



South Gosforth First School Year 4 - PSHE Long Term Plan

Purpose of Study

At South Gosforth First School, we are committed to providing a purposeful and empowering curriculum that fully prepares learners for the next steps in their education and opens the doors to the wider world. We want our children to aspire to achieve and believe that it is essential that they understand the world they live in. Our pupils are growing up in an increasingly complex world, living their lives seamlessly on, and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. Our Relationships, Health and Sex education (PSHE) curriculum gives our pupils the knowledge and understanding they need make informed choices and to be a positive influence in the communities to which they belong.

Aims

In line with the National Curriculum, the South Gosforth PSHE Curriculum aims to ensure that all pupils are healthy, safe and prepared for life in modern Britain through:

- Knowing and understanding the meaning of the school's core values and how to live these out in daily school life.
- Understanding the characteristics of a healthy and positive relationship, particularly in terms of friendships, family relationships, relationships with other children and relationships with other adults, and how to recognise when relationships are unhealthy / less positive.
- Understanding what family means and that families can come in many different forms.
- Understanding how to treat others with respect, kindness and consideration, and what this looks like at an age-appropriate level.
- Recognising the importance of truthfulness and honesty, permission seeking and giving and the concept of personal privacy.
- Knowing how to establish personal space and boundaries, showing respect and understanding the difference between appropriate and inappropriate / safe and unsafe physical contact.
- Recognising safe and appropriate behaviour online, including data sharing and how information may be used in a way they would not expect.
- Developing their own personal attributes and recognise the importance of self-worth and self-respect.
- Understanding how they can make a difference in their communities, locality and the wider world, and developing a sense of social justice.
- Recognising the diversity of modern Britain, what it means; the benefits of living in a diverse community and how to respond to and challenge stereotypes and prejudice.
- Understand the concept of economic wellbeing, the role of money in modern life and associated risks, and the importance of aspirations for the future, including setting personal goals.
- Knowing their shared responsibilities as citizens of Britain and the wider world, the importance of rules and laws and how they apply to them and the importance of caring for others, the environment and themselves.
- Understanding what they need to do to maintain their physical and mental health, the correct terminology for their body parts and the changes they may experience to their bodies as they grow.



Autumn 1 Relationships (including Zones of Regulation Recap)				
Character Culture Creativity Challenge	Prior Learning Children have further developed their knowledge of the zones and the emotions and behaviours they might expect in each one. They have learned how to use their toolkit in the best way for them and which strategies they find most effective. Children have learned what is meant by 'key people' and who their key people are. They have learned how we should treat others and why, with a focus on respect. Children have learned what consent is and how to ask for it respectfully.			
	Key Learning Intentions • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • Conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness.			
	Overview of PSHE Knowledge Children will further develop their understanding of how their body will feel in each of the zones and the range of different emotions they could feel in each one. They will learn how to use the zones to recognise the size of a problem and what a proportionate reaction would be. Children will learn what constitutes a healthy friendship and how friendships can be unhealthy. They will learn what peer influence is and how the people around us can be a positive or negative influence.			
	Overview of PSHE Skills Children will build learn how to resist peer pressure, and how this means they are showing respect towards themselves and others. Children will further develop their empathy skills through considering the feelings of others when they are reflecting on relationships. They will further develop their sense of responsibility by understanding the importance of speaking up.			
	<table><tr><th>Milestones of Learning</th><th>Unit Focus and suggested resources to support learning</th></tr><tr><td>No Outsiders How can we help everyone to be proud of who they are? Understand why sometimes people do not speak up. Be able to be proud of who I am.</td><td>No Outsiders book and plan Red: A Crayon's Story Michael Hall</td></tr></table>	Milestones of Learning	Unit Focus and suggested resources to support learning	No Outsiders How can we help everyone to be proud of who they are? Understand why sometimes people do not speak up. Be able to be proud of who I am.
Milestones of Learning	Unit Focus and suggested resources to support learning			
No Outsiders How can we help everyone to be proud of who they are? Understand why sometimes people do not speak up. Be able to be proud of who I am.	No Outsiders book and plan Red: A Crayon's Story Michael Hall			



