 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR 4

 ‘Believe and Achieve’

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| Internet safety and harms* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 15

Healthy eating* what constitutes a healthy diet (including understanding calories and other nutritional content) 22

Drugs, alcohol and tobacco* the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 25

Health and prevention* how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body 26
* about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist 29
* about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing 30

Changing adolescent body* key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes 34
* about menstrual wellbeing including the key facts about the menstrual cycle 35
* Caring friendships
* how important friendships are in making us feel happy and secure, and how people choose and make friends 7
* the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 8
* that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded 9
* how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed 11
 | Respectful relationships* the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs 12

Online relationships* that people sometimes behave differently online, including by pretending to be someone they are not 20
* the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them 22
* how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met 23
* how information and data is shared and used online 24

Being safe* 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 26
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 28
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| **Autumn Term Weeks 1-4****Belonging to a Community**  | **Autumn Term Weeks 5-8****Respecting Ourselves and Others**  | **Autumn Term Weeks 9-12****Physical Health and Mental Wellbeing** |
| **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**L6.** about the different groups that make up their community; what living in a community means**L7.** to value the different contributions that people and groups make to the community | **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**R33.** to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own | **H2.** about the elements of a balanced, healthy lifestyle**H5.** about what good physical health means; how to recognise early signs of 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) |
| **Spring Term Weeks 1-4****Safe Relationships**  | **Spring Term Weeks 5-8****Media Literacy and Digital Resilience** | **Spring Term Weeks 9-12****Keeping Safe** |
| **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**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**R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**R25.** recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact**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 | **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 | **H10.** how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed**H38.** how to predict, assess and manage risk in different situations**H40.** about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)**H46.** about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break |
| **Summer Term Weeks 1-4****Family and Friendships** | **Summer Term Weeks 5-8****Money and Work** | **Summer Term Weeks 9-12****Growing and Changing** |
| **R10.** about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing**R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships**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**R13.** the importance of seeking support if feeling lonely or excluded**R18.** to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary | **L17.** about the different ways to pay for things and the choices people have about this**L19.** that people’s spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)**L20.** to recognise that people make spending decisions based on priorities, needs and wants**L21.** different ways to keep track of money | **H31.** about the emotional changes that happen when approaching and during puberty **H32.** about how hygiene routines change as children grow, the importance of keeping clean and how to maintain personal hygiene**H17.** to recognise that feelings can change over time and range in intensity**H25.** about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)**H27.** to recognise their individuality and personal qualities |