



PSHE & SRE CURRICULUM PLANNING **YEAR 4**

**AUTUMN**

How do we treat each other with respect?		What strengths, skills and interests do we have?	
SRE OBJECTIVE	LEARNING THEMES	SRE OBJECTIVE	LEARNING THEMES
<p><b>Relationships</b> <b>RESPECTFUL RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> </ul>	<ul style="list-style-type: none"> <li>• How people’s behaviour affects themselves and others, including online</li> <li>• How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. If someone is being upset or hurt)</li> <li>• The rights that children have and why it is important to protect these</li> <li>• That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> <li>• How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> </ul>	<ul style="list-style-type: none"> <li>• How to recognise personal qualities and individuality</li> <li>• To develop self-worth by identifying positive things about themselves and their achievements</li> <li>• How their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• How to set goals for themselves</li> <li>• How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul>

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### SPRING

How can we manage our feelings?		How will we grow and change?	
SRE OBJECTIVE	LEARNING THEMES	SRE OBJECTIVE	LEARNING THEMES
<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> </ul>	<ul style="list-style-type: none"> <li>• How everyday things can affect feelings</li> <li>• How feelings change over time and can be experienced at different levels of intensity</li> <li>• The importance of expressing feelings and how they can be</li> <li>• Expressed in different ways</li> <li>• How to respond proportionately to, and manage, feelings in different circumstances</li> <li>• Ways of managing feelings at times of loss, grief and change</li> <li>• How to access advice and support to help manage their own or</li> <li>• Others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Changing adolescent body</li> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>	<ul style="list-style-type: none"> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• How puberty can affect emotions and feelings</li> <li>• How personal hygiene routines change during puberty</li> <li>• How to ask for advice and support about growing and changing and puberty</li> </ul>



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SUMMER			
How can our choices make a difference to others and the environment?		How can we manage risk in different places?	
SRE OBJECTIVE	LEARNING THEMES	SRE OBJECTIVE	LEARNING THEMES
<p><b>MENTAL WELLBEING</b></p> <ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> </ul>	<ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness-incorporating the following...</li> <li>How people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment</li> <li>How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>How to show care and concern for others (people and animals)</li> <li>How to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul> <p><b>ONLINE RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>how information and data is shared and used online</li> </ul> <p><b>MENTAL WELLBEING</b></p> <ul style="list-style-type: none"> <li>where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> </ul>	<ul style="list-style-type: none"> <li>How to recognise, predict, assess and manage risk in different situations &amp; where to go for help and support</li> <li>How to keep safe in the local environment and less familiar locations (e.g. Near rail, water, road; fire/fireworks safety; sun safety and the safe use of digital devices when out and about)</li> <li>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>How people's online actions can impact on other people</li> <li>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>How to report concerns, including about inappropriate online</li> <li>Content and contact</li> <li>That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>

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