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; oral  hygiene and dental care  PoS 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 puberty  PoS 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 life  PoS 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 responsibilities  PoS 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 visitor  Kirkwood Hospice  Forget-me-not Trust  Welcome Centre Food bank  URC  Church |
| **Media literacy and Digital resilience**  How data is shared and used  PoS 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 safe  PoS 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 them  About 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 online  PoS 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 online  PoS 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 sensitively  PoS 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) |