



**PSHE/SRE
Year 4 Long Term Plan**

Themes (Number of weeks/Term)	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me
NC Content/Coverage	Relationships Education Families and people Who care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education Families and people Who Care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education Respectful Kind Relationships Online Safety and Awareness Health Education- General Wellbeing Physical health and Fitness Personal Safety	Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco, Vaping Health and Prevention Personal Safety Basic First Aid	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education General Wellbeing Wellbeing Online	Relationships Families and People who Care for Me Respectful Kind Relationships Being Safe Health Education General Wellbeing Health and Prevention Developing Bodies
Substantive knowledge teaching sequence	I can make a positive difference to my school team I understand the roles of people in my school community I understand how democracy works through the School Council I know my actions affect myself and others I understand how groups make decisions together I know how having a	I can recognise that we sometimes make assumptions based on appearance I can identify what influences me to make these assumptions I can spot that bullying can be hard to notice I can explain why witnesses sometimes join in bullying I can identify what is special about me I can explain when my	I can tell you about some of my hopes and dreams I can recognise when hopes and dreams do not come true and know how resilience and support help I can cope with disappointment and move forward I can make a new plan and set new goals after disappointment I can work out steps to achieve a goal and do this successfully in a group	I can recognise different friendship groups and the friends I value most I can explain how peer influence can lead to unsafe choices and how to reduce risks I can describe the effects of smoking and vaping on health and why people might start I can explain the effects of alcohol on health and why some people drink I can recognise when I am under pressure and	I can recognise situations that can cause jealousy in relationships I can identify someone I love and explain why they are special I can talk about someone I no longer see I can recognise how friendships change and know how to make new friends I can manage falling out with friends I can show love and appreciation to the	I can explain what makes my identity unique I can describe how a girl's body changes and that periods are natural I can name different types of families and who can help me I can use the circle of change to make changes I want I can accept changes I cannot control I can say what I am looking forward to in



	voice helps the school community Social and Emotional I can recognise how good it feels to be included I can take on a role in a group I can recognise my contribution I understand how rewards and consequences influence behaviour	first impression of someone changed Social and Emotional I try to accept people for who they are I can question my own thoughts about others I can describe how it feels to witness or be the target of bullying I can problem-solve bullying situations with others I like and respect my unique physical features I can explain why it is good to accept people as they are	I can identify contributions I and others make to a group's achievement Social and Emotional I can recognise how it feels to have hopes and dreams I can recognise how disappointment feels and reflect on past experiences I can respect myself and see how coping builds self-esteem and resilience I can be resilient and maintain a positive attitude I can enjoy being part of a group challenge I can share in group success and store the experience in my internal treasure chest	explain ways to resist it I can explain my own beliefs about what is right and wrong I can explain how using technology can be a distraction from other things in a positive and negative way (Health, Being and Lifestyle Unit 6) Social and Emotional I can identify my feelings about friends and different friendship groups I can recognise feelings like embarrassment or pressure and manage them to stay safe I can spot negative feelings in peer pressure situations and act assertively I can recognise feelings of anxiety linked to peer pressure I can tap into my inner strength and be assertive	people and animals who are special to me I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts, feelings and beliefs. (Unit 2) Social and Emotional I can show love and appreciation to special people and animals I can identify feelings of jealousy and suggest ways to solve problems I can recognise how people feel when they lose someone or something they love I can remember people even if I no longer see them I can stand up for myself and negotiate or compromise I can give and receive love	my next class Social and Emotional I can choose my own identity and interests as I grow I can cope with physical and emotional changes in puberty I can recognise that feeling anxious is normal and know who can support me I can make positive changes for myself I can manage my fears about changes I cannot control I can plan the changes I want to make next year
Disciplinary knowledge	Relationships Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends	Relationships Caring friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends.	Relationships – Respectful Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and	Relationships Families and people Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security



	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 6: How to manage conflict, and that resorting to violence is never right. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and	friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through	and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 3: That not every child will have the	and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be	and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be
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	RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are difference (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps	friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others,	developing skills and interests. General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise	friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we	lifelong. Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 5: That most	lifelong F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Respectful, Kind relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration RKR 5: That they can expect to be treated with respect by others, and the importance of
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they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting	and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an	feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content	balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are	friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 6: How to manage conflict, and that resorting to violence is never right. CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and	respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 2: How to critically
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pressure on others to share information and images online, and strategies for resisting peer pressure OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. Health Education General Wellbeing GW 2: The importance	adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of	online on their own and others' mental and physical wellbeing	different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people	respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe BS2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep
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of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or	the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 4: How to respond safely and appropriately to adults they may	should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. OSA 3: That there is a minimum age for joining social media	RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek	secrets if they relate to being safe. BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and
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	ability to control their emotions (including issues arising online).	encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. Health General Wellbeing GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.		sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about	help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	community participation. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. GW 9: Where and how
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		Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are		space, toys, books, resources etc. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 2: The importance of promoting general wellbeing and physical health., GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.	General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is	to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Wellbeing Online WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles,
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		worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive		Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should	appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). Well-Being Online WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the	scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress..
