

## Year 4 Scheme of Work – Personal Social Health & Citizenship Education / Relationships, Sex & Health Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	<ul style="list-style-type: none"> <li>- Explain how to be a positive learner.</li> <li>- Explain how a positive learning attitude can help me learn new things.</li> <li>- Apply a positive attitude towards learning and take on new challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- Sort thoughts given into helpful and not-so-helpful thought categories;</li> <li>- Identify what a positive learning attitude is</li> <li>- Give examples of positive learning attitude statements;</li> <li>- Identify and foster a positive growth mindset;</li> <li>- Develop resilience and perseverance;</li> <li>- Self-assess feelings in relation to learning zones.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Continuous throughout.</li> <li>Discussions.</li> <li>Relating objectives to real-life examples.</li> </ul>	<ul style="list-style-type: none"> <li>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</li> <li>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li> <li>To recognise when they need help and to develop the skills, to ask for help.</li> <li>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>To learn what positively and negatively affects their physical, mental and emotional health.</li> </ul>	All subjects
<b>Previous learning:</b> Y2 – positive/negative thoughts; consequences of decisions/actions; set personal goals; emotional triggers; gratitude; being mindful.				<b>Next learning:</b> Y6 – influence of thoughts/feelings/behaviours; feelings; strategies to deal with unhelpful thoughts; informed choices; mindfulness techniques; growth vs fixed mindset; strategies for challenges.			

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<p><b>4.1</b> Think Positive – Health &amp; Wellbeing</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Understand that having a positive attitude is good for our mental health.</li> <li>- Recognise and manage positive and negative thoughts effectively.</li> <li>– Understand that some changes can be difficult, but that there are things we can do to cope.</li> <li>- Use mindfulness techniques to keep calm.</li> <li>- Identify uncomfortable emotions and manage them effectively.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that having a positive attitude is good for our mental health;</li> <li>- Understand the causes of negative thoughts;</li> <li>- Identify ways to cope with negative thoughts;</li> <li>- Understand the impact certain changes can have on people and how it can affect them emotionally;</li> <li>- Identify some mindfulness techniques and discuss which they like to use;</li> <li>- Identify strategies to cope with uncomfortable emotions.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> <li>- Role plays</li> <li>- Vocabulary sheets/ word mats</li> </ul>	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To consider what positively and negatively affects their physical, mental and emotional health.</p> <p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>Islamic Studies – coping with distress/sadness and negative thoughts</p> <p>English – Speaking/ Listening, Drama</p>
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Previous learning: Y2 – rights; respect for people’s rights; fairness; differences.				Next learning: Y6 – Universal Declaration of Human Rights; rights of children; reasons why people’s rights aren’t always met; rights-respecting citizens; human rights activists.			
4.2 Respecting Rights – Living in the Wider World	6	<ul style="list-style-type: none"> <li>- Understand what rights are and that all people share the same rights.</li> <li>- Understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important.</li> <li>- Explain what democracy is and how this relates to rules and human rights.</li> <li>- Explain what it means to respect the rights of others and I understand why this is important.</li> <li>- Understand how stereotypes can stop people’s human rights being met.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain what makes human rights universal;</li> <li>- Understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child;</li> <li>- Explain what democracy is and how this relates to rules and human rights;</li> <li>- Explain what it means to respect the rights of others and understand why this is important;</li> <li>- Understand how stereotypes can inhibit people’s human rights being met.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> <li>- Word mats/banks</li> </ul>	Continuous throughout.  Discussions.  Relating objectives to real-life examples.	<ul style="list-style-type: none"> <li>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</li> <li>To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</li> <li>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</li> <li>To know why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>To know what democracy is, and about the basic institutions that support it locally and nationally.</li> <li>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.</li> <li>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and to try to see, respect and if necessary constructively challenge others’ points of view.</li> <li>To understand that differences and similarities between people arise from a number of factors, (see ‘protected characteristics’ in the Equality Act 2010).</li> <li>To recognise and challenge stereotypes.</li> </ul>	SMSC/British Values  Islamic Studies – rights of people, equality  English – Speaking/ Listening

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<p><b>Previous learning:</b> Y2 – family life in different countries; schools in different countries; how environment affects lives; use/misuse of natural resources; caring for the Earth.</p>				<p><b>Next learning:</b> Y6 – responsible global citizen; global warming; energy use; biodiversity; impact of choices for people/places around the world.</p>			
<p><b>4.3</b> One World – Living in the Wider World</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Discuss ways in which people’s lives are similar and different and give reasons for these differences. Explore differences of opinion and identify if I feel these are fair.</li> <li>- Recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</li> <li>- Explain what climate change is and how it affects people’s lives and identify what I can do to help.</li> <li>- Identify different organisations which help people in different countries who are in challenging situations and explain how they do this.</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons for similarities and differences between people’s lives;</li> <li>- Detail if they feel something is fair or not;</li> <li>- Give reasons for their own opinions;</li> <li>- Recognise how their actions impact on people in different countries;</li> <li>- Discuss climate change in terms of what it is and its effects;</li> <li>- Explain how organisations help people in need.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> <li>- Word sheets/banks</li> </ul>	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To consider the lives of people living in other places and people with different values and customs.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability.</p> <p>To recognise and challenge stereotype.</p> <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>To understand that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p>	<p>Islamic Studies – charity, helping those in need</p> <p>English – Speaking/ Listening</p> <p>Geography/Science - climate</p>
		<ul style="list-style-type: none"> <li>- Community project: Recycling at school, walk to school week, 20 grains of rice initiative</li> <li>- Fundraise: third world country school</li> </ul>					
<p><b>Previous learning:</b> Y2 – special people; family network; qualities of a good friend; positive resolution techniques; caring for others.</p>				<p><b>Next learning:</b> Y6 – caring for our VIPs; calming technique; handling/avoiding disagreements; secrets; healthy/unhealthy relationships.</p>			

