

## Year 4 Long Term Overview

Autumn Tudors	Spring Space	Summer Extreme Environments
<ul style="list-style-type: none"> <li>Wellbeing               <ul style="list-style-type: none"> <li>-Recognise their own worth</li> <li>-Face challenges positively and set themselves goals</li> <li>-discuss what could affect their mental health</li> <li>-Change/transitions such as moving into Y6 and also challenging life events such as death, separation etc.</li> </ul> </li> <li>Healthy lifestyles               <ul style="list-style-type: none"> <li>-Plan and prepare a healthy meal</li> <li>-Importance of regular physical exercise</li> </ul> </li> <li>OPERATION ENCOMPASS X 3 lessons</li> <li>Consent - pressure and using assertive voices (Kidsafe link)</li> </ul>	<ul style="list-style-type: none"> <li>Friendships/relationships               <ul style="list-style-type: none"> <li>-Identify the characteristics of friendships: loyalty, generosity, mutual respect and trust</li> <li>-Realising that time apart from friends is good and don't have to be in each others' pockets</li> <li>-Recognise when relationships are fragile and remembering not to make those feel isolated and lonely and also know how to seek out help</li> <li>-Come up with ways to overcome 'downs' / challenges within friendships</li> <li>-Realising that time apart from friends is good and don't have to be in each other's' pockets</li> <li>-Understand what peer pressure is and taking ownership/responsibility to how you respond to it</li> </ul> </li> <li>Bullying               <ul style="list-style-type: none"> <li>-Identify the different types of bullying</li> <li>-Know how to respond to bullying</li> <li>-Recognise that some people get targeted because of how they look or what they believe in etc</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Online/media               <ul style="list-style-type: none"> <li>- Aware of privacy and how to take responsibility of their privacy online (settings/filters etc)</li> <li>-Aware of what to do if they felt uncomfortable online</li> <li>-Recognise that online isn't always reality and that things often get sensationalised to make you feel/ think in a certain way</li> <li>-Recognise that the media has a lot of control over the publics perceptions</li> </ul> </li> <li>Money               <ul style="list-style-type: none"> <li>-Aware of budgeting and its importance</li> <li>-Can confidently identify what a critical consumer is</li> <li>-Know what it means by 'enterprise' and begin to think about the skills involving that</li> <li>-Urban life and the cost of living</li> <li>-Plan to raise funds for a local homeless shelter</li> </ul> </li> <li>Jobs               <ul style="list-style-type: none"> <li>-Can identify the type of career they would like to look into/explore</li> </ul> </li> </ul>

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		<ul style="list-style-type: none"> <li>-Can discuss the skills surrounding those jobs and reflect on which skills they hold and which they need to further develop.</li> </ul>
<ul style="list-style-type: none"> <li>• Kidsafe</li> </ul>	<ul style="list-style-type: none"> <li>• British Values               <ul style="list-style-type: none"> <li>-Democracy: Are able to identify with increasing confidence what democracy is and the process of a national election (Prime minister, leading parties, Brexit etc)</li> <li>-Rule of law: Importance of rules not only within in class but also in the wider world and consequences of not following those</li> <li>-Individual liberty: knowing that rules are their not to get people into trouble 'innocent until found guilty' saying and rules are there to keep people safe</li> <li>-Mutual respect: aware of the different communities and wealth of diversity the world holds</li> </ul> </li> <li>• Similarities and differences               <ul style="list-style-type: none"> <li>-Understand what a community is and having a sense of belonging</li> <li>-Understand the range of ethnic identities in the UK and describe some of the differing beliefs and values in society</li> <li>-Recognising negative behaviours</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• First Aid               <ul style="list-style-type: none"> <li>-To become more confident with role playing a conversation with the emergency services, after being given a range of scenarios</li> <li>-To recall their postcode</li> <li>-To confidently be able to dress cuts and grazes and to dress a minor head injury</li> <li>-To begin to understand the importance of the recovery position and make attempts to put somebody in the recovery position (teddy bear etc)</li> </ul> </li> <li>• Environmental debates (sustainability and global life)</li> </ul>

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	surrounding differences particularly with stereotyping and discriminating individuals or communities and how this impacts wellbeing -Understand the differences between the terms associated with sex, gender identity and sexual orientation <b>(King and King)</b>	
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### PSHE objectives that are being taught cross curricular:

#### Autumn: Tudors

- Democracy (link with those times rich vs poor and treatment).

#### Spring: Out of This World

- Research, discuss and debate topical issues (History of women and job opportunities in space).
- Understand basic facts about democracy (link to rights in relation to women in the past).

#### Summer: Extreme Environments

- Understand, with support and describe how resources can be allocated in different ways and how these economic choices affect individuals, communities and the sustainability of the environment (geography).
- Can identify commonly available drugs/substances that are legal/illegal, describe some of their effects and risks and understand how to manage the risks in different situations (Science when covering heart/blood/exercise).

## Year 4 Long Term Overview

- Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made by two people who love each other and want to spend their lives together and who are of the legal age to make that commitment (RE).