



Anlaby Primary School: PSHCE Long Term Plan (Year 4)	
<b>Year 4</b>	<b>Autumn 1- Health and wellbeing:</b> <i>Self-esteem: self-worth; personal qualities; goal setting; managing setbacks</i>
<b>Key Question</b>	<b>What strengths, skills and interests do we have?</b>
<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>• H27. to recognise their individuality and personal qualities</li> <li>• H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> <li>• H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</li> </ul>

Autumn 2- Relationships: <i>Respect for self and others; courteous behaviour; safety; human rights</i>	
<b>Key Question</b>	<b>How do we treat each other with respect?</b>
<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</li> <li>• R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• R21. about discrimination: what it means and how to challenge it</li> <li>• R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</li> <li>• R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>• 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</li> <li>• R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> <li>• R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• 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</li> </ul>

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|  | <ul style="list-style-type: none"><li>• H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk<sup>3</sup></li><li>• L2. to recognise there are human rights, that are there to protect everyone</li><li>• L3. about the relationship between rights and responsibilities</li><li>• L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</li></ul> |
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Spring 1- Health and wellbeing- <i>Physical health and mental wellbeing, growing and changing, keeping safe</i>	
Key Question	How can we manage our feelings?
POS Statements	<ul style="list-style-type: none"> <li>• H17. to recognise that feelings can change over time and range in intensity</li> <li>• H18. about everyday things that affect feelings and the importance of expressing feelings</li> <li>• H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</li> <li>• H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> </ul>

Spring 2- Health and wellbeing: <i>Growing and changing; puberty</i>	
Key Question	How will we grow and change? Objectives covered by Big Talk visit this term
POS Statements	<ul style="list-style-type: none"> <li>• H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</li> <li>• H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• H34. about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul>

Key Vocabulary	
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**Summer 1- Living in the wider world:** *Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions*

Key Question	How can our choices make a difference to others and the environment?
POS Statements	<ul style="list-style-type: none"> <li>• L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>• L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</li> <li>• L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</li> <li>• R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</li> </ul>

**Summer 2- Health and wellbeing:** *Keeping safe; out and about; recognising and managing risk*

Key Question	How can we manage risk in different places?
POS Statements	<ul style="list-style-type: none"> <li>• H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</li> <li>• H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>• H38. how to predict, assess and manage risk in different situations</li> <li>• 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</li> <li>• H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>• H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</li> <li>• R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</li> </ul>

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|  | <ul style="list-style-type: none"><li>• R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li><li>• R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns</li><li>• R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</li><li>• R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li><li>• R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li><li>• L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</li><li>• L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices</li><li>• L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</li></ul> |
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