

## LKS2 Year B - PSHE Scheme of Work 2023-24

Core themes: **Relationships education** / **Health education**

Autumn term		Spring term		Summer term	
Learning opportunities covered	Topics / Year 4 learning objectives	Learning opportunities covered	Topics / Year 4 learning objectives	Learning opportunities covered	Topics / Year 4 learning objectives
		<b>R9.</b> To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'  <b>R15.</b> To learn to recognise and manage 'dares'	<b><u>Being safe (Yellow Class)</u></b> <ul style="list-style-type: none"> <li>about the concept of keeping something confidential or secret</li> <li>about when they should or should not agree to keeping a secret</li> <li>to recognise and manage dares</li> </ul>		
<b>L1.</b> For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their	<b><u>Rights and responsibilities</u></b> <ul style="list-style-type: none"> <li>to discuss and debate issues concerning health and wellbeing</li> </ul>	<b>H1/H2.</b> To understand what positively and negatively affects their physical, mental and emotional health. To understand how to make informed	<b><u>Healthy lifestyles</u></b>  <b>Mental wellbeing</b>  <b>Internet safety and harms</b>	<b>H21.</b> To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability	<b><u>Keeping safe</u></b>  <b>Online relationships</b>  <b>Being safe</b>  <b>Internet safety and harms</b>

<p>recommendations to appropriate people</p> <p><b>L11.</b> To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</p> <p><b>L12.</b> To consider the lives of people living in other places, and people with different values and customs</p> <p><b>L15.</b> To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<ul style="list-style-type: none"> <li>to appreciate difference and diversity (people living in the UK)</li> <li>about the values and customs of people around the world</li> </ul>	<p>choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b>H17.</b> To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p> <p><b>H12.</b> To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p>	<p><b>Physical health and fitness</b></p> <p><b>Healthy eating</b></p> <p><b>Drugs, alcohol and tobacco</b></p> <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>about what makes a 'balanced lifestyle'</li> <li>about making choices in relation to health</li> <li>about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> <li>how the spread of infection can be prevented</li> </ul>	<p>programme), and safety in the environment (including rail, water and fire safety)</p> <p><b>H22/H25.</b> To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request</p>	<ul style="list-style-type: none"> <li>about keeping safe in the local environment</li> <li>about keeping safe online</li> </ul>
<p><b>R8.</b> To judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p><b>R12.</b> To develop strategies to solve disputes and conflict through negotiation</p>	<p><b>Healthy relationships</b></p> <p><b>Caring friendships</b></p> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>about the difference between acceptable and</li> </ul>	<p><b>H5.</b> For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p>	<p><b>Growing and changing</b></p> <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>to recognise their achievements and set personal targets for the future</li> </ul>	<p><b>L15.</b> To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world</p>	<p><b>Environment</b></p> <ul style="list-style-type: none"> <li>about the sustainability of the environment across the world</li> </ul>

and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	unacceptable physical contact <ul style="list-style-type: none"> <li>• how to respond to unacceptable physical contact</li> <li>• about solving disputes and conflict amongst themselves and their peers</li> </ul>	<b>H18.</b> For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty	<b><u>Year 4 only</u></b> <ul style="list-style-type: none"> <li>• <u>Understand how a baby develops</u></li> <li>• <u>Explore role of midwife and other people who help</u></li> <li>• about the changes that happen at puberty</li> </ul>		
<b>R9.</b> To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'  <b>R15.</b> To learn to recognise and manage 'dares'	<b><u>Being safe (Lime and Orange Classes)</u></b> <ul style="list-style-type: none"> <li>• about the concept of keeping something confidential or secret</li> <li>• about when they should or should not agree to keeping a secret</li> <li>• to recognise and manage dares</li> </ul>	<b>R10.</b> To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view	<b><u>Valuing difference</u></b> <b>Respectful relationships</b> <b>Being safe</b> <ul style="list-style-type: none"> <li>• how to listen and respond respectfully to a wide range of people</li> <li>• about sharing their points of view</li> </ul>	<b>L13.</b> For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer  <b>L14.</b> To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT)	<b><u>Money</u></b> <ul style="list-style-type: none"> <li>• about the role of money</li> <li>• ways of managing money (budgeting and saving)</li> <li>• about what is meant by 'interest' and 'loan'</li> </ul>