



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 4 - Health

Term : Autumn One

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
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<p>Lifecycle – The course of stages through which an organism passes from fertilized egg until maturity, reproduction and death.</p> <p>Responsibility - A duty, obligation or liability for which someone is held accountable.</p> <p>Adult – A person who has reached the legal age of majority</p> <p>Drug – A substance used to treat an illness, relieve a symptom, or modify a chemical process in the body for a specific purpose.</p> <p>Medicine – A substance which specifically promotes healing when ingested or consumed in some way; a treatment</p> <p>Risk – The probability of a negative outcome to a decision or event.</p> <p>Choice – An option; a decision; an opportunity to choose or select something</p> <p>Safe/safety - The condition or feeling of being away from harm.</p>	<p>PSHE</p> <p>Knows how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, a person's feelings, their behaviour and the ability to learn</p> <p>Knows that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>Knows how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>Knows how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>Knows the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage, sun/heat stroke and reducing the risk of skin cancer</p>	<p>Understand the importance of keeping our bodies and mentally healthy, and the ways we can do that by taking responsibility for our actions</p> <p>Understand the main stages of the human lifecycle</p> <p>Understand what it means to be 'grown up'</p> <p>Understand that babies need care and how parents and carers offer this</p> <p>Understand what am I responsible for now and how will this change</p>	<p>To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</p> <p>To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</p> <p>To be able to identify an area for which they can take more responsibility.</p> <p>To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>																		

									
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<p>Change – when something or someone becomes different</p> <p>Emotion - A person's internal state of being; how they feel</p> <p>Cope - To deal effectively with something, especially if difficult.</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p>	<p>Knows the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>RSE</p> <p>Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.</p>	<p>Understand how someone who experiences bereavement might feel.</p> <p>Understand that changes affect people in different ways and that some changes are positive and can be planned for</p> <p>Understand that change can be managed in different ways and that there are a range of ways to cope with change</p>	<p>To be able to identify changes that they and other children may experience in their lives.</p> <p>To be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p> <p>To be able to plan to make a chosen change happen.</p>						



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 4 - Bullying

Term : Autumn Two

																					
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<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>Cyber- Bullying – Bullying taking place online via the internet or via a mobile device</p> <p>Bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>Safety/safe - The condition or feeling of being away from harm.</p> <p>Assertiveness - Boldly self-assured; confident without being aggressive</p> <p>Family - A group of people who are closely related to one another</p> <p>Friend - A person other than a family member whose company one enjoys and towards whom one feels affection.</p> <p>Similarity - The relation of sharing properties or appearance</p>	<p>PSHE</p> <p>Know the importance of seeking support if feeling lonely or excluded</p> <p>Know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>Know strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p>	<p>Understand how bullying affects the way we think, feel and behave</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</p> <p>Understand how I cope when relationships change</p> <p>Understand and cope with changes in friendship patterns</p> <p>Understand that people live in different family patterns. To describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p>	<p>To be able to describe the feelings of those involved in bullying including those who bully others.</p> <p>To be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</p> <p>To be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</p> <p>To identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</p> <p>To be able to identify special people in their support networks, and know from whom and how to access support.</p>																		



									
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Difference - A characteristic of something that makes it unlike something else	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
PSHE/Science RSE vocabulary – Penis, vulva, vagina, breast, testicles, scrotum, pubic hair, puberty.	RSE Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.			Understand how bodies will change and when puberty will occur Understand why changes occur to the body during puberty			Identify different parts of the body with correct terminology Identify physical and emotional changes that may occur during puberty Explain what puberty is and why it happens		