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		and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO10: That they have rights in relation to sharing personal data, privacy and consent. WO 11: Where and how		speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). GW 10: That it is common to experience mental health problems, and early support can help. Wellbeing Online WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 7: How to take a	reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process .	
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		to report concerns and get support with issues online.		critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. WO10: That they have rights in relation to sharing personal data, privacy and consent WO 11: Where and how to report concerns and get support with issues online. Physical Health and Fitness PHF 4: How and when to seek support including which adults to speak to in school if they are worried about		
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				their health. Drugs, Alcohol, Tobacco, Vaping DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.		
Key vocabulary	Community, Contribution, Democracy, Decisions, Respect, Valued, Violence, Wellbeing, Role, Observer	Character Judgement Influence Opinion Attitude	Determination Resilience Commitment Self-belief	Friendship Emotions Relationships Assertive pressure	Empathy Jealousy Conflict Emotions Memories Relationship Loyalty	Personality, Unique, Values, Acceptance, Anxiety, Belonging, Change, Choices, Hormone, Menstrual cycle



					Support Appreciation	
Additional/ Cross Curricular and continuous opportunities	Computing – Staying Safe Online					Science -
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit is taught at this stage because children are beginning to notice physical and emotional changes in themselves and others. It builds on prior learning about self-identity, families, friendships, and health, helping children understand growth, puberty, personal hygiene, and supportive relationships. The unit prepares children for future learning in Years 5 and 6, including more detailed study of puberty, healthy relationships, consent, and responsible choices. Resources and activities develop over time, moving from stories and role-play to problem-solving scenarios, scientific vocabulary, and reflective strategies, supporting resilience, empathy, and confident decision-making.	This unit is taught at this stage because children are developing a deeper understanding of themselves and others, including recognising differences, forming friendships, and navigating social interactions. It builds on prior learning about families, friendships, self-identity, and basic health, helping children explore caring and respectful relationships, online safety, wellbeing, and strategies for dealing with bullying. The unit prepares children for future learning in Years 5 and 6, including more complex discussions about consent, personal boundaries, online behaviour, and maintaining healthy relationships. Resources and activities develop over time, moving from discussion and role-play to reflective tasks, problem-solving scenarios, and critical	This Year 4 unit is taught at this stage because children are developing awareness of their own hopes, dreams, and personal goals, as well as the social and emotional skills needed to work with others. It builds on prior learning about self-identity, resilience, teamwork, and wellbeing, helping children explore coping with disappointment, setting new goals, and recognising contributions in group achievements. The unit prepares children for future learning in Years 5 and 6, including more complex goal-setting, emotional regulation, teamwork, and strategies for maintaining physical and mental wellbeing. Resources and activities develop over time, moving from discussion and reflection to group challenges, problem-solving tasks, and recording successes,	This Year 4 unit is taught at this stage because children are developing a greater understanding of themselves, their friendships, and the choices they make in social situations. It builds on prior learning about self-identity, relationships, online safety, and personal wellbeing, helping children explore peer influence, assertiveness, risk management, and healthy lifestyle choices, including diet, exercise, and understanding the effects of alcohol, smoking, vaping, and drugs. The unit prepares children for future learning in Years 5 and 6, including more complex decision-making about safety, personal responsibility, substance use, and first aid. Resources and activities develop over time, moving from discussion and reflection to role-play, problem-solving,	This Year 4 unit is taught at this stage because children are developing a deeper understanding of relationships, including friendship, family, and the beginnings of personal and special relationships. It builds on prior learning about self-identity, feelings, empathy, and caring for others, helping children explore jealousy, loss, friendship