

## Year 4 PSHE Long Term Plan

### Autumn 1

<b>Me and My Relationships (SCARF)</b> <b>Meet your Brain (My Happy Mind)</b>		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, HE3	Ok or not ok? (1) Ok or not ok? (2)	<ul style="list-style-type: none"> <li>- Explain what we mean by a 'positive, healthy relationship';</li> <li>- Describe some of the qualities that they admire in others.</li> <li>- Recognise that there are times when they might need to say 'no' to a friend;</li> <li>- Describe appropriate assertive strategies for saying 'no' to a friend.</li> </ul>
MW3, MW4	When feelings change	<ul style="list-style-type: none"> <li>- Demonstrate a range of feelings through their facial expressions and body language;</li> <li>- Recognise that their feelings might change towards someone or something once they have further information.</li> </ul>
RR1, RR6, MW8, ISH5	Under pressure	<ul style="list-style-type: none"> <li>- Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>- Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</li> </ul>
	Meet your Brain Lesson 1	<ul style="list-style-type: none"> <li>-How you can train your mind</li> <li>-How your brain can grow</li> <li>-Different parts of the brain</li> </ul>
	Meet your Brain Lesson 2	<ul style="list-style-type: none"> <li>-How Team H-A-P works</li> <li>-What is real and perceived danger</li> <li>-What triggers our amygdala</li> </ul>
	Meet your Brain Lesson 3	<ul style="list-style-type: none"> <li>-How to calm our amygdala</li> </ul>
	Meet your Brain Lesson 4	<ul style="list-style-type: none"> <li>-Learning what neurons and neural pathways are</li> <li>-How to form habits</li> </ul>
	Meet your Brain Lesson 5	<ul style="list-style-type: none"> <li>-How to look after our brain</li> <li>-Happy breathing habits</li> </ul>

### Autumn 2

<b>Valuing Difference (SCARF)</b> <b>Celebrate (My Happy Mind)</b>		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
CF1, CF2, CF3, CF4, CF5, RR1, RR2, RR3, RR5, OR2, OR4	Can you sort it?	<ul style="list-style-type: none"> <li>- Define the terms 'negotiation' and 'compromise';</li> <li>- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</li> </ul>
CF5, RR8, BS1, BS3, BS5, MW4	Islands	<ul style="list-style-type: none"> <li>- Understand that they have the right to protect their personal body space;</li> <li>- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</li> <li>- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</li> </ul>

FPC3, CF3, RR1, RR2, RR5  RR7, OR5, ISH2, ISH5, ISH6	The people we share our world with  That is such a stereotype!	-List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); - Define the word respect and demonstrate ways of showing respect to others' differences. - Understand and identify stereotypes, including those promoted in the media.
	Celebrate Lesson 1  Celebrate Lesson 2	-Learn about character strengths -Learn what strengths we use the most and why they are important to use -Why it is important to use character strengths in difficult situations
	Celebrate Lesson 3	-Why it is important to use and spot strengths -Learning how we can use strengths in different ways
	Celebrate Lesson 4	-How we can grow our strengths -Learning about neuroplasticity and how it helps us

## Spring 1

### Keeping Myself Safe (SCARF) Appreciate (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
OR4, BS4, BS5, ISH2, PHF3, HE3, DAT1, HP2  CF3, CF5, RR4, RR6, OR3, DAT1	Danger, risk or hazard?  Keeping ourselves safe	- Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; - Identify situations which are either dangerous, risky or hazardous; - Suggest simple strategies for managing risk. -Describe stages of identifying and managing risk; - Suggest people they can ask for help in managing risk.
DAT1, HP5	Medicines: check the label	- Understand that medicines are drugs; - Explain safety issues for medicine use; - Suggest alternatives to taking a medicine when unwell; - Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
HE3, DAT1	Know the norms	- Understand some of the key risks and effects of smoking and drinking alcohol; - Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
	Appreciate Lesson 1	-Learning what appreciation means -Why gratitude is important -How to create a habit of giving gratitude
	Appreciate Lesson 2	-How to develop an attitude of gratitude -How it feels to give an receive gratitude -Learning what the domino effect is
	Appreciate Lesson 3	-Learning which hormone gets released when we give or receive gratitude -How to create a habit of giving gratitude -How gratitude can help us to face problems
	Appreciate Lesson 4	-How to appreciate ourselves -Learning how our character strengths can help us appreciate ourselves

