YEAR 4 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health and Wellbeing | **Physical health and Mental wellbeing**Maintaining a balanced lifestyle; oralhygiene and dental carePoS Refs: H2, H5, H11 | * to identify a wide range of factors that maintain a balanced, healthy lifestyle,

physically and mentally* what good physical health means and how to recognise early signs of physical illness
* that common illnesses can be quickly and easily treated with the right care e.g.

visiting the doctor when necessary* how to maintain oral hygiene and dental health, including how to brush and floss

correctly* the importance of regular visits to the dentist and the effects of different foods,
* drinks and substances on dental health
 | [1 decision Keeping/staying healthy £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)Dental visit? |
| **Growing and changing**Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with pubertyPoS Refs: H30, H31, H32, H34 | * how to identify external genitalia and reproductive organs - vagina penis testicles
* about the physical and emotional changes during puberty
* key facts about the menstrual cycle and menstrual wellbeing, erections and wet

dreams* strategies to manage the changes during puberty including menstruation
* the importance of personal hygiene routines during puberty including washing

regularly and using deodorant* how to discuss the challenges of puberty with a trusted adult
* how to get information, help and advice about puberty
 | [Medway Public Health Directorate – Primary RSE lessons (Y4/5), ‘Puberty’](https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and)[Betty: It’s perfectly natural](https://www.pshe-association.org.uk/curriculum-and-resources/resources/betty-its-perfectly-natural-0)[1 decision Growing and Changing £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Keeping safe**Medicines and household products; drugs common to everyday lifePoS Refs: H10, H38, H40, H46 | * the importance of taking medicines correctly and using household products safely
* to recognise what is meant by a ‘drug’
* that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
* to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
* to identify some of the risks associated with drugs common to everyday life
* that for some people using drugs can become a habit which is difficult to break
* how to ask for help or advice
 | [Islington Healthy Schools Team – DrugWise £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington)\*The PSHE Association will be releasing a drug and alcohol education programme in summer 2020 |
| **Spring —** Living in the wider world | **Belonging to a community**What makes a community; shared responsibilitiesPoS Refs: L4, L6, L7 | * the meaning and benefits of living in a community and how to respect your community
* to recognise that they belong to different communities as well as the school

community* about the different groups that make up and contribute to a community how contribute to a community in positive way
* about the individuals and groups that help the local community, including through volunteering and work
* how to show compassion towards others in need and the shared responsibilities of

caring for them belonging feeling valued contribution | [PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community](https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2)[Compassionate class KS2 RSPCA](https://www.pshe-association.org.uk/curriculum-and-resources/resources/rspca-compassionate-class-ks2-lessons-about-animal)[Worcester University – Moving and moving home (KS2)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/moving-moving-home-ks2-lesson-plan)[Experian – Values, Money and Me (KS2)](https://www.valuesmoneyandme.co.uk/teachers)Possible visitorKirkwood Hospice Forget-me-not Trust Welcome Centre Food bank URCChurch |
| **Media literacy and Digital resilience**How data is shared and usedPoS Refs: L13, L14 | * that everything shared online has a digital footprint
* that organisations can use personal information to encourage people to buy things
* to recognise what online adverts look like
* to compare content shared for factual purposes and for advertising
* why people might choose to buy or not buy something online e.g. from seeing an advert
* that search results are ordered based on the popularity of the website and that this
* can affect what information people access
 | Recap Purple Mash unit -Online Safety  Persuasive texts to be covered in English  Newspaper reports- Facts and Opinions |
| **Money and Work**Making decisions about money; using and keeping money safePoS Refs: L17, L19 L20, L21 | * how people make different spending decisions based on their budget, values and

needs* how to keep track of money and why it is important to know how much is being spent
* about different ways to pay for things such as cash, cards, e-payment and the

reasons for using themAbout never taking/stealing/shoplifting things that you have not paid for/been gifted* that how people spend money can have positive or negative effects on others e.g. charities, single use plastics
 | [Experian – Values, Money and Me (KS2)](https://www.valuesmoneyandme.co.uk/teachers)Possible visit- HSBC Bank  Enterprise Project - fundraising for school  Negative effects of single use plastic  |
| **Summer —** Relationships | **Families and friendships**Positive friendships, including onlinePoS Refs: R10, R11, R12, R13, R18 | * about the features of positive healthy friendships such as mutual respect, trust and

sharing interests* strategies to build positive friendships
* how to seek support with relationships if they feel lonely or excluded
* how to communicate respectfully with friends when using digital devices
* how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know
* what to do or whom to tell if they are worried about any contact online, Friend, follower, included, valued, bystander, assertiveness
 | [NSPCC Share Aware](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources)[Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety)[FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships)Truthfulness - P4C based on George Layton's The Fib  NSPCC visitor? Whole school as in the past? |
| **Safe relationships**Responding to hurtful behaviour; managing confidentiality; recognising risks onlinePoS Refs: R20, R23, R27, R28 | * to differentiate between playful teasing, hurtful/prejudice behaviour and bullying, including

online* how to respond if they witness or experience hurtful/prejudice behaviour or bullying, including

online* recognise the difference between ‘playful dares’ and dares which put someone

under pressure, at risk, or make them feel uncomfortable* how to manage pressures associated with dares/peer pressure - Role Play
* when it is right to keep or break a confidence or share a secret - recap NSPCC work
* how to recognise risks online such as harmful content or contact
* how people may behave differently online including pretending to be someone they

are not* how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online, cyber bullying, text messaging, phishing, website,
 | [Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety)[1 decision Computer safety £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)Purple Mash - Online safety Unit  Circletime - feelings: sadness anxiousness hopelssness despair |
| **Respecting ourselves and others**Respecting differences and similarities; discussing difference sensitivelyPoS Refs: R32, R33 | * to recognise differences between people such as gender, race, faith
* to recognise what they have in common with others e.g. shared values, likes and

dislikes, aspirations* about the importance of respecting the differences and similarities between people
* a vocabulary to sensitively discuss difference and include everyone, respect belonging valued cooperation collaboration
 | [Premier League Primary Stars KS2 PSHE Diversity](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars) |