

## Year 4 – Autumn Term - Relationships

<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
<p><b>Families and friendships</b></p> <p>Making friends; feeling lonely and getting help; Positive friendships, including online</p> <p>PoS Refs: R6, R7 R8, R9, R24 (Y2)</p> <p>R10, R11, R12, R13, R18 (Y4)</p>	<ul style="list-style-type: none"> <li>• how to be a good friend, e.g. kindness, listening, honesty</li> <li>• about different ways that people meet and make friends</li> <li>• strategies for positive play with friends, e.g. joining in, including others, etc.</li> <li>• about what causes arguments between friends</li> <li>• how to positively resolve arguments between friends</li> <li>• how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</li> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	<p>1 decision (5-8) – Relationships £</p> <p><a href="#">NSPCC Share Aware</a></p> <p><a href="#">Google and Parent Zone Be Internet Legends</a></p> <p><b>Go Givers: The Golden Rule</b></p> <p><b>Go Givers: Mediation</b></p>
<p><b>Safe relationships</b></p> <p>Managing secrets; resisting pressure and getting help; recognising hurtful behaviour; Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<ul style="list-style-type: none"> <li>• how to recognise hurtful behaviour, including online</li> <li>• what to do and whom to tell if they see or experience hurtful behaviour, including online</li> <li>• about what bullying is and different types of bullying</li> <li>• how someone may feel if they are being bullied</li> <li>• about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</li> </ul>	<p><a href="#">NSPCC – The underwear rule resources (PANTS)</a></p> <p>1 decision (5-8) – Relationships £</p> <p><a href="#">Thinkuknow Jessie and Friends</a></p> <p><a href="#">Google and Parent Zone Be</a></p>

<p>PoS Refs: R11, R12, R14, R18, R19, R20 (Y2)</p> <p>R20, R23, R27, R28 (Y4)</p>	<ul style="list-style-type: none"> <li>• how to resist pressure to do something that feels uncomfortable or unsafe</li> <li>• how to ask for help if they feel unsafe or worried and what vocabulary to use</li> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	<p><a href="#">Internet Legends</a></p> <p>1 decision (5-8) – Computer Safety &amp;</p> <p><b>Go Givers: Peer Pressure: It's Your Choice.</b></p>
<p><b>Respecting ourselves and others</b></p> <p>Recognising things in common and differences; playing and working cooperatively; sharing opinions; Respecting differences and similarities; discussing difference sensitively</p> <p>PoS Refs: R23, R24, R25 (Y2)</p> <p>PoS Refs: R32, R33 (Y4)</p>	<ul style="list-style-type: none"> <li>• about the things they have in common with their friends, classmates, and other people</li> <li>• how friends can have both similarities and differences</li> <li>• how to play and work cooperatively in different groups and situations</li> <li>• how to share their ideas and listen to others, take part in discussions, and give reasons for their views</li> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> </ul>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS1). 'Sameness and difference'</a></p> <p><a href="#">Premier League Primary Stars KS1 PSHE Diversity</a></p> <p><b>Go Givers: For and Against</b></p> <p><b>Go Givers: Homophobia</b></p>

	<ul style="list-style-type: none"> <li>a vocabulary to sensitively discuss difference and include everyone</li> </ul>	Go Givers: Equal Opportunities
<b><u>Year 4 – Spring Term – Living in the Wider World</u></b>		
<p><b>Belonging to a community</b></p> <p>Belonging to a group; roles and responsibilities; being the same and different in the community; What makes a community; shared responsibilities</p> <p>PoS Refs: L2, L4, L5, L6 (Y2) L4, L6, L7 (Y4)</p>	<ul style="list-style-type: none"> <li>about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups</li> <li>about different rights and responsibilities that they have in school and the wider community</li> <li>about how a community can help people from different groups to feel included</li> <li>to recognise that they are all equal, and ways in which they are the same and different to others in their community</li> <li>the meaning and benefits of living in a community</li> <li>to recognise that they belong to different communities aswell as the school community</li> <li>about the different groups that make up and contribute to a community</li> <li>about the individuals and groups that help the local community, including through volunteering and work</li> <li>how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	<p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS1). 'Sameness and difference'</a></p> <p><a href="#">PSHE Association – Inclusion, belonging and addressing extremism, (KS2) Lesson 2 Belonging to a community</a></p> <p><a href="#">Compassionate class KS2 RSPCA</a></p> <p><a href="#">Worcester University - Moving out and moving home (KS2)</a></p> <p><a href="#">Experian – values, money and me (ks2)</a></p> <p>Go-Givers: The Earth is in our Hands.</p> <p>Go Givers: Fairtrade</p>
<b>Media literacy and Digital resilience</b>	<ul style="list-style-type: none"> <li>the ways in which people can access the internet e.g. phones, tablets, computers</li> </ul>	