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<p>4.4 VIPs - Relationships</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Explain why we need new friendships and how to make them.</li> <li>- Create a list of positive actions needed to stay friends with my friends.</li> <li>- Demonstrate strategies for resolving conflicts.</li> <li>- Identify what bullying is.</li> <li>- Know what to do if someone is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss how our attitudes impact new friendships being made;</li> <li>- Create a plan for being an anonymous friend over the course of a week;</li> <li>- Work together to create a role play about positive resolution techniques;</li> <li>- Create a poster with ideas to help someone who is being bullied.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> <li>- Role play</li> <li>- Word mats/Ideas sheet</li> </ul>	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To know that their actions affect themselves and others. To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.</p> <p>To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help).</p> <p>To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities.</p> <p>To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p>	<p>Islamic Studies – brotherhood, conflict resolution</p> <p>English – Speaking/ Listening, Drama</p>
<p><b>Previous learning:</b> Y2 – stay safe at home; outside dangers; green cross code; medicine; online safety; good/bad secrets; trusted adult.</p>				<p><b>Next learning:</b> Y6 – being responsible; risk assessment; people who help in an emergency; first aid; online safety; rights to privacy; CEOP – reporting abuse.</p>			

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<p><b>4.5</b> Safety First – Health &amp; Wellbeing</p>	<p>6</p>	<ul style="list-style-type: none"> <li>- Be responsible for making good choices to stay safe and healthy.</li> <li>- Understand that I can choose not to do something that makes me feel uncomfortable.</li> <li>- Know how to be safe on and near the road.</li> <li>- Know about dangerous substances and how they affect the human body.</li> <li>- Keep myself safe when I use the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciate what being responsible means and name some of their responsibilities;</li> <li>- Appreciate that doing something risky may lead to danger;</li> <li>- Describe where pressure to do things can come from; identify people who can help us in an emergency;</li> <li>- Identify safety precautions that can be taken on and near roads;</li> <li>- Explain some of the ways in which drugs, cigarettes and alcohol affect the human body;</li> <li>- Know how to use mobile devices and the Internet responsibly;</li> <li>- Understand why certain information should never be shared online;</li> <li>- Identify behaviour that constitutes cyberbullying.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> </ul>	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.</p> <p>To differentiate between the terms, 'risk', 'hazard' and 'danger'.</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 learn strategies for keeping physically and emotionally safe.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly.</p> <p>To learn school rules about health and safety, basic emergency aid procedures, where and how to get help.</p> <p>To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise and manage 'dares'.</p> <p>To have strategies for keeping physically and emotionally safe including road safety (including cycle safety), and safety in the environment (including rail, water and fire safety).</p> <p>To differentiate between the terms, 'risk', 'hazard' and 'danger'.</p> <p>To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)</p> <p>To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p>	<p>Computing – E-Safety</p> <p>Islamic Studies – intoxicants</p> <p>English – Speaking/Listening</p>
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Previous learning: Y3 - lack of sleep; exercise and muscles; sharing of secrets; body belongs to them; too much sugar=bad for health; medicine, harmful drugs/chemicals; germs and disease				Next learning: Y5 – body belongs to them; media image portrayal; changes during puberty; cleanliness; coping with new/difficult emotions			
4.6 It's My Body – Health & Wellbeing	6	<ul style="list-style-type: none"> <li>– Know that my body belongs to me and that I have control over what happens to it.</li> <li>- Understand why getting enough sleep is important.</li> <li>– Understand what a positive body image is.</li> <li>– Make informed choices in order to look after my physical and mental health.</li> </ul>	<ul style="list-style-type: none"> <li>- Define consent and autonomy;</li> <li>- Identify the implications of not getting enough sleep;</li> <li>- Understand why they need to change some of their habits and routines as they get older;</li> <li>- Understand that many images seen in the media are artificially enhanced;</li> <li>- Identify some factors that influence the choices they make about their bodies;</li> <li>- Understand that the choices they make about their bodies have consequences.</li> </ul>	<ul style="list-style-type: none"> <li>- Partner/group talk</li> <li>- Scenarios</li> <li>- Definition cards</li> </ul>	<ul style="list-style-type: none"> <li>Continuous throughout.</li> <li>Discussions.</li> <li>Relating objectives to real-life examples.</li> </ul>	<ul style="list-style-type: none"> <li>To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</li> <li>To understand what positively and negatively affects their physical, mental and emotional health.</li> <li>To understand what is meant by the term 'habit' and why habits can be hard to change.</li> <li>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</li> <li>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.</li> <li>To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</li> <li>To explore and critique how the media present information.</li> <li>To recognise and challenge stereotypes.</li> </ul>	<ul style="list-style-type: none"> <li>Islamic Studies – intoxicants</li> <li>Science – healthy lifestyle</li> <li>English – Speaking/Listening</li> </ul>