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 4 – Keeping Safe

Term : Spring One

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment						
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Risk – The probability of a negative outcome to a decision or event.</p> <p>Persuade – To successfully convince someone to agree to, accept, or do something</p> <p>Influence – The power to affect, control or manipulate something or someone's conduct, thoughts or decisions.</p> <p>Choice – An option; a decision; an opportunity to choose or select something</p> <p>Safe/safety - The condition or feeling of being away from harm.</p> <p>Trust – Confidence in or reliance in a person</p> <p>Network – Any interconnected group or system; of people</p>	<p>Know the safety rules for storing medicine and other risky substances</p> <p>Know names of body parts</p> <p>Know the difference between good and bad touch</p> <p>Know who there safe network of adults are</p> <p>Know what assertive means</p>	<p>Understand about how friends and the media can influence you</p> <p>Understand what their 'sixth sense' is and how this contributes to assessing different levels of risk.</p> <p>Understand that you are able to say 'no' and tell someone on their Network of Support if they feel unsafe</p> <p>Understand that body language plays a part in communication</p>	<p>To be able to discuss how influence and persuasion can influence choices and demonstrate some skills to counter these.</p> <p>To be able to contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language</p> <p>To be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</p> <p>To be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches.</p>						



									
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<p><u>RSE – My Relationships</u></p> <p>Change – when something or someone becomes different</p> <p>Emotion - A person's internal state of being; how they feel</p> <p>Cope - To deal effectively with something, especially if difficult.</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p> <p>Safety/safe - The condition or feeling of being looked after.</p>	<p>Know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</p> <p>Know the difference between good and bad touch</p> <p>Know what helps or hinders when they are experiencing difficult emotions.</p> <p>Know that change happens to everyone throughout their lives</p>			<p>Understand that you are able to say 'no' and tell someone on their Network of Support if they feel unsafe.</p> <p>Understand that changes affect people in different ways and that some changes are positive and can be planned for</p> <p>Understand that change can be managed in different ways and that there are a range of ways to cope with change</p>			<p>To be able to identify changes that they and other children may experience in their lives.</p> <p>To be able to plan to make a chosen change happen.</p> <p>To be able to contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language</p>		



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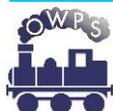


Subject : PSHE & RSE

Year : 4 – Economic Wellbeing

Term : Spring Two

<p>Budget - The amount of money or resources available for a particular activity or time-frame.</p> <p>Manage - To direct or be in charge of.</p> <p>Effective - To produce a required outcome</p> <p>Debt - The state or condition of owing something to another.</p> <p>Charity - An organization, the objective of which is to carry out a charitable purpose. The goods or money given to those in need.</p> <p>Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.</p> <p>Money – A currency maintained by a state or other entity which can guarantee its value</p> <p>Saving – A reduction in cost or expenditure.</p> <p>Spend – to pay out money for an item or service</p> <p>Effective – Having the power to produce a required response or answer</p> <p>Risk - A possible adverse event or outcome</p>	<p>Know that we receive money through a variety of means, including paid work.</p> <p>Know ways to keep money safe, including saving it.</p> <p>Know about the work of a charity and why we might need it.</p> <p>Know ways to keep money safe, including saving it.</p> <p>Know that money may have different value and meaning to different people at different times and in different cultures.</p> <p>Know about the work of a charity and why we might need it.</p> <p>Know that having and not having money can elicit a range of feelings for different people.</p>	<p>Understand what saving, spending and budgeting mean</p> <p>Understand what a budget is and how to plan one</p> <p>Understand that some of the ways we use money can make it grow or involve risk</p> <p>Understand that we make choices about spending for many different reasons. Understand that the choices we make affect us, our communities and the wider world.</p> <p>Understand that money may have different value and meaning to different people at different times and in different cultures.</p> <p>Understand and manage the sometimes uncomfortable and changing feelings we have about money</p> <p>Understand that some of the ways we use money can make it grow and may involve risk.</p> <p>Understand that we make choices about spending for many different reasons.</p> <p>Understand that the choices we make affect us, our communities and the wider world.</p> <p>Understand and manage the sometimes uncomfortable and changing feelings we have about money.</p>	<p>To be able to manage money effectively in real life situations</p> <p>To be able to identify and discuss different feelings about money</p> <p>To be able to explain different ways of earning and spending money</p> <p>To be able to plan a budget</p> <p>To be able to explain the need for and work of a charity</p> <p>To be able to manage money effectively in real life situations.</p> <p>To be able to explain the importance of savings</p> <p>To be able to decide how to spend money and what to spend money on, the effect of our spending - including giving to charity</p> <p>To be able to discuss the feelings you have around having and not having money</p>
<p>RSE – My Beliefs</p>			





Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 4 - Rules

Term : Summer One



Vocabulary

Define the word and include etymology if useful.

