



PSHE/Relationships and Health Education: Year 4

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
Human machines	- Define the successful qualities of teamwork and collaboration; - Listen to and respect different ideas; - Demonstrate positive negotiation and collaboration with others.
Ok or not ok? (1)	- Explain what we mean by a positive, healthy relationship; - Describe some of the qualities that they admire in others; - Recognise when a friendship is making them feel unsafe, unhappy, or uncomfortable; - Explain how to manage difficult feelings, and when to ask for help if needed.
Ok or not ok? (2)	- Recognise that there are times when they might need to say 'no' to a friend; - Describe appropriate assertive strategies for saying 'no' to a friend; - Recognise the importance of respecting the needs and feelings of others.
An email from Harold!	- Identify and describe a range of feelings; - Recognise that feelings can range in intensity and change over time; - Explain how feelings can affect our physical state; - Describe a range of strategies for managing uncomfortable feelings, including when and how to seek help.
Different feelings	- Identify and describe a wide range of feelings; - Recognise that different people can have different feelings in the same situation; - Explain how feelings can be linked to our physical health; - Recognise that different people might express feelings in different ways.

Under pressure	• Recognise behaviours that could make someone feel unsafe, unhappy, or uncomfortable, including online; • Explain why people may behave in unkind ways, and where pressure to behave in a risky way might come from; • Give examples of strategies to respond to being bullied, including what people can do and say; • Describe how to seek help for themselves and others.
When feelings change (optional)	• Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information; • Show empathy by considering how others might feel in different situations; • Recognise when, why, and how to seek help for their own or others' wellbeing

VALUING DIFFERENCES	LEARNING OUTCOMES
Can you sort it?	• Define the terms 'negotiation' and 'compromise'; • Recognise the need to manage conflict or differences respectfully and suggest ways of doing this, through negotiation and compromise; • Identify when to seek help from a safe adult, for themselves or others.
What would I do?	• List some of the ways that people are different to each other (including differences of race, gender, religion); • Explain prejudice and discrimination, and how they can lead to people being treated unfairly; • Identify safe ways to respond to unkind or aggressive behaviour, online or offline; • Recognise the importance of taking responsibility for their actions and making amends through a sincere apology.
The people we share our world with	• Identify and describe some of the ways people are different from each other, including their cultures, beliefs, traditions, celebrations, and identities; • Recognise the benefits of diversity, and that everyone has something which makes them special; • Recognise that everyone deserves to be treated with kindness and respect;

	Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	- Identify examples of stereotypes, including those promoted online or in the media; - Recognise that stereotypes can be unfair or harmful; - Demonstrate ways to challenge stereotypes respectfully and assertively; - Identify when to seek help from a safe adult if someone is behaving disrespectfully towards them or others.
Friend or acquaintance?	- Identify different types of relationships (such as friends, family members, carers and acquaintances) and explain how these relationships can differ; - Recognise that people can be different from one another and still be good friends, and explain why everyone should be treated with kindness and respect; - Notice when someone may be feeling lonely, left out or excluded, and suggest ways to offer support.
Islands	- Recognise that they have the right to protect their personal body space; - Describe how others' non-verbal signals indicate how they feel when people are close to their body space; - Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

KEEPING SAFE	LEARNING OUTCOMES
Danger, risk or hazard?	- Identify and explain the difference between a danger, a hazard and a risk; - Assess the level of risk in a range of situations and justify their reasoning; - Describe strategies and sources of support that can help them manage risks safely.
How dare you!	- Recognise the difference between a dare and a challenge; - Use assertive strategies to respond safely to pressure or dares; - Identify how and where to get help when faced with risky situations or pressure both online and offline.

Keeping ourselves safe	• Recognise situations that may feel safe or unsafe and identify warning signs in the body; • Use assertive communication to express their feelings and say no respectfully; • Identify safe people and strategies for getting help in unsafe situations.
Raisin challenge (2)	• Recognise how people, media and influencers can affect the choices we make; • Explain that decisions have positive and negative consequences; • Identify how to make responsible choices and seek help when faced with negative influence or bullying.
Picture wise	• Identify personal information that should not be shared in photos or comments; • Explain how photos shared online can be copied, changed or seen by others; • Make safe decisions about posting and sharing images online
Medicines: check the label	• Understand that medicines are drugs; • Explain safety issues for medicine use; • Suggest alternatives to taking a medicine when unwell; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (optional)	• Recognise that people, media and influencers can affect the choices we make; • Recall that most people choose not to smoke or vape; • Recognise that alcohol and nicotine can be harmful to growing bodies; • Explain how laws, rules and healthy choices.
Traffic lights (optional)	• Identify personal information that should be kept private online; • Use the 'Stop, Think, Go' approach to make safe decisions online; • Recognise when information may be unsafe to share and explain why; • Recall how to seek help from a safe adult if they are unsure or worried online.

