

Year 4 PSHCE curriculum

TERM	TOPIC	OBJECTIVES
Autumn 1	Explore Romans	<p>Respecting self and others R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background mindmate: know actions affect themselves and others (discrimination)</p> <p>Communities L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p>
Autumn 2	Explore Romans	<p>Shared responsibilities L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p> <p>Media literacy and digital resilience L13. about some of the different ways information and data is shared and used online, including for commercial purposes L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p>
Spring 1	European time traveller	<p>Mental Health H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations mindmate: Feelings and intensity mindmate: coping with difficult situations</p>
Spring 2	European time traveller	<p>Ourselves, growing and changing H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking mindmate: positive and negative effects on emotional well-being and mental health</p> <p>Economic wellbeing: Aspirations, work and career L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs</p>
Summer 1	Rainforest Rangers	<p>Health and well-being H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of</p>

		<p>physical illness H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>Keeping safe H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>Safe relationships R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) mindmate: skills to maintain and keep positive relationships mindmate: resisting pressure</p> <p>Living in the wider world L3. about things they can do to help look after their environment</p>
Summer 2	Rainforest Rangers	<p>Relationships R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>Economic well-being – money L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>

Ongoing targets across school:

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

On trips: H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

On trips: H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H38. how to predict, assess and manage risk in different situations.

H36. strategies to manage transitions between classes and key stages