><b>How do we know when we are ill?</b>  Ask the children to discuss with the pupils nearest to them, how they know when they are ill? What happens to them? How do they feel? Children may suggest things such as having tummy ache, head ache, feeling hot or having a runny nose. Explain that these are all 'symptoms' of an illness. Look at the common symptoms on the slide. Do a show of hands or a tally chart to find out how many children in the class have experienced some or all of the symptoms.</p>	
<p><b>13/1/25- What should we do when we feel ill?</b></p>	<p><b>Learning Objective:</b>  To recognise signs and symptoms of illness.</p> <p><b>Learning Outcomes:</b>  Recognise some signs and symptoms of some common illnesses, including the common cold.  Identify that symptoms such as headache, stomach ache and temperature may be a sign of illness  Describe where to go for help when feeling ill..</p> <p><b>What should we do when we feel ill?</b>  There are things we can do to help ourselves feel better when we are feeling ill. Ask the children to suggest ideas.</p> <p><i>If your symptoms don't improve after a couple of days then ask a grown up to speak to a pharmacist for advice, or make an appointment for you to see a doctor.  Remember, most illnesses get better by themselves. Having them actually makes our bodies stronger and more able to resist the illness next time we come into contact with it.</i></p> <p><b>Task</b>  <b>Self-help poster</b>  Ask the pupils to make a 'self-help' poster for the children in year 3, advising them what they can do if they feel unwell (refer back to slide 12). Posters should be bright and eye-catching with clear messages</p> <p><b>Plenary</b>  Look at Callum's situation on slide and discuss it as a class. What advice could the children give Callum to help him begin to feel better?</p>	<p>30 minutes</p>
<p><b>20/1/25 - A visit to the GP's</b></p>	<p><u>A visit to the GP's.</u></p> <p><b>Learning Objective:</b>  To recognise signs and symptoms of illness.</p> <p><b>Learning Outcomes:</b>  Recognise some signs and symptoms of some common illnesses, including the common cold.  Identify that symptoms such as headache, stomach ache and temperature may be a sign of illness  Describe where to go for help when feeling ill..</p>	<p>30-40 minutes</p>

	<p>Children to roleplay in pairs, one being a patient, one being the doctor. Patient to describe symptoms, GP to diagnose what it might be and tell the patient how to get better.</p> <p><a href="https://www.twinkl.co.uk/resource/cfe-sc-14-diagnose-the-patient-roleplay-game">https://www.twinkl.co.uk/resource/cfe-sc-14-diagnose-the-patient-roleplay-game</a></p>	
	<p><b>RSE – LKS2 Module 1- Unit 2 (1<sup>st</sup> &amp; 2nd lesson)</b></p> <p><b>LKS2 Module 1- Unit 3 (3<sup>rd</sup> lesson)</b></p>	
27/1/25- Lesson 1- <b>What is puberty?</b>	<p><a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-3/what-is-puberty/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-3/what-is-puberty/</a></p> <p><u>Learning Objectives</u> Children will: Learn what the term ‘puberty’ means. Learn when they can expect puberty to take place. Understand that puberty is part of God’s plan for our bodies.</p> <p><u>Success Criteria</u> Children will: Be able to describe puberty as the process of change children go through to become adults. Take part in activities and discussions.</p>	30 minutes
3/2/25- Lesson 2- <b>Changing bodies</b>	<p><a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-4/changing-bodies/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-2/lks2_1-2_me-my-body-my-health/s-4/changing-bodies/</a></p> <p><u>Learning Objectives</u> Children will: Learn correct naming of genitalia Learn what changes will happen to boys during puberty Learn what changes will happen to girls during puberty</p> <p><u>Success Criteria</u> Children will: Engage with the films and roleplays Demonstrate correct naming of genitalia Answer questions and have the opportunity to ask further questions</p>	30 mins
3/2/25- Lesson 2- <b>What am I feeling?</b>	<p><a href="https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-3/lks2_1-3_emotional-well-being/s-1/what-am-i-feeling/">https://www.tentenresources.co.uk/programmes/life-to-the-full-primary/lks2/m-1/lks2_1_created-and-loved-by-god/u-3/lks2_1-3_emotional-well-being/s-1/what-am-i-feeling/</a></p> <p><u>Learning Objectives</u> Children will learn: That emotions change as they grow up (including hormonal effects – Version 2 only)</p>	30 minutes

	<p>About the range and intensity of their feelings and that 'feelings' are not good guides for action That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</p> <p><u>Success Criteria</u> Children will: Participate in activities and discussions to consider how different people feel in various situations. Have the opportunity to reflect on positive actions to enhance emotional well-being</p>	