|  |  |
| --- | --- |
|  | **Year 4** |
|  | **Autumn** | **Spring** | **Summer** |
|  |  |  |  |
| **Relationships and Health Education (RHE)** | **Autumn 1- HEALTH AND WELLBEING****Self-esteem; self worth, personal qualities; goal setting; managing setbacks****What strengths, skills and interests do we have?****Pupils learn*** How to recognise personal qualities and individuality
* To develop self-worth by identifying positive things about themselves and their achievements
* How their personal attributes, strengths, skills and interests contribute to their self-esteem
* How to set goals for themselves
* How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

**Autumn 2- RELATIONSHIPS****Respect for self and others; courteous behaviour; safety; human rights****How do we treat each other with respect?*** How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe
* How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.
* About the relationship between rights and responsibilities
* About the right to privacy and how to recognise when a confidence or secret should be kept (eg birthday surprise) or not agreed to and when to tell ( if someone upset or hurt)
* The rights children have and why it is important to protect these
* that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
* how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact)-how to report concerns
 | **Spring 1- HEALTH AND WELLBEING****Feelings and emotions; expression of feelings; behaviour****How can we manage our feelings?****Pupils learn*** how everyday things can affect feelings
* how feelings change over time and can be experienced at different levels of intensity
* the importance of expressing feelings and how they can be expressed in different ways
* how to respond proportionately to, and manage, feelings in different circumstances
* ways of managing feelings at times of loss, grief and change
* how to access advice and support to help manage their own or others’ feelings

**Spring 2- HEALTH AND WELLBEING****Growing and changing; puberty****How will we grow and change?*** About puberty and how bodies change during puberty
* How personal hygiene routines change during puberty
* How to ask for advice and support about growing and changing and puberty
 | **Summer 1- LIVING IN THE WIDER WORLD****Caring for others; the environment, people and animals; shared responsibilities, making choices and decisions****How can choices make a difference to others and the environment?****Pupils learn*** How people have a shared responsibility to help protect the world around them
* How everyday choices can affect the environment
* How what people choose to buy or spend money on can affect others or the environment (Fairtrade, charity, plastic)
* The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issue show to show care and concern for others (people and animals)
* How to carry out personal responsibilities in a caring and compassionate way

**Summer 2- HEALTH AND WELLBEING****Keeping safe; out and about; recognising and managing risk****How can we manage risk in different places?****Pupils learn*** how to recognise, predict, assess and manage risk in different situations
* how to keep safe in the local environment and less familiar locations (near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out)
* how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence.
* How people’s online actions impact on others
* How to keep safe online/report concerns
* Rules/laws exist to keep people safe- how to respond if they are aware of a situation that is anti-social/against the law
 |