	Zones of Regulation: Recap First Thoughts: How can the zones help me recognise the size of my problem? Expected and unexpected behaviour The Zones in Me Me in my zones Using my toolkit. Size of the problem Final Thoughts: How can the zones help me recognise the size of my problem?	SGFS Zones of Regulation KS2 Lessons • Learn about expected and unexpected behaviour • Learn about the zones in me – how my body will feel in each zone. • Learn how to use my toolkit effectively to regulate my emotions. • Learn how to recognise the size of my problem using the zones.
	Relationships: Caring Friendships First Thoughts: What is a healthy friendship? Know what constitutes healthy friendships Understand peer influence First Thoughts: What is a healthy friendship?	Pol Ed Y4 Relationships: What is a healthy friendship? • Learn what is meant by a healthy friendship. • Explore ways I can express my feelings. • Consider what makes a healthy friendship Pol Ed Y4 Relationships: What is peer influence? • Learn what is meant by peer influence. • Explore how peer influence can be good and bad. • Consider how we can deal with peer influence, including how we influence others in a good way.
	Relationships: Respectful, kind relationships First Thoughts: How can we be role models? How to be role models to others. First Thoughts: How can we be role models?	Pol Ed Y4 Relationships: How can we be role models? • Learn what is meant by 'role model'. • Explore what makes someone a role model. • Consider how we can be role models
	Assessment: First Thoughts and Final Thoughts Zones of Regulation How can the zones help me recognise the size of my problem? Caring Friendships What is a healthy friendship? Respectful, kind relationships How can we be role models?	
	Enhancements • World Car Free Day • NSPCC Kindness Challenge • Black History Month	



Autumn 2	Relationships	
Character Culture Creativity Challenge	Prior Learning Children have learned the differences between bullying and falling out. They have learned the importance of standing up for others and how to stand up for others. They have learned what it means to be a bystander, and how not to be one. They have learned how to deal with disputes with friends and what consent in friendships means.	
	Key Learning Intentions • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • Conventions of courtesy and manners • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	
	Overview of PSHE Knowledge Children will learn who their different communities are made up of and how they can help to make their community inclusive and safe. They will learn what is meant by diversity and how learn what is meant by prejudice and discrimination and why we should report these. They will learn about discrimination and why it is important to consider ways to be inclusive.	Key Vocabulary diversity prejudice discrimination
	Overview of PSHE Skills Children will further develop their empathy skills and think about how others might feel and what others might need. They will recognise and celebrate the differences between people, developing mutual respect. Children will further develop their understanding of how they are responsible for their treatment of others and how to show respect towards their local area and the people who help to ensure their community is safe.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders Why is good mental health important for us? Know what situations can affect my mental health.	No Outsiders book and plan When Sadness Comes to Call Eva Eland
	Relationships: Respectful, kind relationships First Thoughts: What is diversity? Know who my communities are made up of Know what is meant by diversity. Final Thoughts: What is diversity?	Pol Ed Y4 Relationships: Who makes up my community? • Learn what community means. • Explore the different people and groups that make up communities. • Consider how we can contribute and demonstrate responsibility towards communities. Pol Ed Y4 Relationships: What is diversity? • Learn what diversity means.



		- Explore the benefits of diversity within school, family and local communities. - Learn what is meant by prejudice and discrimination and why we should report these
	Relationships: Respectful, kind relationships First Thoughts: What is discrimination? Know what is meant by discrimination Ways to be inclusive of all. Final Thoughts: What is discrimination?	Pol Ed Y4 Relationships: What is discrimination? - Learn about discrimination. - Discuss why it is wrong. - Consider ways that we can be more inclusive
	Assessment: First Thoughts and Final Thoughts Respectful, kind relationships What is diversity? What is discrimination?	
	Enhancements - Anti Bullying Week - Odd Socks Day - UK Parliament Week	

