






# PSHE Long Term Plan Hadrian Y4






Y4 PSHE	
National Curriculum Objectives KS2	Key Links
Relationships and Health Education Framework End of Primary Objectives	<p><a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> NSPCC Share Aware <a href="#">Google and Parent Zone KS2 internet safety resource</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> <a href="#">1decision primary PSHE education resources</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> Computer safety £ <a href="#">Premier League Primary Stars</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> KS2 PSHE Diversity <a href="#">Inclusion, belonging &amp; addressing extremism — KS1-2</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> KS2 Lesson 2 Belonging to a community <a href="#">RSPCA Compassionate Class - animal welfare, compassion and empathy, KS2</a> (<a href="http://pshe-association.org.uk">pshe-association.org.uk</a>) Compassionate class KS2 RSPCA <a href="#">Moving &amp; moving home KS2 lesson plan</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> Worcester University - Moving and moving home (KS2) <a href="#">1decision primary PSHE education resources</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> Keeping/staying healthy £ <a href="#">Medway Public Health Directorate relationships and sex education, KS1-3</a> (<a href="http://pshe-association.org.uk">pshe-association.org.uk</a>) Lessons (Y4/5), 'Puberty' Betty: It's perfectly natural <a href="#">1decision primary PSHE education resources</a>   <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a> Growing and Changing £ <a href="#">resources and curriculum</a> (<a href="http://pshe-association.org.uk">pshe-association.org.uk</a>) Islington Healthy Schools Team – DrugWise £</p>




Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and Friendships	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure and how people choose and make friends;</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</li> <li>• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</li> <li>• that people sometimes behave differently online, including by pretending to be someone they are not;</li> <li>• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met;</li> </ul>	<ul style="list-style-type: none"> <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</li> <li>• 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>	Friendships, positive, digital devices, communicating, contact, online, healthy

		<ul style="list-style-type: none"> <li>where and how to report concerns and get support with issues online.</li> </ul>		
<p>Progression</p> 	Positive friendships, including online			
<p>Teacher Subject Knowledge</p> 	<p>From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving and the concept of personal privacy. Teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.</p>			
<p>Cross Curricular Links</p> 	Computing			
Autumn 2	<p>Relationships Safe relationships Respecting ourselves and others</p>	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);</li> <li>how to consider the effect of their online actions on others and know how to recognise and display respectful</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<p>Differentiate , experience, bullying, dares, pressures, confidence, harmful, pretending</p>




		<p>behaviour online and the importance of keeping personal information private;</p> <ul style="list-style-type: none"> <li>• how to report concerns or abuse and the vocabulary and confidence needed to do so;</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them;</li> <li>• about the concept of privacy and the implications of it for both children and</li> </ul>	<p>between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <ul style="list-style-type: none"> <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're not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</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</li> </ul>	<p>Recognise, gender, race, faith, values, respect, differences, include</p>
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		<p>adults, including that it is not always right to keep secrets if they relate to being safe;</p> <ul style="list-style-type: none"> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships;</li> </ul>	<p>respecting the differences and similarities between people</p> <ul style="list-style-type: none"> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	
<p>Progression</p> 	<p>Responding to hurtful behaviour; managing confidentiality; recognising risks online          Respecting differences and similarities; discussing difference sensitively</p>			
<p>Teacher Subject Knowledge</p>	<p>Explicit talk about the features of healthy friendships, family relationships and other relationships, which young children are likely to encounter. Drawing attention to these in a range of contexts</p>			



	<p>should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.</p> <p>The principles of positive relationships also apply online, especially as, by the end of primary school, many children will already be using the Internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives.</p>			
<p>Cross Curricular</p>  <p>Links</p>	<p>Computing</p>			
<p>Spring 1</p>	<p>Living in the wider world Belonging to a community</p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;</li> <li>• that in school and in wider society they can expect to be treated with respect by others and that in turn they should show due respect to others, including those in positions of authority;</li> <li>• the benefits of physical</li> </ul>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well 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</li> </ul>	<p>Community, belonging, differences, volunteering, compassion, responsibilities</p>



		<p>exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</p> <ul style="list-style-type: none"> <li>• how to ask for advice or help for themselves or others and to keep trying until they are heard;</li> </ul>	caring for them	
<p><b>Progression</b></p> 	What makes a community; shared responsibilities			
<p>Teacher Subject Knowledge</p> 	Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.			
<p>Cross Curricular Links</p> 	Computing, PE			
Spring 2	Living in the wider world	<ul style="list-style-type: none"> <li>• how information and data is shared and used online.</li> </ul>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> </ul>	digital footprint,

	<p>Media literacy and digital resilience Money and work</p>	<ul style="list-style-type: none"> <li>• how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted;</li> </ul>	<ul style="list-style-type: none"> <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> <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</li> </ul>	<p>organisation s, online, adverts, fact/ fiction Budgets, value, important, payment, charities</p>
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			<ul style="list-style-type: none"> <li>reasons for using them</li> <li>that how people spend money</li> </ul>	
<p>Progression</p> 	<p>How data is shared and used          Making decisions about money; using and keeping money safe</p>			
<p>Teacher Subject Knowledge</p> 	<p>Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.</p>			
<p>Cross Curricular Links</p> 	<p>Computing, Maths</p>			
<p>Summer 1</p>	<p>Health and Wellbeing          Physical health and Mental wellbeing</p>	<ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health;</li> <li>the benefits of physical exercise, time outdoors,</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>	<p>Balance, healthy, recognise, illness, support, care, dental</p>

		<p>community participation, voluntary and service-based activity on mental wellbeing and happiness;</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>recognise early signs of physical illness</p> <ul style="list-style-type: none"> <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>health</p>
<p>Progression</p> 	<p>Maintaining a balanced lifestyle; oral hygiene and dental care</p>			

<p>Teacher Subject Knowledge</p> 	<p>Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems. Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing and the benefits to mental wellbeing of physical exercise and time spent outdoors.</p>			
<p>Cross Curricular Links</p> 	<p>Science, PE</p>			
<p>Summer 2</p>	<p>Health and Wellbeing Growing and changing Keeping safe</p>	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes;</li> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is</li> </ul>	<ul style="list-style-type: none"> <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>● the importance of taking medicines correctly and using household products safely</li> <li>● to recognise what is meant by a 'drug'</li> <li>● that drugs common to everyday life (e.g.</li> </ul>	<p>Identify, hygiene, emotion, help, puberty, information Medicines, drug, cigarettes, habit, e-cigarettes, vaping</p>

		<p>made available, especially if accessed early enough.</p> <ul style="list-style-type: none"> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);</li> </ul>	<p>cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p> <ul style="list-style-type: none"> <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>	
<p>Progression</p> 	<p>Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Medicines and household products; drugs common to everyday life</p>			
<p>Teacher Subject Knowledge</p> 	<p>Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>			

Cross Curricular Links



Science

Education for a Connected World  
(Throughout the year)

### **Managing online information**

- I can analyse information to make a judgement about probable accuracy, and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.
- I can explain what is meant by fake news, e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.
- I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, or influencers).
- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

### **Copyright and ownership**

- I can explain why copying someone else's work from the internet without permission can cause problems (Y3)
- I can give examples of what those problems might be (Y3)
- When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it (Y4)
- I can give some simple examples (Y4)

### **Self-image and identity**

- I can describe ways in which people might make themselves look different online.

Key texts



**Dear Teacher** Amy Husband

**The Wolves in the Walls** Neil Gaiman & Dave McKean