

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 4

<i>Autumn 1</i> <i>Identity, society and equality</i>	<i>Autumn 2</i> <i>Drug, alcohol and tobacco education</i>	<i>Spring 1</i> <i>Physical health and wellbeing</i>
<b>Enquiry Questions</b>		
What does it mean to be a democratic society?	How can drugs affect a person's behaviour?	What is important to me?
<b>Outcomes</b>		
To create their own manifesto with justifications about their decisions.	A debate about which situation is most risky – place situation cards on a risk continuum with annotations explaining their reasons.	Outline of themselves – annotated with their views about food choices and sleep. Compare with classmates, identifying similarities and differences.
<b>Linked Texts</b>		
What's the Big Deal About Elections by Ruby Shamir	N/A	Herb, the vegetarian dragon by Jules Bass The boy with square eyes by Juliet Snape
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
In this unit pupils will learn about Britain as a democratic society, understanding that there are different political parties who differ in their views. The children will focus on how people have opportunities to influence decisions by voting in elections. Pupils will learn about how laws are made, the importance of following them and recognise that laws help to keep people safe. They will understand the contribution and influence that individuals and organisations can have on social and environmental change. Pupils will then explore how the local council organises services under the guidance of the central government, recognising there are limited resources for the needs of the community. They will discuss about people may have different views about how council money should be spent.	In this unit pupils will learn that there are drugs, other than medicines, that are common in everyday life, and why people choose to use them such as caffeine, alcohol, tobacco or nicotine products. They will identify why a person may choose to use or not use a drug and state some alternatives to using drugs. The children will learn about the effects and risks of drinking alcohol and how it can affect the body. They will discuss how there are laws and guidelines related to the consumption of alcohol. The children will learn about different patterns of behaviour that are related to drug, using the terms 'habit' and 'addiction'. They will use this knowledge to explore where they can go for help if they are concerned about someone's use of drugs.	In this unit pupils will learn why people may eat or avoid certain foods (religious, moral, cultural or health reasons). They will communicate their own personal food needs, understanding that people may follow a particular diet based on their religious, moral, cultural background or for health reasons. Pupils will explore other factors that contribute to people's food choices such as ethical farming, fair trade and seasonality. They will talk about their views and express their opinions on factors that affect food choice, understanding that consumers may have different views on the food they eat and how it is produced and farmed. Pupils will end the unit on looking at the importance of getting enough sleep, recognising that too much screen time can have a negative impact on a person's health and wellbeing. They will explore ways which can help people relax and sleep well.
<b>Knowledge and/or Skills Covered</b>		
<b>Social –</b> <b>Empathy:</b> Explain commonalities, e.g. similarities and differences. Try to see and respect other people's points of view. Modify their behaviour appropriately for different people and settings e.g. with regard to culture or custom and explain why they are doing so <b>Collaboration including Conflict Management:</b> Use their knowledge of others' views, opinions, personal	<b>Social –</b> <b>Empathy:</b> Explain commonalities, e.g. similarities and differences. Try to see and respect other people's points of view. <b>Accepting advice:</b> Seek advice but make an informed choice about whether to follow it. <b>Communication:</b>	<b>Personal –</b> Appreciation of "human creativity and achievement: Describe experiences (of creativity and achievement) that they enjoy and start to describe the same for others. Express opinions and listen to those of others. <b>Social –</b> <b>Empathy:</b> Explain commonalities, e.g. similarities and differences. Try to see and respect other people's points of view.

