



PSHE and RSE Planning Year 4 Learning Objectives



PINK means it refers to the RSE curriculum

Term 1 It's All Greek to Me	Term 2 It's All Greek to Me Anti-bullying week	Term 3 Stone Age	Term 4 Stone Age	Term 5 Saving the World Identity Week	Term 6 Saving the World
<p>Me and My Relationships Human machines</p> <ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. <p>Different feelings</p> <ul style="list-style-type: none"> Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. <p>When feelings change</p> <ul style="list-style-type: none"> Demonstrate a range of feelings through their facial expressions 	<p>Me and My Relationships An email from Harold!</p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. <p>OK or not ok? (part 1)</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. <p>OK or not ok? (part 2)</p> <ul style="list-style-type: none"> Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. 	<p>Keeping Myself Safe Danger, risk or hazard?</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <p>Picture wise</p> <ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. <p>How dare you!</p>	<p>Keeping Myself Safe Keeping ourselves safe</p> <ul style="list-style-type: none"> Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. <p>Raisin challenge (2)</p> <ul style="list-style-type: none"> Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. <p>Rights and Responsibilities Who helps us stay healthy and safe?</p> <ul style="list-style-type: none"> Explain how different people in the school and local community 	<p>Valuing Difference What would I do?</p> <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. <p>The people we share our world with</p> <ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of 	<p>Rights and Responsibilities Harold's expenses</p> <ul style="list-style-type: none"> Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential. <p>Why pay taxes?</p> <ul style="list-style-type: none"> Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.

<p>and body language;</p> <ul style="list-style-type: none"> Recognise that their feelings might change towards someone or something once they have further information. <p>Valuing Difference Can you sort it?</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>Islands</p> <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; 	<p>Under pressure</p> <ul style="list-style-type: none"> Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>Rights and Responsibilities Safety in numbers</p> <ul style="list-style-type: none"> Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions. <p>Valuing Difference Friend or acquaintance</p> <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these 	<ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>Medicines: check the label</p> <ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). <p>Know the norms</p> <ul style="list-style-type: none"> Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people 	<p>help them stay healthy and safe;</p> <ul style="list-style-type: none"> Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. <p>It's your right</p> <ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. <p>In the news!</p> <ul style="list-style-type: none"> Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful 	<p>showing respect to others' differences.</p> <p>That is such a stereotype</p> <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media <p>Being My Best What makes me ME!</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>Making choices</p> <ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. 	<p>Growing and changing Moving house</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. <p>My feelings are all over the place</p> <ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. <p>All change!</p>
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<ul style="list-style-type: none"> Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <p>Rights and Responsibilities</p> <p>How do we make a difference?</p> <ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. 	<p>different types of relationships, including how they influence what is shared.</p>	<p>are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Being My Best</p> <p>SCARF Hotel</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	<p>and courteous manner.</p>	<p>Harold's Seven Rs</p> <ul style="list-style-type: none"> Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios. <p>My school community (1)</p> <ul style="list-style-type: none"> Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community <p>Rights and Responsibilities</p> <p>Logo Quiz</p> <ul style="list-style-type: none"> Understand some of the ways that various national and international environmental organisations work to help take care of the environment; 	<ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>Preparing for periods</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. <p>Depending on cohort of children</p> <p>Secret or surprise</p> <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel;
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Resources for Parents:

Zone of Regulation: how to talk about emotions

<https://drive.google.com/file/d/1fwPE5SMwYqpHv8-5H440pGyUZKQ74SCM/view?usp=sharing>

Support with mental health:

<https://www.mindedforfamilies.org.uk/young-people>

Advice about bullying:

<https://www.anti-bullyingalliance.org.uk/tools-information/advice-parents>

<https://www.bullying.co.uk/advice-for-parents/>

Talking to children about money:

<https://www.moneyadvice.service.org.uk/en/categories/talking-to-your-children-about-money>

Glossary of term for adults/ children:

<https://drive.google.com/file/d/1eSCbO9P90cya453DcCZquFA78OuqPTGa/view?usp=sharing>

If appropriate:

<https://www.nhs.uk/livewell/puberty/documents/4youmarch2010nonprinting.pdf>

<https://www.bodyform.co.uk/myths-and-facts/puberty/puberty-talk-with-daughter/>