

# Year 4 Long Term Plan for RSE & PSHE

## Term 1

Health and Wellbeing	Relationships
<p><b>What strengths, skills and interests do we have?</b></p> <ul style="list-style-type: none"> <li>how to recognise personal qualities and individuality</li> <li>to develop self-worth by identifying positive things about themselves and their achievements</li> <li>how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>how to set goals for themselves</li> <li>how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>	<p><b>How can friends communicate safely?</b></p> <ul style="list-style-type: none"> <li>about the different types of relationships people have in their lives</li> <li>how friends and family communicate together; how the internet and social media can be used positively</li> <li>how knowing someone online differs from knowing someone face-to-face</li> <li>how to recognise risk in relation to friendships and keeping safe</li> <li>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</li> <li>how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>

## Term 2

Health and Wellbeing	Health and Wellbeing
<p><b>How can we manage our feelings?</b></p> <ul style="list-style-type: none"> <li>how everyday things can affect feelings</li> <li>how feelings change over time and can be experienced at different levels of intensity</li> <li>the importance of expressing feelings and how they can be expressed in different ways</li> <li>how to respond proportionately to, and manage, feelings in different circumstances</li> <li>ways of managing feelings at times of loss, grief and change</li> <li>how to access advice and support to help manage their own or others' feelings</li> </ul>	<p><b>How can we manage risk in different places?</b></p> <ul style="list-style-type: none"> <li>how to recognise, predict, assess and manage risk in different situations</li> <li>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)</li> <li>how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>how people's online actions can impact on other people</li> <li>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>how to report concerns, including about inappropriate online content and contact</li> <li>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</li> </ul>

## Term 3

Living in the Wider World	Health and Wellbeing
<p><b>How can our choices make a difference to others and the environment?</b></p> <ul style="list-style-type: none"> <li>how people have a shared responsibility to help protect the world around them</li> <li>how everyday choices can affect the environment</li> <li>how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> </ul>	<p><b>What makes up a person's identity?</b></p> <ul style="list-style-type: none"> <li>how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>that there are a range of factors that contribute to a person's</li> <li>identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>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)</li> </ul>

- how to show care and concern for others (people and animals)
- how to carry out personal responsibilities in a caring and compassionate way

- 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