

### Year 4 Medium Term Planning

Topic	NC Objectives	Key Skills and Knowledge	Vocabulary	Cross Curricular Links
<p><b>Climate Change Saving the planet</b></p>	<p>to respect the importance of protecting the environment.</p>	<p>To know the impact of climate change.</p> <p>To know why it is important to save energy and water and how it has a positive effect on the environment.</p> <p>To know how their choices impact the environment.</p> <p>The importance of protecting the environment and how everyday actions can either support or damage it</p> <p>How to show compassion for the environment, animals and other living things</p> <p>About the way that money is spent and how it affects the environment</p> <p>To express their own opinions about their responsibility towards the environment</p>	<p>Climate change Impact</p>	<p>Science Geography</p>
<p><b>RSE Being Safe Peer Pressure Being Assertive</b></p>	<p>facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p>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);</p>	<p>To recognise that we have rules for a reason that need to be followed.</p> <p>To understand that people may try to persuade us to do things and we have the right to say no.</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong</p> <p>to recognise what is meant by a 'drug.' that drugs common to everyday life (e.g. cigarettes, e- cigarettes/vaping, alcohol and medicines) can affect health and wellbeing to identify some of the effects related to different drugs and</p>	<p>Persuasion Assertiveness Anxious Peer Pressure Medicines, drug, cigarettes, habit, e- cigarettes, vaping</p>	<p>Computing Healthy Lifestyle Week</p>

		<p>that all drugs, including medicines, may have side effects</p> <p>to identify some of the risks associated with drugs common to everyday life</p> <p>that for some people using drugs can become a habit which is difficult to break how to ask for help or advice</p> <p>about peer influence and how it can make people feel or behave</p> <p>the impact of the need for peer approval in different situations, including online.</p> <p>strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</p>		
<p><b>RSE</b></p> <p><b>Growing and Changing</b></p> <p><b>Fighting Prejudice</b></p> <p><b>Health and Prevention</b></p>	<p>Responsibilities change as you grow older.</p> <p>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;</p> <p>the importance of respecting others, even when they are very different from them (for example, physically, in</p>	<p>To know about the process of growing from young to old and how people's needs change and the responsibilities that increasing independence may bring.</p> <p>the meaning and benefits of living in a community</p> <p>to recognise that they belong to different communities as well as the school community</p> <p>about the different groups that make up and contribute to a community</p> <p>about the individuals and groups that help the local community, including through volunteering and work</p>	<p>life cycle</p> <p>human bodies</p> <p>responsibilities</p> <p>goals</p> <p>changes</p> <p>Community belonging</p> <p>differences</p> <p>volunteering</p> <p>compassion</p>	<p>Science</p> <p>PE</p> <p>Healthy Lifestyles Week</p>

	<p>character, personality or backgrounds), or make different choices or have different preferences or beliefs;</p> <p>that mental wellbeing is a normal part of daily life, in the same way as physical health;</p> <p>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;</p> <p>how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;</p> <p>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;</p> <p>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).</p>	<p>how to show compassion towards others in need and the shared responsibilities of caring for them.</p> <p>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</p> <p>what good physical health means and how to recognise early signs of physical illness</p> <p>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</p> <p>how to maintain oral hygiene and dental health, including how to brush and floss correctly</p> <p>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</p>	<p>Balance healthy recognise illness support care Dental health</p>	
<p><b>RSE Relationships</b></p>	<p>how important friendships are in making us feel happy and secure and how people choose and make friends;</p>	<p>Understand how they can improve or support respectful; relationships by recognising and managing feelings.</p> <p>Recognise different types of relationships and the</p>	<p>Friendships Communication Stable Caring</p>	

	<p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded;</p>	<p>importance of being in stable caring relationships.</p> <p>about the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>how to seek support with relationships if they feel lonely or excluded</p>	<p>Mutual respect trust</p>	
<p><b>KidSafe Programme 2</b></p>	<p><b>NC links and Key knowledge</b></p> <p><b>During the full programme two children will learn</b></p> <p>that each person's body belongs to them; the differences between appropriate and inappropriate or unsafe, physical, and other, contact;</p> <p>about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe;</p> <p>the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>how to report concerns or abuse and the vocabulary and confidence needed to do so;</p> <p>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;</p> <p>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;</p> <p>the conventions of courtesy and manners;</p> <p>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;</p> <p>the importance of self- respect and how this links to their own happiness;</p>			

that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;

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);

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

why social media, some computer games and online gaming, for example, are age restricted;

**Extra to programme 1**

about the process of grieving and how grief can be expressed

the impact of the need for peer approval in different situations, including online.

strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication

where and how to report concerns and get support with issues online

that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.

that cyberbullying has a negative and often lasting impact on mental wellbeing;

to know how arguments make you feel and have some ideas about how to recognise negative feelings and behaviour.

how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

**GDS**

The purpose of each of our PSHE lessons is to answer questions about the wider world, the status quo and to develop our understanding of the workings of communities. Consequently, it is harder to determine what Greater Depth looks like within discrete lessons, and while some topics have outcomes which specifically lend themselves to fitting an assessment criteria others do not. Instead we look to individuals and how they perceive their role in their lives, their communities and their abilities to make a difference. By using individual case studies, conversations and the attitudes of pupils in our school, we can get a true understanding of their knowledge, beliefs and values towards their roles and responsibilities to the wider world.

