

Medium Term Plan Year 4

Half Term/ Key Question	Topic	In this unit of work, pupils will learn...
Transition	Protective Behaviours	<p>During the first few weeks in September, children will take part in the 'Protective Behaviours' Unit of work. This explores the theme of 'feeling good and feeling safe'. Protective Behaviours is based on two key messages:</p> <p>We all have the right to feel safe all of the time,</p> <p>We can talk with someone about anything, even if it feels awful or small.</p>
Autumn 1 What strengths, skills and interests do we have?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing setbacks. PoS refs: H27, H28, H29, L25	<ul style="list-style-type: none"> • 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 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	<ul style="list-style-type: none"> • How people's behaviour affects themselves and others, including online, • 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 (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt),

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		<ul style="list-style-type: none"> • The rights that 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 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	<ul style="list-style-type: none"> • 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 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	<ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams, • How puberty can affect emotions and feelings, • How personal hygiene routines change during puberty, • How to ask for advice and support about growing and changing and puberty, <p>CWP additional objectives:</p> <ul style="list-style-type: none"> • To explore human lifecycle, • To explore how puberty is linked to reproduction, • To explore respect in a range of relationships • To discuss the characteristics of healthy relationships



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Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	<ul style="list-style-type: none">• 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 (e.g. Fairtrade, single use plastics, giving to charity),• The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues,• How to show care and concern for others (people and animals),• How to carry out personal responsibilities in a caring and compassionate way.
Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	<ul style="list-style-type: none">• How to recognise, predict, assess and manage risk in different situations,• How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about),• 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 can impact on other people,• How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online,• How to report concerns, including about inappropriate online content and contact,• That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law. <p>CWP additional objectives:</p> <ul style="list-style-type: none">• To understand the effect alcohol has on the body,• To understand the risks related to drinking alcohol,



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	<p>How to make informed choices about health and wellbeing; identify different influences on health and wellbeing; why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety; how to make informed choices; what positively and negatively affects their physical, mental and emotional health.</p>	<ul style="list-style-type: none">• To consider how society limits the drinking of alcohol.
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