changes, and strategies for problem-solving and compromise. The unit prepares children for future learning in Years 5 and 6, including managing more complex relationships, understanding consent, developing emotional resilience, and maintaining safe, respectful connections. Resources and activities develop over time, moving from discussion and reflection to role-play, scenario problem-solving, and expressing feelings, supporting	This Year 4 unit is taught at this stage because children are beginning to experience and anticipate the physical, emotional, and social changes associated with growing up. It builds on prior learning about self-identity, families, friendships, wellbeing, and coping with change, helping children explore personal identity, puberty, trusted support networks, and strategies for managing change. The unit prepares children for future learning in Years 5 and 6, including more detailed study of puberty, emotional regulation, personal responsibility, and healthy relationships. Resources and activities develop over time, moving from discussion and reflection to problem-solving, scenario practice, and self-reflection, supporting resilience, confidence, emotional awareness,



		thinking about assumptions and first impressions, supporting empathy, resilience, and respectful decision-making.	supporting resilience, self-esteem, empathy, and positive attitudes.	and real-life scenario practice, supporting resilience, self-confidence, assertiveness, and safe, responsible decision-making.	empathy, self-confidence, negotiation skills, and the ability to form and maintain caring relationships.	and positive coping strategies for change.
Adaptations for LA pupils	Learning broken into small, manageable steps Regular use of visuals, symbols and real-life examples Structured routines and clear expectations Small-group or paired activities with defined roles Adult or peer support to scaffold discussion and decision-making Flexible ways to respond (talking, drawing, role-play) Repetition and overlearning of key ideas and vocabulary Hands-on activities linked to everyday school experiences Positive reinforcement and celebration of small successes	Use visuals and concrete examples (photos, emoji faces, storyboards, role-play) Break tasks into small steps: recognising assumptions → reflecting on feelings → problem-solving Model scenarios: first impressions, witnessing bullying, accepting differences Use role-play and short stories to practise empathy, problem-solving, and reflection Provide sentence starters: “I felt...”, “I noticed...”, “I can...” Use small groups or pairs for discussion and activities Offer alternative responses: drawing, acting, pointing, talking Teach key vocabulary repeatedly (assume, bullying, witness, unique, accept) Scaffold reflection: adult or peer support to help	Use visuals and symbols: emoji faces, storyboards, photos, posters Break learning into small steps: noticing assumptions → understanding feelings → practising acceptance → problem-solving Use real-life, relatable examples: playground, classroom, friends Role-play short scenarios: witnessing bullying, first impressions, accepting differences Provide sentence starters: “I felt...”, “I noticed...”, “I can...” Allow multiple ways to respond: talking, drawing, acting, pointing Use small groups or pairs for discussion and reflection Repeat key vocabulary and concepts: bullying, witness, target, unique, accept, feelings Adult or peer support for reflecting on personal	Break learning into small steps: identifying friends → recognising feelings → recognising pressure → making safe choices Use visuals and symbols: emoji faces, scenario cards, posters showing risky situations and safe responses Use real-life examples: playground, classroom, home situations Role-play scenarios: peer pressure, risky behaviour, assertiveness, saying no Provide sentence starters: “I feel...”, “I can say...”, “I know...” Use small groups or pairs for discussion and reflection Allow alternative responses: drawing, acting, talking, pointing Repetition and overlearning of key vocabulary: peer pressure, safe, unsafe, assertive, feelings, risky, help	Break learning into small steps: feelings → expressing → problem-solving → managing friendships Use visuals and symbols: emoji faces, storyboards, photos, feelings charts Role-play situations: jealousy, falling out, showing appreciation, standing up for yourself Use sentence starters and allow multiple ways to respond: talk, draw, act, point Focus on self-awareness and managing emotions: recognising jealousy, coping with loss, remembering people no longer seen Teach problem-solving and assertiveness strategies: negotiate, compromise, stand up for self Reinforce personal, special relationships and that there is no pressure to have a boyfriend/girlfriend	Break learning into small steps: identity → body changes → coping → making choices Use visuals and symbols: diagrams, photos, storyboards, emotion faces Role-play scenarios: asking for help, coping with change, expressing feelings Provide sentence starters and allow multiple responses: talk, draw, point, act Small groups or pairs for discussion and reflection Focus on self-awareness and coping skills: recognising feelings, managing anxiety, understanding what they can control Reinforce key vocabulary: identity, change, puberty, periods, family, choices, support Use simple flowcharts (like a “circle of change”) to plan changes