Spring 1	Keeping Safe	
Character	Prior Learning Children have learned about different types of secrets, when they should share secrets and how they can share their worries. They have learned what is meant by 'risk' and how to assess risk. Children have learned how to be safe near / on water and how to minimise water risk. They have learned strategies to stay safe when near or on the water, including rivers and the sea.	
Culture	Key Learning Intentions - About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. - How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. - Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. - How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. - How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	
Creativity		
Challenge		
	Overview of PSHE Knowledge Children will learn how to stay safe when out in the local area and what is meant by road safety. They will learn how to be safe when out on the roads and how to minimise risks when using the roads. They will learn about different people they may encounter and how this can pose risks. They will learn to recognise the potential risks of household items and how to minimise these risks. Children will learn what First Aid is and learn practical and safe things they can do in a medical situation.	Key Vocabulary self-expression encounter hazard



Overview of PSHE Skills Children will develop their skills of self-awareness and responsibility by considering how they can make sensible and informed decisions to keep themselves safe. Children will further develop these skills by considering the different scenarios and external factors that could impact upon their decision-making in relation to road safety. Children will develop a suite of skills they can use in basic medical situations and how to respond to a first aid situation.		<i>First Aid vocabulary e.g. airway</i>
Milestones of Learning	Unit Focus and suggested resources to support learning	
No Outsiders How can we show acceptance of others? Know that people can express themselves in different ways. Be able to be accepting of difference.	No Outsiders book and plan Julian is a Mermaid Jessica Love	
Keeping Safe: Risks out and about First Thoughts: How can I stay safe when out and about? How to stay safe when out in the local area What is meant by road safety How to be safe when out on the roads Know different people they may encounter and how this can pose risks. Final Thoughts: How can I stay safe when out and about?	Pol Ed Y4 Keeping Safe: How can I keep safe in my local area? - Learn ways to keep safe in our local area. - Explore scenarios and consider how the characters can keep safe. - Consider local places that we go and how we can keep ourselves safe Pol Ed Y4 Keeping Safe: How can we keep safe on the road? - Share what we already know about road safety. - Explore scenarios that could cause us to be unsafe when using roads. - Evaluate our personal road safety awareness Pol Ed Y4 Keeping Safe: Who do I encounter? - Learn what encounters mean. - Explore the difference between planned encounters, unexpected encounters and new encounters. - Learn how we can keep ourselves safe during different encounters	
Keeping Safe: Hazards in the home First Thoughts: What are hazards in the home? Know the potential risks of household item Know how to minimise these risks. Final Thoughts: What are hazards in the home?	Pol Ed Y4 Keeping Safe: What are hazards in the home? - Learn the meaning of 'hazard'. - Explore different hazards in the home and why they can be dangerous. - Learn how we can keep ourselves safe around these hazards.	
Keeping Safe: First Aid First Thoughts: What is First Aid? Know what First Aid is Know practical and safe things they can do in a medical situation. Final Thoughts: What is First Aid?	Pol Ed Y4 Keeping Safe: What is First Aid? - Learn what first aid means. - Explore different reasons why people might need first aid. - Consider what we should and shouldn't do in a first aid situation - Learn practical and safe things that they can do during a medical situation	



	Assessment <u>First Thoughts and Final Thoughts</u> <u>Risks out and about</u> How can I stay safe when out and about? <u>Hazards in the home</u> What are hazards in the home? <u>First Aid</u> What is First Aid?	
	Enhancements • Children’s Mental Health Week • Safer Internet Day	
Spring 2	Understanding the Law	
Character	Prior Learning Children have learned how we use the internet and why age matters to access intent content. They have learned about potential risks of using the internet and how to best avoid these, they have also learned that not everything they see or hear on the internet is true and why it’s important to check with a trusted adult if they are not sure about anything. They have learned how wants and needs are different. Children have learned what a job is and why they are needed, and that they can consider many career paths.	
Culture		
Creativity		
Challenge	Key Learning Intentions • Conventions of courtesy and manners • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.	
	Overview of PSHE Knowledge Children will learn what is meant by protected characteristics and how these they relate to their own identity. They will learn what a hate crime is and how actions can be a force for good. Children will learn how to show respect for shared spaces and those in them and why local, national and global environmental awareness is important. They will learn the different reasons for choosing jobs or careers and how stereotypes can affect choices.	Key Vocabulary identity protected characteristics hate crime
	Overview of PSHE Skills Children will further develop their understanding of respect and how to show respect in relation to people that may look or sound different to them. They will also explore the importance of respect in relation to the characteristics of both them and others. Children will expand their skills in relation to their own self-worth and how they have their own identities. Children will develop their skill of empathy and responsibility by considering their place in the world and how we need to urgently address environmental issues locally, nationally and globally.	



