



Year 4	Topic – Health and well-being - What strengths, skills and interests do we have? Why is it good to be different?	Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <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>- Know that God blessed us all with individual talents and that we are all special in our own way.</li> <li>- To celebrate our differences and know that God’s love accepts us as we are now and as we grow.</li> <li>- Know how to recognise personal qualities and individuality in others – celebrate each other’s differences, skills and attributes.</li> <li>- Celebrate the uniqueness and innate beauty of each of us.</li> <li>- Recognise why honesty, truthfulness, and integrity are positive attributes.</li> <li>- To develop self-worth and self-respect by identifying positive things about themselves and their achievements</li> <li>- Know how their personal attributes, strengths, skills and interests contribute to their self-esteem.</li> <li>- Know how they can support each other’s mental health and well-being, recognising the importance of expressing feelings.</li> <li>- Know that having good self-esteem is good for you mind and makes you feel happy.</li> <li>- Know the importance of setting goals for themselves and working hard to achieve these goals – showing resilience and perseverance</li> <li>- Know ways to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</li> <li>- This topic is to be taught alongside the Catholic RSE curriculum ‘Journey in Love’ - revised addition 2020. Pages 39-46 (God loves us in our differences).</li> </ul>	<p>Self-worth Self-respect Qualities Skills Differences Attributes Positive Achievements Healthy mind Goals Resilience Perseverance</p>
<p>Resources: <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a> -  <a href="#">Self-Esteem Activities for KS2 - Primary Resources - Twinkl</a> <a href="#">Premier League Primary Stars   Home learning - Resilience (plprimarystars.com)</a>  <a href="#">Resilience game : Mentally Healthy Schools</a> <a href="#">Beano Resilience Lesson Plans (youngminds.org.uk)</a>  <a href="#">Perseverance Activity for Classroom Guidance Lessons or Small Group Counseling Activities (counselorkeri.com)</a></p>		
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What helps us to stay healthy?</b>  <b>Year 1 – Who helps to keep us safe?</b>  <b>Year 2 - What helps us to stay safe?</b>  <b>Year 2 - What helps us grow and stay healthy?</b>  <b>Year 2 - How do we recognise our feelings?</b>  <b>Year 3 – Why should we eat well and look after our teeth?</b>  <b>Year 3 - Why should we keep active and sleep well?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 4 - How can we manage our feelings?</b>  <b>Year 4 - How can we manage risk in different places?</b>  <b>Year 4 - How can we help in an accident or emergency?</b></p>	<p><b>Year 5 - What makes up a person’s identity?</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b>  <b>Year 5 - How will we grow and change?</b>  <b>Year 6 – How can we keep healthy as we grow?</b></p>
<p><b>British Values – Mutual Respect, Tolerance – between each other</b></p>		



Year 4	Topic – Relationships – How do we treat each other with respect?		Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- Pupils should know 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.</li> <li>- Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>- The conventions of courtesy and manners.</li> <li>- The importance of self-respect and how this links to their own happiness.</li> <li>- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</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 importance of permission-seeking and giving in relationships with friends, peers and adults.</li> <li>- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>	<ul style="list-style-type: none"> <li>- Jesus said 'Love one another as I have loved you' in order to do this we need to be respectful.</li> <li>- Know how people's behaviour affects themselves and others, including online</li> <li>- Recognise how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.</li> <li>- Understand the relationship between rights and responsibilities</li> <li>- Recognise 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>- Know the rights that children have and why it is important to protect these</li> <li>- Know that the 'Black Lives Matter movement' happened because people felt so passionately about ensuring equality within our world. Know that all people should feel included, respected and not discriminated against and know 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> <li>- This topic is to be taught alongside the Catholic RSE curriculum 'Journey in Love' - revised addition 2020. Pages 39-46 (God loves us in our differences).</li> </ul>		<p>Respect Preferences Beliefs Relationships Society Mutual Anonymous Permission Behaviour Polite Courteous Rights Responsibilities Inclusion Discrimination Disrespect Aggressive Inappropriate</p>
<p><b>Resources: Respect - Wing - THE LITERACY SHED</b>  <b>Inclusion - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars">https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars</a></b>  <b>A world without judgement - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></b>  <b>Alzheimer's society - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's">https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer's</a></b></p>			
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What is the same and different about us?</b>  <b>Year 1 – Who is special to us?</b></p>	<p><b>Year 2 – What is bullying?</b>  <b>Year 2 – What makes a good friend?</b>  <b>Year 3 – How can we be a good friend?</b>  <b>Year 3 – What are families like?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 5 – How can friends communicate safely?</b>  <b>Year 6 - What will change as we become more independent? How do friendships change as we grow?</b></p>	
<p align="center"><b>British values - Mutual respect for and tolerance for those with different faiths and beliefs and those without faiths</b></p>			