		pupils explain feelings and actions Focus on personal examples: what is special about me, how first impressions can change Reinforce positive attitudes: praising acceptance, respect, empathy, and self-confidence	experiences and explaining ideas Focus on self-awareness: what makes me special, how first impressions can change Celebrate positive behaviours: acceptance, respect, kindness, empathy	Adult or peer support during reflection and problem-solving activities Focus on self-awareness: recognising personal beliefs, feelings about friends, and inner strengths Link learning to safety and health: fire risks, smoking/vaping, alcohol, safe decision-making Celebrate attempts and successes in asserting themselves and resisting peer pressure	Celebrate positive behaviours: love, appreciation, respect, empathy	Celebrate successes and efforts: trying new things, asking for help, expressing feelings
Adaptations for GD pupils	Encourage independent application of ideas across different contexts Use open-ended tasks and discussion to explore democracy, roles, and school voice Provide opportunities to lead group decision-making and mentor peers Introduce abstract thinking about consequences, inclusion, and fairness Challenge pupils to reflect critically on their own and others' contributions Extend vocabulary with precise, subject-specific terms	Encourage critical thinking about assumptions and first impressions Promote independent reflection: why we think certain ways about others and how it affects behaviour Use open-ended discussion and debate on bullying, stereotypes, and inclusion Encourage leading problem-solving: mentoring peers, proposing solutions to bullying scenarios Challenge pupils to analyse complex situations: why witnesses join in, subtle or hidden bullying	Encourage critical thinking about assumptions, stereotypes, and first impressions Promote independent reflection on personal attitudes and behaviours Use open-ended discussion and debate on bullying, inclusion, and fairness Challenge pupils to analyse situations deeply: why witnesses join in, subtle forms of bullying, motivations behind actions Encourage leading problem-solving activities: mentoring peers, proposing	Encourage critical thinking about friendship groups, peer influence, and health choices Promote independent reflection on personal beliefs, values, and decision-making Use open-ended discussion and debate about risky behaviours, peer pressure, and assertiveness Challenge pupils to analyse social situations: why people make unsafe choices, the impact of peer influence Encourage mentoring or leading peers in discussions or role-play about making safe choices	Encourage critical reflection on feelings of jealousy, love, and changing friendships Promote independent discussion and debate about relationships and emotions Challenge pupils to analyse social situations: why friendships change, how jealousy arises, how to manage emotions effectively Encourage mentoring or leading peers in role-play or problem-solving scenarios Explore abstract concepts: empathy, respect, compromise, assertiveness, personal values	Encourage critical reflection on personal identity and the factors that make them unique Promote independent discussion and debate about body changes, puberty, and growing up Challenge pupils to analyse and plan personal changes using the "circle of change" Encourage leading peer discussions or mentoring on coping strategies and managing feelings Explore abstract concepts: choices, self-awareness, resilience, responsibility, control vs. influence Extend vocabulary with precise terms: puberty,



	Encourage planning, evaluating, and improving group strategies Promote problem-solving and innovation in practical school projects Provide opportunities for debate and reasoning about school rules and fairness Celebrate insightful contributions and independent initiative	Explore abstract concepts: fairness, empathy, respect, self-esteem, and uniqueness Promote self-evaluation: reflecting on personal behaviour and attitudes toward others Encourage creative responses: writing, role-play, presentations, or posters to explain acceptance Provide opportunities to design and lead awareness activities (e.g., anti-bullying campaigns, inclusion projects)	strategies for inclusion and anti-bullying Explore abstract concepts: respect, empathy, fairness, self-esteem, uniqueness, bias Extend vocabulary with precise and subject-specific terms. Promote self-evaluation: reflecting on own behaviour and attitudes toward others Encourage creative and independent responses: writing, presentations, campaigns, posters, or digital projects Provide opportunities to design and lead awareness or inclusion