Milestones of Learning		Unit Focus and suggested resources to support learning
No Outsiders Why is it important to speak up and be heard? To know that I have a voice and that it is important to speak up. Know that being assertive can sometimes be hard		No Outsiders book and plan My Beautiful Voice Joseph Coelho and Allsion Po
Understanding the Law: Equality First Thoughts: What are protected characteristics? Know what is meant by protected characteristics Know how these they relate to their own identity Know what a hate crime is and how actions can be a force for good. Final Thoughts: What are protected characteristics?		Pol Ed Y4 What are protected characteristics? • Learn about protected characteristics. • Consider our identity. • Discuss how we can be peer educators Pol Ed Y4 What is hate crime? • Learn about hate crime. • Explore the difference between crime and hate crime. • Consider how our actions can be a force for good.
Understanding the Law: Environmental Respect First Thoughts: How can I respect the environment? How to show respect for shared spaces and those in them Local and global environmental awareness. Final Thoughts: How can I respect the environment?		Pol Ed Y4 Understanding the Law: How can I respect my environment? • Learn what respect means. • Explore different ways that people can demonstrate respect. • Consider how we can show respect for shared spaces and those in them
Understanding the Law: Careers First Thoughts: Can I be anything? Know different reasons for choosing jobs How stereotypes can affect choices. Final Thoughts: Can I be anything?		Pol Ed Y4 Understanding the Law: What can I be? • Learn what jobs and careers are and that there are different types of jobs. • Explore different reasons for choosing jobs, including how having stereotypes can impact decisions. • Consider different ways that people can prepare for the world of work
Assessment First Thoughts and Final Thoughts Equality What are protected characteristics? Environmental Respect How can I respect the environment? Careers Can I be anything?		
Enhancements • World Down Syndrome Day • LGBT History Month		



Summer 1		Health and Wellbeing	
Character	Prior Learning Children have learned how to identify what they are good at and the importance of valuing their own self-worth. They have learned what mental health is and how they can look after their own mental health. They have learned what vaccinations are and how they help us, including how vaccines support the immune system to recognise and fight off germs, illness and disease. Children have learned what grief is and that it is a natural response to loss. They have learned healthy ways to cope with grief.		
Culture			
Creativity			
Challenge			
	Key Learning Intentions • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health • What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls’ periods start will help them understand what to expect and avoid distress.		
	Overview of PSHE Knowledge Children will learn how personal choices can affect health and what constitutes healthy habits. They will how food is ‘fuel’ for the body and what happens if we don’t ‘fuel’ our bodies properly. They will learn the importance of good hygiene to stay healthy and how to keep themselves clean. They know that the body can indicate when we are unwell and what signs their body might give them. Children will learn how the body changes during puberty. They will learn about menstruation and why staying clean during puberty is important.	Key Vocabulary hygiene puberty menstruation / period	
	Overview of PSHE Skills Children will learn how to be responsible for their own health choices in relation to diet, hygiene and mental health e.g. that they can choose what to eat / whether to brush their teeth etc. They will further develop their empathy skills by recognising that others might be experiencing big emotions / body changes and how this might feel. They will develop resilience through changes.		
Milestones of Learning		Unit Focus and suggested resources to support learning	
No Outsiders		No Outsiders book and plan	
How can families change over time?		Remixed	
To understand how families can change.		Arree Chung	
Recognise that changes can be out of my control.			



