



## PSHE including RSE MEDIUM TERM PLANNING March 2020

### YEAR 3 AND 4

Please note that this plan is to be taught in conjunction with the planning for the e-safety module

Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional and mental wellbeing
SEAL	Health and Prevention

Skills to be taught throughout the year		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> <li>7. Identification, assessment (including prediction) and management of risk</li> </ol>



<p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p>	<p>different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>
<p><b>Autumn 1</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>
<p><b>Me and my relationships</b> <b><u>Caring Relationships</u></b></p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships</p> <p>I understand that relationships may change over time</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them</p> <p>I understand the difference between</p>	<p><u>I understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</u></p> <p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p>



	<p>secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult</p> <p>I know how other families are similar or different to mine</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>I can describe the nature and consequences of negative behaviours, bullying and express some ways of responding to it (this includes different types of bullying, how to recognise it, how to seek help and coping strategies)</p> <p>I can empathise with other people and situations through topical issues, problems and events</p>	<p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise the worth of other people</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p> <p>I can set personal goals</p> <p>I can demonstrate the features of good friendship</p>
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<b>Autumn 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Being Safe</b>	<p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help and about the people who are responsible for keeping me health and safe</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I can demonstrate basic safety procedures when using medicines</p> <p>I know how to keep myself and others safe in a variety of situations</p>	<p>I know the difference between risk, danger and hazard</p> <p>I can describe what risk means to me</p> <p>I can take responsibility for my own behaviour and safety and realise that actions have consequences</p> <p>I have some strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools safely to</p>



	<p>I know school rules for health and safety, basic emergency procedures and where to get help for myself and others in need</p> <p>I know rules for and ways of keeping physically and emotionally safe, including road safety and safety in the environment</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I can explain how my behaviour may have consequences for myself and others</p> <p>I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately</p>	<p>exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p> <p>I understand the need to keep some information private in order to protect myself when communicating online</p> <p>I begin to recognise how electronic communications may be used for manipulation or persuasion</p> <p>I can recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety)</p>
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Spring 1	Year 3	Year 4
<p><b><u>My Healthy Lifestyle Including Healthy Eating and Mental Wellbeing</u></b></p>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences</p> <p>I know what are the good habits for looking after my growing body</p> <p><b>I can recognise the range of human emotions and how they change in different situations</b></p> <p><b>I have developed some simple strategies for managing my feelings</b></p> <p><u>I can recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</u></p> <p><u>I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage including skin cancer</u></p> <p><u>I understand the benefits of physical exercise, time outdoors, community</u></p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p> <p><u>I understand that 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 and health)</u></p> <p>I know the importance of taking care of my own body, whilst respecting cultural differences</p>



	<p><u>participation, voluntary and service-based activity ion mental wellbeing and happiness</u></p> <p><u>I know about simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</u></p>	<p><b>I have a range of strategies for managing and controlling strong feelings and Emotions</b></p> <p><u>I understand that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</u></p> <p><u>I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</u></p>
<b>Spring 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Me and my Future</b>	<p>I know how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know there are different ways to gain money, including earning it through work</p>	<p>I can demonstrate how to look after and save money</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I recognise the range of jobs carried</p>



	<p>I know that it is possible to keep money safe by putting it into an 'account' in the bank, building society</p> <p>I know that you can plan for future spending and how to save</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'</p> <p>I begin to understand why we have charities</p> <p>I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes</p> <p>I am aware that the learning choices I make will affect my future options.</p>	<p>out by people they know</p> <p>I can explain how I will develop skills for work in the future</p> <p>I understand and use larger sums of money in calculations</p> <p>I know a range of different ways to pay for things, some may involve debt or credit ('borrowing')</p> <p>I know that if you 'borrow' you have to pay back more (Muslim Sharia tradition is different)</p> <p>I am able to keep track of spending, keeping accurate records</p> <p>I am able to make informed choices about how to pay for something</p> <p>I am aware that the learning choices I make will affect my future options.</p> <p>I can identify my strengths, areas for improvement and set high aspirations and goals</p>
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	I can talk positively about what I like to do and what I would like to do in the future	
<b>Summer 1</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Becoming an active citizen</b>	<p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I know that choices we make can impact on the local, national and global communities</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can empathise with other people and situations through topical issues, problems and events</p>	<p>I know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</p> <p>I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices</p> <p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and homophobia</p>



		<p>I understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices</p> <p>I understand how my choices may impact on the environment</p> <p><b>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves</b></p>
<b>Summer 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Moving on</b>	<p>I can identify positive achievements during my time in Year 3</p> <p><b>I can identify my strengths, areas for improvement and set myself some goals for Year 4</b></p> <p>I can explain what I am worried about and what I am looking forward to in</p>	<p>I can identify positive achievements during my time in Year 4</p> <p><b>I can identify my strengths, areas for improvement and set myself some goals for Year 5</b></p> <p>I can explain what I am worried about and what I am looking forward to in</p>



	<p>Year 4</p> <p>I know what to expect when I start Year 4</p> <p>I can sometimes understand why other people are behaving as they are when they are finding change difficult.</p>	<p>Year 5</p> <p>I know what to expect when I start Year 5</p> <p>I can tell you about the changes I can make happen</p> <p>I can make some changes quickly and easily, and some changes are hard and can take a long time</p>
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