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 4

<p>qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions.</p> <p>Accepting advice: Seek advice but make an informed choice about whether to follow it.</p> <p>Communication: Use research to inform their opinions, sharing these with others.</p> <p>Start to understand the varying reliabilities of sources of information e.g. in social media.</p>	<p>Use research to inform their opinions, sharing these with others.</p> <p>Start to understand the varying reliabilities of sources of information e.g. in social media.</p> <p><u>Health –</u> Risk assessment/management: Assess risks in different situations and develop strategies for keeping physically and emotionally safe, including a wider range of online safety issues and protections.</p>	<p>Modify their behaviour appropriately for different people and settings (e.g. with regard to culture or custom and explain why they are doing so</p> <p>Collaboration including Conflict Management: Use their knowledge of others' views, opinions, personal qualities and social skills to work successfully in a team and resolve conflicts, e.g. by looking at alternatives and making decisions.</p> <p>Accepting advice: Seek advice but make an informed choice about whether to follow it.</p> <p>Communication: Use research to inform their opinions, sharing these with others.</p> <p>Start to understand the varying reliabilities of sources of information e.g. in social media.</p> <p><u>Health –</u> Self-care: Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise and that of others (e.g. kindness and generosity)</p> <p>Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>Risk assessment/management: Assess risks in different situations and develop strategies for keeping physically and emotionally safe, including a wider range of online safety issues and protections.</p> <p>Use these as an opportunity to build resilience.</p>
<b>National Curriculum Attainment Targets</b>		
<p>N/A</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (Health Education, Drugs, alcohol and tobacco)</p>	<p>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (Health Education, Mental Wellbeing)</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (Health Education, Internet safety and harms)</p>

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 4

		The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn (Health Education, Health and prevention)
<b>Important Vocabulary</b>		

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 4

<u>Spring 2</u> <i>Keeping safe and managing risk</i>	<u>Summer 1</u> <i>Relationship and Sex education</i>	<u>Summer 2</u> <i>Basic First Aid</i>
<b>Enquiry Questions</b>		
How can I keep myself safe online and in day-to-day life?	What is puberty and how does my body change?	What can you do in an emergency? What is asthma? What is an allergic reaction?
<b>Outcomes</b>		
A poster answering the enquiry question using the content from the 'overview' section.	Discussions with peers and class teacher about the enquiry question.	Information leaflet about basic first aid topics covered in 'overview' section
<b>Linked Texts</b>		
N/A	N/A	N/A
<b>Linked Experiences</b>		
N/A	N/A	N/A
<b>Overview</b>		
In this unit pupils will learn how to be safe in their computer gaming habits. They will explore the age classification system and understand why some games are not appropriate for children to play. They will evaluate whether a computer game is suitable for them to play and explain why. Pupils will then learn about keeping safe near roads, rail, water, building sites and around fireworks. They will identify and assess the level of risk of different activities in the local environment. Pupils will recognise that in some situations there may be pressure to behave in a way that doesn't feel safe, identifying some ways to respond to unhelpful pressure. Pupils will learn about what to do in an emergency and basic emergency first aid procedure. They will carry out some simple first aid procedures for different needs, demonstrating how to ask for help from a range of emergency services.	In this unit pupils will learn about the way we grow and change throughout the human lifecycle, understanding that change is on-going and individual. Pupils will then learn about the physical changes associated with puberty, understanding that everyone's experience of puberty is different and that it begins and ends at different times. Pupils will learn about menstruation and wet dreams and explain effective methods for managing these changes. They will learn about the impact of puberty on physical hygiene and strategies for managing this. They will recognise the similarities between the needs and wants of boys and girls and challenge gender stereotypes around hygiene and grooming. Pupils will then move onto learning about strategies to deal with feelings in the context of relationships, understanding how they affect behaviour. Pupils will practise strategies for managing relationships and changes during puberty, emphasising with other people's feelings.	<p>Emergencies/Calling for help:</p> <ul style="list-style-type: none"> <li>• Understand it's most important to ensure the safety of myself and others in the event of an emergency</li> <li>• Assist in an emergency by correctly calling for help</li> <li>• Know the information I need to give to emergency services if they are called to an incident</li> </ul> <p>Asthma:</p> <ul style="list-style-type: none"> <li>• Identify a casualty who is having an asthma attack</li> <li>• Assess a casualty's condition calmly and give first aid to someone who is having difficulty breathing due to asthma</li> <li>• Seek medical help, if required, for someone who is having an asthma attack</li> </ul> <p>Allergies:</p> <ul style="list-style-type: none"> <li>• Explain what an allergic reaction is</li> <li>• Give first aid to a casualty who is having an allergic reaction</li> <li>• Recognise when to call for help for a casualty who is having an allergic reaction</li> </ul>
<b>Knowledge and/or Skills Covered</b>		

# Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

## Year 4

<p><u>Personal –</u> Self-regulation of emotions: Start to recognise some common triggers and make efforts to avoid them; start to understand why they might experience conflicting emotions, and how they might overcome these</p> <p>Self-control of behaviour: Use their knowledge of consequences to manage and adapt their own behaviour</p> <p>Trustworthiness, honesty, integrity: Recognise and manage 'dares' and other forms of peer pressure</p> <p>Adaptability including Resilience and Perseverance: Demonstrate persistence in tackling a challenge e.g. by overcoming more than one set-back.</p> <p><u>Social –</u> Discernment: Explain in detail how they discern the quality of a relationship, including how they manage difficult situations, how they seek help, and the risks of online friendships.</p> <p>Respect: Start to cope with/compensate for non-reciprocation of good manners. Show respect for online content e.g. by acknowledging a source.</p> <p>Accepting advice: Seek advice but make an informed choice about whether to follow it.</p> <p>Communication: Use research to inform their opinions, sharing these with others. Start to understand the varying reliabilities of sources of information e.g. in social media.</p> <p><u>Health –</u> Self-care: Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise and that of others (e.g. kindness and generosity) Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how</p>	<p><u>Personal –</u> Self-awareness: Distinguish between most emotions and the symptoms of them; describe the range and intensity of some of these.</p> <p>Self-regulation of emotions: Start to recognise some common triggers and make efforts to avoid them; start to understand why they might experience conflicting emotions, and how they might overcome these</p> <p>Self-control of behaviour: Use their knowledge of consequences to manage and adapt their own behaviour</p> <p><u>Social –</u> Accepting advice: Seek advice but make an informed choice about whether to follow it.</p> <p><u>Health –</u> Self-care: Use research to inform the choices they make that have an impact on their physical and mental health, e.g. food and exercise and that of others (e.g. kindness and generosity) Explain how they discern their own mental and physical wellbeing, i.e. whether what they are feeling and how they are behaving is appropriate and proportionate</p>	<p><u>Health –</u> Self-care: Use research to inform the choices they make that have an impact on their physical and mental health</p>
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## Year 4

<p>they are behaving is appropriate and proportionate</p> <p>Risk assessment/management: Assess risks in different situations and develop strategies for keeping physically and emotionally safe, including a wider range of online safety issues and protections.</p> <p>Use these as an opportunity to build resilience.</p>		
<b>National Curriculum Attainment Targets</b>		
<p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (Relationship Education, Online relationships)</p> <p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing (Health Education, Internet safety and harms)</p> <p>Why social media, some computer games and online gaming, for example, are age restricted (Health Education, Internet safety and harms)</p> <p>How to make a clear and efficient call to emergency services if necessary (Health Education, Basic first aid)</p> <p>Concepts of basic first-aid, for example dealing with common injuries, including head injuries (Health Education, Basic first aid)</p>	<p>Where to get advice e.g. family, school and/or other sources (Relationship Education, Being safe)</p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (Health Education, Changing adolescent body)</p> <p>About menstrual wellbeing including key facts about the menstrual cycle (Health Education, Changing adolescent body)</p>	<p>How and when to seek support including which adults to speak to in school if they are worried about their health (Health Education, Physical Health and Fitness)</p> <p>How to make a clear and efficient call to emergency services if necessary (Health Education, Basic First Aid)</p> <p>Know concepts of basic first-aid (Health Education, Basic First Aid)</p>
<b>Important Vocabulary</b>		