initiatives within the school	Explore abstract concepts: self-esteem, integrity, resilience, responsibility, and consequences Extend vocabulary with precise terms: assertive, peer pressure, influence, risk, consequences Promote self-evaluation: reflect on own choices, feelings, and how to resist pressure Encourage creative, independent responses: presenting solutions, writing reflections, designing awareness campaigns Provide opportunities to plan and lead safety or health initiatives (e.g., anti-smoking, staying safe, assertiveness activities)	Extend vocabulary with precise terms: jealousy, compromise, empathy, negotiation, special relationships Encourage creative, independent responses: stories, presentations, posters, or campaigns about relationships and respect Provide opportunities to plan and lead awareness activities about healthy friendships and emotions Promote self-evaluation and reflection on personal behaviour, feelings, and values in relationships	periods, coping strategies, anxiety, reflection, identity Promote creative, independent responses: journaling, presentations, posters, or campaigns about identity and coping Encourage self-evaluation: reflecting on feelings, fears, goals, and steps to manage change Provide opportunities to plan and lead strategies for managing change or supporting peers Promote independent problem-solving around feelings, anxieties, and new experiences
Continuous provision	1. Relationships & Social Skills Role-play friendship and family scenarios → Discussion corners for sharing feelings → Buddy system to solve problems together → Compliment & kindness wall 2. Emotional Literacy & Wellbeing Calm corner / mindfulness space → Feelings journals / treasure chest reflections → Problem-solving cards ("Solve It Together") → Circle of Change activity for planning personal changes 3. Personal Identity & Self-Awareness "All About Me" displays / identity boards → Question corners for exploring diversity and assumptions → Role model stories to inspire resilience → Growth & Change timeline (tracking personal changes) 4. Health, Puberty & Safety Health & hygiene stations (puberty, body care) → Exercise / fitness area → Safety corners (online, peer pressure, everyday safety) → First aid / problem-solving practice 5. Reflection & Goal-Setting Goal-setting boards / reflection journals → Group challenge zones to celebrate teamwork → Transition preparation corner for moving to a new class					



Resources/approaches	Resources Posters and photos of staff, roles, and school map Role badges, puppets, or character cards for group scenarios Voting tools such as colored cards, ballot boxes, or choice boards Reward and consequence visuals like stickers or traffic lights Reflection tools including sentence starters, emotion cards, and sticky notes Practical materials such as whiteboards, flip charts, mini task cards, and timers Approaches Model and scaffold positive behaviour and teamwork Provide hands-on tasks such as class votes or group challenges with assigned roles Facilitate discussion and reflection about what went well and how actions helped Use visual and multi-sensory tools such as storyboards, flowcharts, and contribution charts Repeat key ideas like democracy, contribution,	Resources Emotion cards and charts Scenario or story cards about assumptions and bullying Photos or illustrations showing diverse people and situations Reflection sheets or journals Sentence starters for expressing feelings and experiences Role-play props (puppets, masks, or character cards) Sticky notes or whiteboards for group problem-solving Approaches Discuss and reflect on first impressions and assumptions Use role-play to explore bullying scenarios and witness behaviour Encourage pupils to identify and share what is special about themselves Model respectful and accepting behaviour Facilitate small-group problem-solving tasks for bullying situations Use visuals to explore feelings and perspectives Provide sentence starters and adult support for expressing thoughts	Resources Emotion cards to explore feelings about hopes, disappointment, and resilience Storyboards or scenario cards showing goal-setting, setbacks, and success Reflection sheets or journals for personal hopes, goals, and achievements Sentence starters for expressing feelings, coping strategies, and group contributions Visual goal-tracking charts or step-by-step planning templates Mini whiteboards, sticky notes, or flip charts for group planning activities “Internal treasure chest” templates to record successes and achievements Approaches Discuss personal hopes, dreams, and experiences of disappointment Use scenarios or role-play to explore coping strategies and resilience Support pupils in breaking goals into small, manageable steps Facilitate group planning and collaborative tasks to	Resources Emotion cards to explore feelings such as embarrassment, guilt, anxiety, and pressure Scenario or story cards showing peer pressure situations, risky behaviours, and safe choices Visuals or posters about friendship groups and social influences Reflection