

# Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement



## Wellbeing Curriculum

### Year 4 Term 5

*Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.*

*If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.*

#### **This term we will be learning...**

- How to carry out basic first aid
- Some rules of first aid; such as not moving someone with a head injury
- When it is appropriate to use first aid and the importance of seeking adult help
- The importance of keeping calm in an emergency
- To give clear information about an incident when needed to the emergency services

#### **Our Key question for this term is...**

***How can we help in an accident or emergency?***

#### **Key Vocabulary we will learn and use...**

*Danger, risk, safety, emergency, emergency services, location, injury, first aid*

If you or your child needs help and support these websites have information that can help...

[www.sja.org.uk/](http://www.sja.org.uk/)

[www.fiirstaidchampions.redcross.org.uk](http://www.fiirstaidchampions.redcross.org.uk)

**During this learning we will be welcoming 'Mini First Aid' (you can find them on Facebook!) to deliver a session with the children teaching them practical First Aid Skills!**

**The LIONEL acronym is used to help remember information needed in a call to the emergency services... it would be great if your child could practice this at home!**

**Location  
Incident  
Other Services  
Number of Casualties  
Extent of Injuries  
Location again**

#### **Points to Note– Dealing with Emergency Situations**

During these lessons there may be aspects that children find worrying or upsetting, for example listening to a phone call to the emergency services made by a child to get help for her mum. As always, we will ensure that these lessons are delivered sensitively and within a safe, inclusive and supportive learning environment. Consideration will be made prior to the lessons about any children who may be affected by the content and support put in place for them. Children will be signposted to websites such as the Red Cross for additional support and guidance after lessons if they are unsure, worried or want to learn more. Learning basic first aid and how to manage emergency situations are a part of the statutory health curriculum we must follow.



The guidance for the statutory Relationships and Health Education curriculum, states that...

*"Puberty should be covered in Health Education and should be addressed before onset so, as far as possible, pupils are prepared in advance for changes they will experience. Schools will need to consider the needs of their cohort of pupils"*

For this reason, we begin teaching about Puberty in Year 4 and then continue this learning in more detail when the children are in Year 5. This will then be revisited again in Year 6, to ensure all children are fully prepared and aware of the changes that will happen to them before they do. It is normal for puberty to start at any point between the ages of 8-14. For some children this may begin sooner.

## **Activity two:** How I've changed and developed

Divide the class into small groups. Give each group a tape measure. Tell pupils to take it in turns to measure their heights and record this. Explain that the average baby measures 50cm when it is born. Tell pupils to work out how much they have grown since they were born.



**What can you do now, that you could not do as a small baby?**

Encourage pupils to think about the physical and emotional developments.

**Suggested answers:** walking, starting school, growing hair, becoming more independent and responsible, being more patient, riding a bike, using a toilet, speaking etc.

## **Activity three:** Puberty predictions

Explain to pupils that just as a foetus grows and changes fast and a baby grows and changes fast after it is born, children continue to grow and change as they become teenagers and then adults. Tell pupils that some of these changes are known as puberty. Puberty is a time when we change from being a child to being a young adult. The body and emotions are very busy during puberty. It is helpful to be ready for puberty so you know what to expect.

Either draw around a pupil or provide a life size body outline.



**How might the body change as you continue to grow and develop? How might your emotions and feelings change as you continue to grow and develop?**