	Health and Wellbeing: Healthy Lifestyle First Thoughts: What are healthy habits? Identifying how personal choices can affect health What constitutes healthy habits How food is 'fuel' for the body. Final Thoughts: What are healthy habits?	Pol Ed Y4 How do my choices help me to be healthy? - Learn to identify how different choices impact health. - Learn to explain how health choices impact our body and mind Pol Ed Y3 Wellbeing: What are healthy habits? - Learn to identify how different choices impact health. - Learn to explain how healthy and unhealthy choices impact our boy and mind Pol Ed Y4 Wellbeing: Why is food fuel? - Learn to identify different food groups and how they provide energy. - Learn to explain how our bodies use food. - Learn the importance of having enough food for a healthy lifestyle.
	Health and Wellbeing: Health and Hygiene First Thoughts: How does good hygiene help keep me healthy? Know the importance of hygiene to stay healthy Know that the body can indicate when we are unwell. Final Thoughts: How does good hygiene help keep me healthy?	Pol Ed Y4 Wellbeing: How does good hygiene help keep me healthy? - Learn why hygiene is important for staying healthy. - Learn to identify daily hygiene habits that keep themselves and others safe Pol Ed Y4 Wellbeing: What is my body trying to tell me? - Learn to recognise some common signs that show the body might be unwell. - Learn that its normal for our bodies to feel different sometimes and know when to ask for help. - Learn who we can ask for support with our health
	Health and Wellbeing: Growing Up First Thoughts: How will I change as I grow up? How we change during puberty Menstruation Staying clean during puberty. Final Thoughts: How will I change as I grow up?	Oak Learning: Y4 Puberty: How will I change as I grow up? - Learn to the changes that people go through during puberty. - Learn to what menstruation is and how to manage it. - Learn how to stay clean during puberty.
	Assessment First Thoughts and Final Thoughts Healthy Lifestyle What are healthy habits? Health and Hygiene How does good hygiene help keep me healthy? Growing Up How will I change as I grow up?	
	Enhancements - Earth Day - Stop Food Waste Day - Walk to School Week	



Summer 2	Economic Wellbeing	
Character Culture Creativity Challenge	Prior Learning Children have learned that money comes in many different forms and what the purpose of money is in relation to exchanging it for other things. They have learned that money comes to them in different ways and that in future they can earn it. They have learned why they might, or might not, want to give money to help others.	
	Key Learning Intentions • Know the difference between wants, needs and priorities • Understand when they might want to / should save, spend or borrow • Know how we pay for things • Understand what budgeting is.	
	Overview of PSHE Knowledge Children will learn the difference between wants, needs and priorities. They will learn that they can save, spend or borrow and when they might want to do each of these. Children will learn how we pay for things and the different ways to pay. They will learn what budgeting is and why this is important, especially for the future.	Key Vocabulary judgement priorities budget
	Overview of PSHE Skills Children will know how to take responsibility for their own and make informed choices about what to spend their money on. They will develop their understanding of why some people donate to charity and show respect and empathy when they make decisions about whether to donate or not. They will recognise that money can be a negative influence as well as a positive one.	
	Milestones of Learning	Unit Focus and suggested resources to support learning
	No Outsiders How does the language I chose to use affect others? To know what judgement is. To know how the language I use can affect others.	No Outsiders book and plan My Brother George Kelly and Zoey Allan
	Economic Wellbeing: Making money decisions First Thoughts: What is the difference between wants, needs and priorities? Know the difference between wants, needs and priorities Understand when they might want to / should save, spend or borrow Know how we pay for things Understand what budgeting is. Final Thoughts: What is the difference between wants, needs and priorities?	Oak Academy Financial Education Y4 Making money decisions What is the difference between wants, needs and priorities? • Know the difference between wants, needs and priorities Oak Academy Financial Education Y4 Making money decisions Save, spend or borrow? • Understand when they might want to / should save, spend or borrow Oak Academy Financial Education Y4 Making money decisions How do we pay for things? • Know how we pay things. Oak Academy Financial Education Y4 Making money decisions What is budgeting? • Understand what budgeting is



	Assessment <u>First Thoughts and Final Thoughts</u> <u>Making money decisions</u> What is the difference between wants, needs and priorities?
	Enhancements • Aspirations Week • Refugee Week