



Year 4 Long Term Plan for RSE&PSHE 2020/21

| Autumn | |
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| Health and Wellbeing | Relationships |
| <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking | <p>How can friends communicate safely?</p> <ul style="list-style-type: none"> about the different types of relationships people have in their lives how friends and family communicate together; how the internet and social media can be used positively how knowing someone online differs from knowing someone face-to-face how to recognise risk in relation to friendships and keeping safe about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family how to respond if a friendship is making them feel worried, unsafe or uncomfortable how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety |
| Spring | |
| Health and Wellbeing | Health and Wellbeing |
| <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> how everyday things can affect feelings how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings | <p>How can we manage risk in our environment?</p> <ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law |
| Summer | |
| Living in the Wider World | Health and Wellbeing |
| <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on | <p>What makes up a person's identity?</p> <ul style="list-style-type: none"> how to recognise and respect similarities and differences between people and what they have in common with others that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) |

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| <p>can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <ul style="list-style-type: none">• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues• how to show care and concern for others (people and animals)• how to carry out personal responsibilities in a caring and compassionate way | <ul style="list-style-type: none">• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others• how to challenge stereotypes and assumptions about others |
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