Year 4	Topic – Health and well-being - How can we manage our feelings?		Vocabulary -	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- How to recognise and talk about their emotions.</li> <li>- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>- Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <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</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise how everyday things can affect feelings</li> <li>- Understand how feelings change over time and can be experienced at different levels of intensity.</li> <li>- Know that anger is always a secondary feeling and something has happened before to lead to this.</li> <li>- Develop ways of dealing with anger.</li> <li>- To understand the importance of expressing feelings and how they can be expressed in different ways.</li> <li>- Explore how to look at situations from a positive viewpoint – finding solutions rather than problems.</li> <li>- Know how to respond proportionately to, and manage, feelings in different circumstances</li> <li>- Recognise ways of managing feelings at times of loss, grief and change – know that it is good to share their feelings and how this can make them to feel better.</li> <li>- Know that loneliness is a feeling that can make you feel isolated and understand who they talk to if they ever feel lonely.</li> <li>- Know how to access advice and support to help manage their own or others’ feelings.</li> <li>- Know that having time to reflect and pray can be a calming way to collect their thoughts and manage their feelings.</li> </ul>		Feelings Emotions Intensity Anger Secondary Expressing Respond Proportionately Loss	Greif Change Loneliness Isolated Talk Share Advice Support
<p><b>Resources: Sadsville book – exploring emotions through story - Home   Martin Roberts Foundation - Registered Charity 1172905</b>  <b>Mental health and well-being - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint">https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint</a></b>  <b>Difficult feelings - <a href="https://www.nicurriculum.org.uk/yr4_unit2.pdf">yr4_unit2.pdf (nicurriculum.org.uk)</a></b></p>				
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What helps us to stay healthy?</b>  <b>Year 1 – Who helps to keep us safe?</b>  <b>Year 2 - What helps us to stay safe?</b></p>	<p><b>Year 2 - What helps us grow and stay healthy?</b>  <b>Year 2 - How do we recognise our feelings?</b>  <b>Year 3 – Why should we eat well and look after our teeth?</b>  <b>Year 3 - Why should we keep active and sleep well?</b>  <b>Year 4 - What strengths, skills and interests do we have?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 4 - How can we manage our feelings?</b>  <b>Year 4 - How can we help in an accident or emergency?</b>  <b>Year 4 - How can we manage risk in different places?</b>  <b>Year 5 - What makes up a person’s identity?</b>  <b>Year 5 - How will we grow and change?</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b>  <b>Year 6 – How can we keep healthy as we grow?</b></p>		
<p><b>British values - Mutual respect</b></p>				



Year 4	Topic – Health and well-being – How can we help in an accident or emergency?	Vocabulary -	
National Curriculum Objectives: <ul style="list-style-type: none"> <li>- How to make a clear and efficient call to emergency services if necessary.</li> <li>- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>- Know that if someone has experienced a head injury, they should not be moved.</li> <li>- Know when it is appropriate to use first aid and the importance of seeking adult help.</li> <li>- Know when it is appropriate to attend A and E in a hospital and when it is appropriate to phone an ambulance in an emergency.</li> <li>- Knowing the impact a false 999 call could have on someone else’s life.</li> </ul>	First aid Burns Scalds Choking Asthma attacks Allergic reactions Head injury	Appropriate Importance Seek Adult help A and E Ambulance
Resources: <a href="#">Accident or Emergency? Sorting Cards to Support Teaching on Is This an (twinkl.co.uk)</a> <a href="#">KS2 Emergencies &amp; Calling For Help Lesson Plan   St John Ambulance (sia.org.uk)</a> <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross">https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</a> <a href="#">Emergency fairy tales - NWAS - North West Ambulance Service</a> <a href="#">Dr Emeka’s Essential First Aid - BBC Teach</a>			
<b>Previous Learning Experiences:</b> <b>EYFS - See whole school progression map for PSHE Education and SRE</b> <b>Year 1 – What helps us to stay healthy?</b> <b>Year 1 – Who helps to keep us safe?</b> <b>Year 2 - What helps us to stay safe?</b> <b>Year 2 - What helps us grow and stay healthy?</b> <b>Year 2 - How do we recognise our feelings?</b>	<b>Year 3 – Why should we eat well and look after our teeth?</b> <b>Year 3 - Why should we keep active and sleep well?</b> <b>Year 4 - What strengths, skills and interests do we have?</b> <b>Year 4 - How can we manage our feelings?</b> <b>Year 5 - What makes up a person’s identity?</b> <b>Year 5 – How</b>	<b>Future learning experiences:</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b> <b>Year 6 – How can we keep healthy as we grow?</b>	
<b>British values - Mutual respect</b>			