Rules - a set of understood regulations within a particular area of activity

Responsibility - the state or fact of having a duty to deal with something or of having control over someone

Safety - the condition of being protected from or unlikely to cause danger, risk, or injury

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives

Representative - a person chosen or appointed to act or speak for another or others



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

To understand the difference between rights, wants and needs.

To understand that rights come with responsibilities and how these affect their home and school life.

To understand why rules are needed at home and at school.

To be able to participate in making and changing rules.

To understand how democratic decisions can be made in school.

To develop skills to contribute to democratic decision-making in school.

To understand how children might be democratically elected at school to represent or act on behalf of others.

To take part in simple debating and voting.



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand the difference between rights, wants and needs.

Understand that rights come with responsibilities and how these affect their home and school life.

Understand why rules are needed at home and at school.

Understand how to participate in making and changing rules.

Understand how democratic decisions can be made in school.

Understand and develop skills to contribute to democratic decision-making in school.

Understand how children might be democratically elected at school to represent or act on behalf of others.

Understand how to take part in simple debating and voting.



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explain the difference between rights, wants and needs.

Explain that rights come with responsibilities and how these affect their home and school life.

Identify why rules are needed at home and at school.

Participate in making and changing rules.

Explain how democratic decisions can be made in school.

Contribute to democratic decision-making in school.

Identify how children might be democratically elected at school to represent or act on behalf of others.

Participate in simple debating and voting.



									
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Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
<p>Marriage - the legally or formally recognised union of two people as partners in a personal relationship</p> <p>Commitment - the state or quality of being dedicated to a cause, activity, etc</p> <p>Decision - a conclusion or resolution reached after consideration</p>	<p>Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p>	<p>Understand that marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p>	<p>Explain that marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.</p>						



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 4 – Sense of Self

Term : Summer Two

																					
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<p>Diversity - the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc</p> <p>Community - a group of people living in the same place or having a particular characteristic in common</p> <p>Media - the main means of mass communication (broadcasting, publishing, and the internet)</p> <p>Environment - the surroundings or conditions in which a person, animal, or plant lives or operates</p> <p>Responsibility - the state or fact of having a duty to deal with something or of having control over someone</p>	<p>To know about some of the roles of people in the community.</p> <p>To explore what support is available in the community for people who need it.</p> <p>To understand the different forms the media takes and some of what it does.</p> <p>To understand some of the needs of and show how to care for the local environment.</p> <p>To know about the needs of animals, and the responsibilities of humans towards them.</p> <p>To recognise what is important when choosing pets and to understand their care needs.</p>	<p>Understand some of the roles of people in the community.</p> <p>Understand what support is available in the community for people who need it.</p> <p>Understand the different forms the media takes and some of what it does.</p> <p>Understand some of the needs of and show how to care for the local environment.</p> <p>Understand the needs of animals, and the responsibilities of humans towards them.</p> <p>Understand what is important when choosing pets and to understand their care needs.</p>	<p>Explain some of the roles of people in the community.</p> <p>Explore what support is available in the community for people who need it.</p> <p>Describe the different forms the media takes and some of what it does.</p> <p>Identify the needs of and show how to care for the local environment.</p> <p>Describe about the needs of animals, and the responsibilities of humans towards them.</p> <p>Recognise what is important when choosing pets and to understand their care needs.</p>																		
<p>Manage - be in charge of (a business, organization, or undertaking)</p> <p>Situation - a set of circumstances in which one finds oneself; a state of affairs</p>	<p>Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.</p>	<p>Understand when they may need help to manage a situation and have developed the skills to ask for help.</p>	<p>Explain when they may need help to manage a situation and have developed the skills to ask for help.</p>																		



									
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Skill - the ability to do something well									