## Spring 2

Rights and Respect (SCARF) Relate (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
BS6, BS7, BS8, PHF4  RR5, RR6, BS7	Who helps us stay healthy and safe?  Safety in numbers	<ul style="list-style-type: none"> <li>- Explain how different people in the school and local community help them stay healthy and safe;</li> <li>- Define what is meant by 'being responsible';</li> <li>- Describe the various responsibilities of those who help them stay healthy and safe;</li> <li>- Suggest ways they can help the people who keep them healthy and safe.</li> <li>- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</li> <li>- Recognise that they can play a role in influencing outcomes of situations by their actions.</li> </ul>
RR3, RR5, OR2, OR3, BS2	How do we make a difference?	<ul style="list-style-type: none"> <li>- Understand the reason we have rules;</li> <li>- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</li> <li>- Recognise that everyone can make a difference within a democratic process.</li> </ul>
RR3, OR4, OR5, ISH2, ISH6, ISH7	In the news!	<ul style="list-style-type: none"> <li>- Define the word influence;</li> <li>- Recognise that reports in the media can influence the way they think about an topic;</li> <li>- Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's expenses	<ul style="list-style-type: none"> <li>- Define the terms 'income' and 'expenditure';</li> <li>- List some of the items and services of expenditure in the school and in the home;</li> <li>- Prioritise items of expenditure in the home from most essential to least essential.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	Why pay taxes?	<ul style="list-style-type: none"> <li>- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</li> <li>- Understand how a payslip is laid out showing both pay and deductions;</li> <li>- Prioritise public services from most essential to least essential.</li> </ul>
	Relate Lesson 1	<ul style="list-style-type: none"> <li>- How to understand how to celebrate differences</li> <li>- Learning what 'stop', 'understand' and 'consider' means and how it can help</li> </ul>
	Relate Lesson 2	<ul style="list-style-type: none"> <li>- Learning how to better understand differences</li> <li>- How we can use our strengths in different ways</li> </ul>

## Summer

Being My Best Relate (My Happy Mind – continue from Spring 2) Engage (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
	Relate Lesson 3	<ul style="list-style-type: none"> <li>-What makes a good friend</li> <li>-How friends help us solve problems</li> <li>-Why it is important to show gratitude to our friends</li> </ul>
	Relate Lesson 4	-Active listening and how it helps us relate with others

		-How active listening helps us to 'stop', 'understand' and 'consider'
RR1, RR2, RR4	What makes me ME!	<ul style="list-style-type: none"> <li>- Identify ways in which everyone is unique;</li> <li>- Appreciate their own uniqueness;</li> <li>- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
CF2, RR1, OR4	Making choices	<ul style="list-style-type: none"> <li>- Give examples of choices they make for themselves and choices others make for them;</li> <li>- Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul>
Wider PSHE curriculum (not covered by DfE statutory requirements)	My school community (1)	<ul style="list-style-type: none"> <li>- Define what is meant by the word 'community';</li> <li>- Suggest ways in which different people support the school community;</li> <li>- Identify qualities and attributes of people who support the school community.</li> </ul>
	Engage Lesson 1	-Learning about what activities we engage in and how to feel good
	Engage Lesson 2	<ul style="list-style-type: none"> <li>- How we can feel good and do good</li> <li>- Learn what big dream goals are</li> <li>-Why setting goals makes us feel good</li> </ul>
	Engage Lesson 3	<ul style="list-style-type: none"> <li>- How perseverance and resilience can help us</li> <li>-How to keep focussed on our goals</li> <li>-How we already have the skills of perseverance and resilience</li> </ul>
	Engage Lesson 4	- Recap everything that we have learnt about ourselves this year

**Additional Notes:**

During Internet Safety Week, please refer to the following SCARF Lessons:

OR3, OR5, ISH3, ISH5	Picture Wise	<ul style="list-style-type: none"> <li>- Identify images that are safe/unsafe to share online;</li> <li>- Know and explain strategies for safe online sharing;</li> <li>Understand and explain the implications of sharing images online without consent.</li> </ul>
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