RIGHTS AND RESPECT	LEARNING OUTCOME
Who helps us stay healthy and safe?	• Explain how to show care, respect and responsibility towards other people and living things; • Describe their own identity, recognise the value of diversity and show respect for others in their community; • Identify how healthy habits, positive relationships and everyday activities support physical and emotional wellbeing; • Communicate their needs and boundaries confidently, assertively and respectfully.
It's your right	• Explain how rules and laws help keep people safe and support communities; • Demonstrate care, respect and responsibility towards others and the wider world; • Explain what makes people who they are, recognise that everyone is different, and show respect to others; • Recognise ways to maintain good mental and physical health and identify safe adults and professionals who can support their wellbeing and safety.
How do we make a difference?	• Explain how to show care, respect and responsibility towards other people and living things; • Describe how rules and laws help to keep people safe; • Identify risks in online gaming, including scams and spending money in games, and use strategies to stay safe; • Demonstrate kind and respectful behaviour online and offline, recognising how their actions can affect others.
In the news!	• Recognise and manage peer influence and make positive choices in friendships; • Communicate their needs and boundaries clearly and respectfully, using assertive behaviour; • Identify how online content and advertising are targeted and make safe, informed choices online; • Evaluate online and media content critically, including spotting misleading or manipulated information.
Safety in numbers	• Identify and manage a range of emotions and recognise how feelings can change over time; • Build positive relationships by showing care, respect and responsibility towards others; • Recognise and manage peer influence and make positive choices in social situations; • Communicate their needs and boundaries respectfully and know how to seek help for bullying,

	including online bullying.
Why pay taxes?	• Recognise that people make different choices about saving and spending money based on their priorities, needs and wants; • Identify how financial decisions can affect individuals, communities and the environment; • Identify why money is taken from earnings and think about Income Tax, National Insurance and VAT; • Discuss why taxes are important and give reasons for the public services they think should be prioritised.
Harold's expenses	• Explain how needs, wants and personal priorities influence saving and spending decisions; • Describe how money choices can affect other people and the environment; • Use different ways to keep track of money and manage it responsibly; • Identify ways to keep money safe at home, when out and about, and in a bank account.
Logo quiz	• Identify some of the ways national and international environmental organisations help to protect and care for the environment; • Explain why the work of environmental organisations is important for people, wildlife and the planet

BEING MY BEST	LEARNING OUTCOMES
What makes me, me!	• Identify ways in which everyone is unique; • Appreciate their own uniqueness; • Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Making choices	• Recognise that people make different choices and that these choices should be respected; • Identify how feelings, needs and wellbeing can influence the choices we make; • Explore which choices they can make for themselves, and which choices are made by adults.

SCARF hotel	• Explain that the body gets energy from food, water and oxygen, and that exercise and sleep help to keep us healthy; • Plan a menu that includes a healthy balance of foods from the food groups on the Eatwell Guide; • Recognise the importance of having a healthy relationship with food; • Identify the importance of good-quality sleep and describe practical ways to improve sleep.
Harold's seven Rs	• Identify ways we can help to protect the environment using the Seven Rs; • Recognise how everyday choices can have an impact on the environment; • Promote environmentally friendly actions through sharing ideas with others.
My school community (1)	• Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
Volunteering is cool (optional)	• Define what a volunteer is • Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer
Basic first aid	• Identify situations where first aid may be needed and explain how to get help; • Describe basic first aid actions that can help keep people safe; • Demonstrate confidence and responsibility when responding to an emergency situation.

GROWING AND CHANGING	LEARNING OUTCOMES
Moving house	• Describe some of the changes that happen to people during their lives; • Identify and talk about their feelings when experiencing change, understanding that people may have different emotional responses; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.

My feelings are all over the place!	• Name some feelings that make us feel good and some feelings that make us feel uncomfortable; • Recognise that the changes of puberty can have both emotional and physical effects; • Recognise that disagreements can happen between family members as young people want more independence; • Practise the skills needed to compromise.
All change!	• Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Explain what puberty is and why it happens; • Recognise that caring for a baby is a big responsibility and that people need to be ready emotionally, physically, and practically before becoming a parent.
Preparing for changes at puberty (girls only)	• Recall the names of the private parts of the male and female body; • Know the key facts of the menstrual cycle; • Recognise that periods can be a normal part of puberty; • Identify some of the ways to cope better with periods
Preparing for changes at puberty (boys only)	• Recall the names of the private parts of the male and female body; • Recognise that wet dreams can be a normal part of puberty; • Identify some of the ways to cope better with wet dreams
Secret or surprise?	• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	• Recognise that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; • Explain that marriage or civil partnership includes same sex and opposite sex partners; • Identify the legal age for marriage or civil partnership in England or Scotland; • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

