



Year group: Year 4
Term: Autumn 1
Subject: PSHE - All About Me

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 2

Children explored and identified what makes them unique. They learnt about the core emotions within themselves and others while learning about the importance of finding ways to understand and express their emotions. The children explored how to identify the character traits of their peers and in themselves.

What comes next?

Year 6

Children will explore and discuss their unique characteristics in order to promote self-identity and self-esteem. Pupils will learn how to express their emotions in a safe and healthy way. They will learn how to label their own character traits and understand these traits in real-world contexts. They will understand that character elements can be inappropriate at times and how to address this in real-life contexts.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Whitney from Wednesbury is the character for this unit.

Key vocabulary

Abstract, traits, self-identity, self-esteem

Substantive Knowledge

I can name a range of abstract emotions: love, joy, worry
I can name a range of character traits.
I can give a definition of the key vocabulary

Links to other curriculum areas

Procedural Knowledge

I can recognise different abstract emotions in myself and others.
I can celebrate different character traits in myself and my peers.

End Points

To identify feelings and emotions in themselves and others..
To understand the link between a healthy body and healthy mind.
To have the knowledge and skills to make informed decisions.
To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know people can express their emotions in a safe and healthy way.
I know how to discuss and understand different character traits in myself and others.



Year group: Year 4

Term: Autumn 2

Subject: PSHE – Resilience and Coping

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 2

Children developed their understanding of mindfulness and being calm. They were introduced to the concept 'worry' and recognised when they might need help from others. The pupils learned what it means to be resilient and understand that being able to help yourself when you are upset means you can 'bounce back.' They were able to identify concrete examples of changes in their lives. The pupils were introduced to choices in their lives and encouraged to consider how healthy/safe these choices can be.

What comes next?

Year 6

The pupils will build on their understanding of mindfulness. They will also build on the idea of having a 'kind mind' consider the need to change their thinking styles to be more positive. Pupils will begin to think about positive ways to support themselves during times of need. They will learn that change happens and that this can feel uncomfortable, and that is okay. Pupils will build on their understanding that it is okay to change their mind.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Ollie from Oldbury is the character to be used.

Key vocabulary

relaxation, optimistic, strategy, positive

LOIC

Mindfulness activity – outdoor activity to be mindful and calm.

Substantive Knowledge

I can give a definition of a 'kind mind.'

I can give a definition of resilience.

I can give a definition of the key vocabulary.

Links to other curriculum areas

PE

Procedural Knowledge

I know how to be calm and enjoy the moment.

I know how to have a kind mind.

I know how to be resilient.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that people use different strategies to be resilient.

I know that people use different strategies to help them be calm and enjoy the moment.

I know that it is okay to change my mind.



Year group: Year 4
Term: Spring 1
Subject: PSHE – Being the Best I Can Be

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Year 2

Pupils developed their understanding of the character trait 'determination'. They reflected on the achievements they have made and how this relates to being a role model. They were introduced to the character trait 'perseverance'. In addition, pupils reflected on their own character traits; considering how these are shown in the classroom and home.

What comes next?

Year 6

The pupils will reflect on situations in which they would use particular 'personal strengths' over others. They will consider situations in which they have been a role model and what character traits they possessed. The pupils will reflect on times in which they have tried their best. They will consider positive strategies to help them with school transitions. Pupils will look at positive strategies to help them with school transitions whilst at home.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Spike from Smethwick is the character to be used.

Key vocabulary

Ownership, personal development, self-belief, reflection

Substantive Knowledge

I can give a definition of the key vocabulary.

I can name my strengths.

I can name a role model in the community.

Links to other curriculum areas

Religious Education

Procedural Knowledge

I know the different strengths I use at school.

I know the different strengths I use at home.

I can identify a time when I have persevered.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that many different features are needed to make a role model.

I know that people do different jobs and can help in different ways.

I know that people have different strengths and use different strategies to help them to persevere.



Year group: Year 4
Term: Spring 2
Subject: RHE – Growing Up

Prior learning

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self-Regulation, Managing Self and Building Relationships..

Previous year

Children learnt that people are unique and to respect those differences. They explored the differences between male and female bodies and how to respect the body differences between themselves and others. Children learnt the names of body parts using agreed words. The children explored different types of families and who to go to for help and support.

What comes next?

Year 5

Children will explore and discuss further aspects of growing up. Notably, children will explore the emotional and physical changes occurring in puberty. They will discuss how puberty changes the reproductive organs and describe what happens during menstruation and sperm production. Children will also explore the impact of puberty on the body and the importance of physical hygiene.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Recommended book –
Where Willy Went – Nicholas Allan

Key vocabulary

Puberty, reproduction, emotional, lifecycle

Substantive Knowledge

I can say who to go to for help and support.

I can name male and female body parts using the agreed words.

I can say a definition of the key vocabulary.

Procedural Knowledge

I can explain the human lifecycle.

I can identify some basic facts about puberty.

I can explore respect in a range of relationships.

I can discuss the characteristics of healthy relationships.

Disciplinary Knowledge

I know that puberty is an important stage in the human lifecycle and that puberty is linked to reproduction.

I know that physical and emotional changes happen in puberty

I know that children change into adults to be able to reproduce if they choose to

I know that respect is important in all relationships including online and that friendships can make people feel unhappy or uncomfortable.

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 4
Term: Summer 1
Subject: RHE – Alcohol

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

Year 1

Children explored and discussed what is meant by a healthy lifestyle. They discussed what unhealthy and healthy means. The children explored unhealthy/healthy options. They explored what things we put into our bodies when we are feeling unwell; looking at how medicines get into our bodies. The children looked at people who help us and discussed if the person may or may not give us medicines or injections.

Year 2

Children explored substances and situations that are safe and unsafe. They learnt about hazardous substances and that some things we put into our bodies can harm us. They considered safety rules at home and at school in order to keep safe.

Year 3

Children learnt about smoking and its effects, they considered the impact of smoking on the body – including passive smoking. They explored why people and considered some strategies to prevent smoking. They learnt about the rules and laws to prevent smoking.

What comes next?

Year 5

Children will explore a range of legal and illegal drugs; discussing their risks and effects. They will consider the children's attitudes and beliefs regarding drug use and drug users. They will also consider strategies to resist drug use.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

St John Ambulance First Aid lesson to be completed in Summer term.

Key vocabulary

Unit, Volume, Legal/illegal, Choice

Substantive Knowledge

I can say what alcohol is.

I can name an effect of alcohol on the body.

I can give a definition of the key vocabulary.

Links to other curriculum areas

Science

Procedural Knowledge

I can explain the effect of alcohol on the body.

I can understand the risks related to drinking alcohol.

I can consider how society limits the drinking of alcohol.

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know what alcohol is and that it can affect the body.

I know that people can be affected differently by alcohol.

I know that there are laws about drinking alcohol and that there are ways to drink alcohol sensibly.