<p>The internet in everyday life; online content and information</p> <p>PoS Refs: L8, L9 (Y2) L13, L14 (Y4)</p>	<ul style="list-style-type: none"> <li>• to recognise the purpose and value of the internet in everyday life</li> <li>• to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</li> <li>• that information online might not always be true</li> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
<p><b>Money and Work</b></p> <p>What money is; needs and wants; looking after money</p> <p>PoS Refs: L10, L11, L12, L13, L15 (Y2)</p> <p>PoS Refs: L17, L19 L20, L21 (Y4)</p>	<ul style="list-style-type: none"> <li>• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• how money can be kept and looked after</li> <li>• about getting, keeping and spending money</li> <li>• that people are paid money for the job they do</li> <li>• how to recognise the difference between needs and wants</li> <li>• how people make choices about spending money, including thinking about needs and wants</li> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on</li> </ul>	<p>1 decision (5-8) – Money Matters £</p> <p><a href="#">Experian – Values, Money and Me (KS1)</a></p> <p><a href="#">Experian – values, money and me (KS2)</a></p> <p><a href="#">LOUD! Network – job skills, influenced and goals</a></p>

	others e.g. charities, single use plastics	
<b><u>Year 4 – Summer Term – Health and Wellbeing</u></b>		
<p><b>Physical health and Mental wellbeing</b></p> <p>Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help; Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p>PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20 (Y2)</p> <p>H2, H5, H11 (Y4)</p>	<ul style="list-style-type: none"> <li>• about routines and habits for maintaining good physical and mental health</li> <li>• why sleep and rest are important for growing and keeping healthy</li> <li>• that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</li> <li>• the importance of, and routines for, brushing teeth and visiting the dentist</li> <li>• about food and drink that affect dental health</li> <li>• how to describe and share a range of feelings</li> <li>• ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others</li> <li>• how to manage big feelings including those associated with change, loss and bereavement</li> <li>• when and how to ask for help, and how to help others, with their feelings</li> <li>• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	<p><a href="#">The sleep factor</a></p> <p>1 decision (5-8) – keeping/staying healthy £</p> <p><a href="#">PSHE Association – Mental health and wellbeing lessons (ks1)</a></p> <p>1 decision (5-8) – feelings and emotions £</p> <p><a href="#">PSHE Association – Dental Health</a></p> <p><a href="#">Drug and Alcohol Education (Year 1-2)</a></p> <p><b>Go Givers: Children's needs: Roots and Wings.</b></p> <p><b>Go Givers: Microorganisms.</b></p>
<p><b>Growing and changing</b></p> <p>Growing older; naming body parts; Physical and</p>	<ul style="list-style-type: none"> <li>• about the human life cycle and how people grow from young to old</li> <li>• how our needs and bodies change as we grow up</li> <li>• to identify and name the main parts of the body including external</li> </ul>	<p><a href="#">Medway Public Health Directorate – Primary RSE Lessons (Ks1), Lesson 3, 'Everybody's body'</a></p>

<p>emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>PoS Refs: H20, H25, H26, H27 (Y2)</p> <p>H30, H31, H32, H34 (Y4)</p>	<p>genitalia (e.g. vulva, vagina, penis, testicles)</p> <ul style="list-style-type: none"> <li>• about change as people grow up, including new opportunities and responsibilities</li> <li>• about the physical and emotional changes during puberty</li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>	<p><a href="#">Medway Public Health Directorate – Primary RSE Lessons Year 4/5 Puberty</a></p> <p><a href="#">Betty: It's perfectly natural</a></p> <p>1 decision Growing and Changing £</p>
<p><b>Keeping safe</b></p> <p>Safety in different environments; risk and safety at home; emergencies; Medicines and household products; drugs common to everyday life</p> <p>PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27 (Y2)</p> <p>H10, H38, H40, H46 (Y4)</p>	<ul style="list-style-type: none"> <li>• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines</li> <li>• how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'</li> <li>• to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger</li> <li>• how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products</li> <li>• about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel</li> <li>• how to respond if there is an accident and someone is hurt about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say</li> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a 'drug'</li> </ul>	<p><a href="#">Red Cross – Life, Live it 'Stay Safe'</a></p> <p><a href="#">Islington Healthy Schools Team - DrugWise £</a></p> <p>1 decision (5-8) – Keeping/staying safe £</p> <p><a href="#">Drug and Alcohol Education (Year 3-4)</a></p> <p><b>Go Givers: Emergency</b></p>

	<ul style="list-style-type: none"><li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li><li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li><li>• to identify some of the risks associated with drugs common to everyday life</li><li>• that for some people using drugs can become a habit which is difficult to break</li><li>• how to ask for help or advice</li></ul>	
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