**PSHRE Year Group Objectives Overview 2023 2024**

| **Year 4** | **Strands and Objectives** |
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| **Autumn 1**  **Mental Health** *Feelings, Friendships and Healthy Minds* | **Mental Wellbeing**   * *recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings.* * *benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.* * *isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.* |
| **Autumn 2**  **Physical Health and Wellbeing**  *Healthy Bodies and lifestyles* | **Physical Health and Fitness**   * *characteristics and mental and physical benefits of an active lifestyle* * *risks associated with an inactive lifestyle (including obesity).* * *how and when to seek support including which adults to speak to in school if they are worried about their health.*   **Healthy Eating**   * *what constitutes a healthy diet (including understanding calories and other nutritional content).* * *principles of planning and preparing a range of healthy meals.*   **Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)**  *• explain why a person may avoid certain foods*  *• ablity to communicate their own personal food needs*  *• understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons*  **Health and Prevention**   * *importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn* * *facts and science relating to allergies, immunisation and vaccination.* * *personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.*   **Basic First Aid**   * *how to make a clear and efficient call to emergency services if necessary.* * *concepts of basic first-aid, for example dealing with common injuries, including head injuries.* |
| **Spring 1**  **Identity, Society and Equality**  *Families, friendships, Rights and Responsibilities* | **Families and people who care for me**   * *characteristics of healthy family life, 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.* * *Understanding that others’ families, 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.*   **Caring friendships**   * *characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* * *Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.* * *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.* |
| **Spring 2**  **Medicines and More**  *Keeping safe, making choices, influences and weighing up risks* | **Common everyday life drugs (other than medicines)**  *• are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used*  *• identify why a person may choose to use or not use a drug*  *• able to state some alternatives to using drugs*  **Effects and risks of drinking alcohol**  *• know how alcohol can affect the body*  *• explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed*  *• know that there are laws and guidelines related to the consumption of alcohol*  **Different patterns of behaviour that are related to drug use**  *• explain what is meant by the terms ʻhabitʼ and ʻaddictionʼ*  *• identify different behaviours that are related to drug use*  *• know where they can go for help if they are concerned about someone’s use of drugs.* |
| **Summer 1**  **Keeping safe and managing risk**  *Respectful relationships, online safety and being safe* | **Playing Safe near roads, rail, water, building sites and around water**   * *identify and assess the level of risk of different activities in the local environment* * *recognise that in some situations there may be pressure to behave in a way that doesn’t feel safe* * *identify some ways to respond to unhelpful pressure.*   **Being safe**   * *know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).* * *about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.* * *Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.* * *respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.* * *how to recognise and report feelings of being unsafe or feeling bad about any adult.* * *how to ask for advice or help for themselves or others, and to keep trying until they are heard.* * *how to report concerns or abuse, and the vocabulary and confidence needed to do so.* * *where to get advice e.g. family, school and/or other sources*   **Internet Safety and harm**   * *know that for most people the internet is an integral part of life and has many benefits.* * *explore about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing.* * *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.* * *Know why social media, some computer games and online gaming, for example, are age restricted.* * *Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.* |
| **Summer 2**  **Keeping safe and managing risk**  *Respectful relationships, online safety and being safe* | **Respectful Relationships**   * *Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.* * *Learn about the conventions of courtesy and manners* * *Understand the importance of self-respect and how this links to their own happiness.* * *Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.* * *Describe different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help* * *Explain what a stereotype is, and how stereotypes can be unfair, negative or destructive.* * *Know the importance of permission-seeking and giving in relationships with friends, peers and adults.* |