sheets or journals for personal feelings and decisions Sentence starters for expressing feelings and assertive responses Role-play props such as puppets, masks, or character cards Mini whiteboards, sticky notes, or flip charts for group problem-solving tasks Approaches Discuss how friendship groups form and how pupils fit into them Use scenarios or role-play to explore peer pressure, risky choices, and coping strategies Support pupils in identifying feelings in different situations and how these affect decisions	Resources Emotion cards to explore jealousy, love, loss, and friendship feelings Scenario or story cards about friendship changes, falling out, and special relationships Photos or illustrations showing families, friends, and pets Reflection sheets or journals for personal feelings and experiences Sentence starters for expressing feelings and problem-solving strategies Role-play props such as puppets, masks, or character cards Mini whiteboards, sticky notes, or flip charts for sharing thoughts and strategies Approaches Discuss feelings of jealousy, love, and friendship changes Use role-play or scenarios to explore falling out, making new friends, and expressing appreciation Support pupils in identifying feelings about people they love or no longer see Facilitate discussion on standing up for oneself,	Resources Diagrams and visual charts showing body changes and puberty Photos or illustrations of different family types and trusted adults Reflection sheets or journals for feelings, goals, and changes Emotion cards to explore feelings such as anxiety, excitement, or worry Sentence starters for expressing fears, hopes, and strategies “Circle of change” templates or flowcharts to plan steps for managing change Mini whiteboards, sticky notes, or flip charts for recording personal reflections Approaches Discuss what makes each person unique and explore personal identity Use visual aids to explain puberty and body changes in a factual, age-appropriate way Encourage reflection on feelings about growing up, moving classes, and changes outside pupils’ control Model coping strategies and ways to seek support
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	and teamwork Allow flexible participation through talking, drawing, role-play, or writing Give immediate feedback and celebrate positive contributions	Reinforce positive behaviour and celebrating uniqueness Allow pupils to respond through talking, drawing, or acting	achieve shared goals Encourage reflection on personal and group contributions Model positive attitudes, resilience, and coping strategies Use visual supports and repeated prompts to reinforce key ideas Celebrate both individual and group successes Allow pupils to respond through talking, drawing, acting, or writing	Facilitate reflection on personal beliefs, right and wrong, and assertive responses Break tasks into small steps to plan safe choices and strategies Encourage group discussion and collaborative problem-solving Model positive, assertive behaviour and coping strategies Use visual supports and repeated prompts to reinforce key ideas Allow pupils to respond through talking, drawing, role-play, or writing	negotiating, and compromising Model positive behaviours such as respect, empathy, and appreciation Reinforce that personal relationships are special and there is no pressure to have a boyfriend/girlfriend Encourage pupils to share how they show love and appreciation for people and animals Break tasks into manageable steps for reflection and problem-solving Allow pupils to respond through talking, drawing, acting, or writing	from trusted adults Facilitate planning and goal-setting activities using the circle of change Provide opportunities for pupils to express fears, hopes, and plans through talk, drawing, or writing Break tasks into small steps to explore coping strategies and decision-making Celebrate pupils' self-awareness, resilience, and efforts to manage change positively
Career links	Teacher Headteacher / School Leader Local Councillor / Politician Community Worker Youth Worker School Governor Event or Project Coordinator Team Leader / Manager Public Relations Officer Volunteer Coordinator	Teacher School Counsellor Psychologist Social Worker Youth Worker Mediator Diversity and Inclusion Officer Mentor Human Resources / People Officer Anti-Bullying Coordinator	Teacher Life Coach / Personal Development Coach Mentor Youth Worker Counsellor Project Manager Team Leader / Manager Sports Coach Careers Advisor Community Worker	Teacher School Counsellor Psychologist Youth Worker Social Worker Health Educator Paramedic Police Officer Life Coach / Personal Development Coach Community Safety Officer	Teacher Counsellor Psychologist Social Worker Youth Worker Family Support Worker Mediator Life Coach / Personal Development Coach Child and Adolescent Therapist Animal Care Worker / Pet Therapist	Teacher School Nurse / Health Educator Counsellor / Psychologist Youth Worker Family Support Worker Midwife Life Coach / Personal Development Coach Social Worker Child and Adolescent Therapist Mentor