Year 4	Topic – Living in the wider world - How can our choices make a difference to others and the environment?	Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- Mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>- The benefits of community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that God created the world and that is our own responsibility to look after it.</li> <li>- Give thanks for the beauty of the world and praise God for his gifts.</li> <li>- Know that we all have a shared responsibility to help protect the world around them.</li> <li>- Understand how their everyday choices and actions can affect the environment in which they live.</li> <li>- Know that 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>- Know the importance re-using, reducing and recycling – think of ways they could do this at school and at home.</li> <li>- Invite in local councillors to discuss issues affecting their community and ways in which they can help.</li> <li>- Develop skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues – hold class debates based on issues in their own communities.</li> <li>- Class council representatives should share their views with the rest of the school council and should act upon ideas in order to have a positive impact.</li> <li>- Know ways in which they can show care and concern for others (people and animals).</li> <li>- Know how people help each other in times of ill health for example through fundraising, blood donation and bone marrow transplants.</li> <li>- Know how to carry out personal responsibilities in a caring and compassionate way.</li> </ul>	Mutual-respect Respect Truthfulness Loyalty Kindness Generosity Trust Benefits Voluntary Impact Re-use Reduce Recycle Animal welfare	Service Shared responsibility Environment Debates Communities Compassionate Councillor Charity Donations Single-use plastics Views Bone marrow Transplant Care Concern
<p><b>Resources:</b>  <b>Tackling plastic pollution - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan">https://www.pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan</a></b>  <b>Animal welfare - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal">https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal</a></b>  <b>Bone marrow donation <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood">https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood</a></b>  <b>The working world - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme">https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme</a></b></p>			
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 - What can we do with money?</b>  <b>Year 1 - How can we look after each other and the world?</b>  <b>Year 2 –What make a community?</b>  <b>Year 3 – What jobs do people do?</b></p>		<p><b>Future learning experiences:</b>  <b>Year 5 – What jobs would we like?</b>  <b>Year 6 - How can the media influence people?</b></p>	
<p><b>British Values – Democracy, mutual respect</b></p>			



Year 4	Topic – Health and well-being - How can we manage risk in different places?		Vocabulary -
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <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> <li>- How to recognise and report feelings of being unsafe or feeling bad about any adult online.</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to recognise, predict, assess and manage risk in different situations</li> <li>- Know ways in which to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about.)</li> <li>- Assess current potential risks in the local environment e.g. building sites. Invite in relevant members of the community to discuss risks and ways of keeping safe e.g. site managers, police officers, and local councillors.</li> <li>- Understand that people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.</li> <li>- Know that they can talk to trusted adult if they feel they are being pressured by another person to do something that they do not think is right.</li> <li>- Understand how people's online actions can impact on other people.</li> <li>- Know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.</li> <li>- Know that once something is shared online it can be shared again and saved by others meaning they may never be able to delete the trail.</li> <li>- Know how to report concerns, including those about inappropriate online content and contact.</li> <li>- Know 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>		<p>Assess Predict Risk Safety Environment Influence Trusted adult Pressured Peer pressure Actions Online Appropriate Inappropriate Rules Restrictions Laws Anti-social</p>
<p>Resources: Internet safety - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety">https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety</a>            NSPCC share aware - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources</a>            Drugwise - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a></p>			
<p>Previous Learning Experiences:</p> <p><b>EYFS - See whole school progression map for PSHE Education and SRE</b></p> <p>Year 1 – What helps us to stay healthy?            Year 1 – Who helps to keep us safe?            Year 2 - What helps us to stay safe?            Year 2 - How do we recognise our feelings?</p>	<p>Year 2 - What helps us grow and stay healthy?            Year 3 – Why should we eat well and look after our teeth?            Year 3 - Why should we keep active and sleep well?            Year 4 - What strengths, skills and interests do we have?            Year 4 - How can we manage our feelings?            Year 4 - How can we help in an accident or emergency?</p>	<p>Future learning experiences:</p> <p>Year 5 - What makes up a person's identity?            Year 5 - How can drugs common to everyday life affect health?            Year 6 – How can we keep healthy as we grow?</p>	
<p><b>British values – Rule of the law and individual liberty</b></p>			