



# Year 4 2021 – 2022

## RSHE

### Long Term Plan

Parent workshop	Arrange a parent workshop that discusses and supports families to navigate conversations with a child who may begin their menstrual cycle in Year 4.		
Term	Objectives	Cross curricular	Examples of English or Reciprocal Reading text Or Resources
Throughout the year			Literacy shed Circle time task cards P4C School values
Autumn 1 <u>Families and People who care for me</u> <u>Health and Prevention</u>	R1. <u>That characteristics of a healthy family include commitment, care, protection and being there for each other in times of difficulty.</u> R2. <u>That all family units have the capacity to provide love and care (including single parents, same sex families, step-families, blended families, foster families, adoptive families, unmarried families and guardianships).</u>	RE	<ul style="list-style-type: none"><li>• The Great big book of Families</li><li>• Getting to know you and family tree</li><li>• And Tango makes three</li></ul>

	<b>Hw13.</b> <u>That good quality sleep routines can affect mood, weight and ability to learn.</u>		<ul style="list-style-type: none"> <li>• The day my dad turned invisible</li> <li>• The boy at the back of the class</li> <li>• The Ice monster</li> <li>• The sleep factor PPT</li> </ul>
<b>Autumn 2</b>  <i>Respectful relationships</i> <i>Physical health and fitness</i> <i>Caring friendships</i>	<b>R3.</b> <u>The characteristics of friendship include: mutual respect; truthfulness; loyalty; kindness; generosity; trust; sharing interests and experiences.</u> <b>R4.</b> <u>That friendships have ups and downs and to be aware of how to work though repair and even strengthen without the need for violence.</u> <b>R5.</b> <u>How to judge who to trust and not to trust.</u> <b>R6.</b> <u>How to respond to peer pressure or being encouraged to do something that makes them feel worried or unsafe.</u> <b>Hw2.</b> <u>What an active lifestyle looks like for a Year 4 child and the mental and physical benefits of this.</u> <b>Ss6.</b> <u>The responsibility of bystanders.</u>	<b>PE</b>  <b>RRS and School values</b>	<ul style="list-style-type: none"> <li>• Class Charter</li> <li>• RRS and School values</li> <li>• Lego friendship bridge</li> <li>• Two Mrs Gibson</li> <li>• Y4 circle time discussion cards</li> </ul>
<b>Spring 1</b>  <i>Respectful relationships</i> <u>Health and Prevention</u>	<b>Ss1.</b> <u>How others may be very different from themselves (including physically, in character, personality and backgrounds).</u> <b>Ss2.</b> <u>Define discrimination and how it affects others.</u> <b>Ss3.</b> <u>How to treat others politely.</u> <b>Ss4.</b> <u>That they and others have the right be treated with respect.</u> <b>Ss5.</b> <u>What people are in positions of authority and how to treat them.</u> <b>R7.</b> <u>That stereotypes can be unfair, negative and destructive.</u> <b>Hw12.</b> <u>Explore the facts relating to allergies, immunisation and vaccines.</u> <b>Hw14.</b> <u>That personal hygiene routines can prevent bacteria, germs and viruses spreading.</u>	<b>Science</b>  <b>RE</b>  <b>English</b>	<ul style="list-style-type: none"> <li>• Talk Charter</li> <li>• ‘Hope’ creative curriculum topic</li> <li>• Equality and equity – Social movements BLM.</li> <li>• Character representation in literature</li> <li>• Representation within history</li> <li>• Pink is for boys</li> <li>• The colour of us</li> <li>• The bacteria book</li> <li>• BBC Operation ouch – Smelly sweat</li> <li>• Team building activities</li> </ul>
<b>Spring 2</b>  <i>Mental wellbeing</i>	<b>Hw1.</b> <u>That children have a right to play/exercise and explore the risks associated with an inactive lifestyle (including obesity).</u>	<b>RRS</b>	<ul style="list-style-type: none"> <li>• Circuits</li> </ul>

<u>Internet safety and Harm</u> <u>Physical health and fitness</u>	<p><b>Hw3.</b> That rationing time spent online can have a positive impact on their mental and physical wellbeing.</p> <p><b>Hw4.</b> The internet is an integral part of life and has many benefits and opportunities.</p> <p><b>Hw5.</b> The negative elements of the internet can include trolling, online abuse and bullying and this can impact negatively on mental wellbeing.</p> <p><b>Hw6.</b> That some computer/online games/apps have age restrictions for their protection.</p> <p><b>Hw15.</b> How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p><b>Hw15.</b> That isolation and loneliness can affect children.</p>	<b>Computing</b>	<ul style="list-style-type: none"> <li>• Wants and Needs UNICEF sorting cards</li> <li>• Young Minds I am I can</li> <li>• Mood Starfish</li> </ul>
<b>Summer 1</b>  <u>Mental wellbeing</u> <u>Respectful relationships</u> <u>Being safe</u>	<p><b>Ss7.</b> Be aware and have strategies to respond safely to adults they may encounter that are strangers (including online).</p> <p><b>Ss8.</b> Why they apply knowledge of appropriate boundaries with peers and within their family.</p> <p><b>Ss9.</b> That their body belongs to them and the differences between appropriate and inappropriate or unsafe physical, and other, contact (e.g. pushing, hitting, touching, hurting).</p> <p><b>Ss10.</b> To understand the concept of privacy as children.</p> <p><b>Ss11.</b> That they should tell a trusted adult if someone's physical contact makes them feel uncomfortable or unsafe.</p> <p><b>Ss12.</b> That they should tell a trusted adult if they have a bad feeling about any adult.</p> <p><b>Ss13.</b> Who to ask for help and advice for themselves or others about things they have heard.</p>		<ul style="list-style-type: none"> <li>• NSPCC</li> <li>• E-safety</li> <li>• Think you know</li> <li>• Scenario response – What would you do?</li> <li>• P4C concept line</li> <li>• Virtual worry box and ELF activities</li> <li>• School trip safety</li> <li>• Duty bearers - RRS</li> </ul>
<b>Summer 2</b>  <u>Basic First Aid</u> <u>Drugs alcohol and tobacco</u>	<p><b>Hw7.</b> Recognise the facts and risks associated with smoking.</p> <p><b>Hw8.</b> Recognise the facts and risks associated with legal (e.g. Medicine) and illegal harmful substances, including alcohol and drugs. (CYP have a right to pass in discussion should they choose because of Faith sensitivity).</p> <p><b>Hw9.</b> Describe and demonstrate concepts of basic first aid e.g. common injuries and head injuries.</p> <p><b>Hw10.</b> Know when to call emergency services if necessary (including how they would make this clear and efficient).</p> <p><b>Hw11.</b> Know their personal contact details.</p>	<b>RE</b>  <b>Science</b>	<ul style="list-style-type: none"> <li>• Religious or spiritual beliefs associated to substances.</li> <li>• St Johns Ambulance</li> </ul>

DRAFT