

RSHE Curriculum Year 4

<p>National Curriculum target links:</p> <p style="text-align: center;"> Healthy and safe Anti-bullying Relationship and Sex Education (RSE) </p> <p style="text-align: center;"> Emotional Health Citizenship / British Values Values – inc. diversity and equal opportunities </p> <p>SG = contributes to safeguarding</p>			
Core Theme	Autumn Term	Spring Term	Summer Term
Health and Wellbeing	<p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>ISHI</p> <p>Character Education Aspirations</p> <p>Talents – experiencing success</p>	<p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>Class virtue – responsibility</p>	<p>Week 1</p> <p>Character Education</p> <p>https://www.jubileecentre.ac.uk/1635/character-education</p> <p>Class virtue – Responsibility</p>
	<p>Week 3</p> <p>Class virtue – Responsibility</p>		
	<p>Week 5</p> <p>Healthy eating</p> <p style="color: #E67E22;">Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what food is healthy and why • to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet <p>Children should:</p>	<p>Week 3</p> <p>Drug education</p> <p style="color: #E67E22;">Healthy and safe</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about the effects of smoking and how to make safe decisions <p>SG Decision making</p> <p>Healthy and safe Children will learn:</p>	<p>Week 3</p> <p>Relationships</p> <p style="color: #E74C3C;">Emotional Health</p> <p style="color: #2ECC71;">Citizenship / British Values – rights and responsibilities</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about types of behaviour and their consequences <p>Children should:</p>

St Andrew the Apostle Catholic Primary School

	<ul style="list-style-type: none"> • be able to design a series of healthy menus and compare these with each other and the food offered in school 	<ul style="list-style-type: none"> • how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe the effects of smoking and how to make safe decisions SG • begin to understand the concept of a 'balanced lifestyle' Strong feelings <p>Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about strong feelings and mood swings <p>SG Children should:</p> <ul style="list-style-type: none"> • be able to express these feelings in writing SG 	<ul style="list-style-type: none"> • be able to give examples of right and wrong • know what 'privacy' means and about the importance of keeping things certain things 'private' and what not to keep private. SG • know the importance of respecting others' privacy • recognise that their increasing independence brings increased responsibility to keep themselves and others safe SG
<p>Relationships</p>	<p>Week 7 <u>All are Welcome</u> To know when to be assertive To understand why people choose to get married To be who you want to be</p> <p>Week 9 Types of relationship Healthy and safe Emotional Health – self-awareness Values Children will learn:</p>	<p>Week 5 Persuasion and pressure Anti-bullying</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • that their actions affect themselves and others SG • about the concept of 'keeping something confidential or secret' SG, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' SG <p>Children should:</p>	<p>Week 5 Exclusion/inclusion Anti-bullying Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about equal opportunities and their importance <p>Children should:</p> <ul style="list-style-type: none"> • be able to show understanding of difference including disability

St Andrew the Apostle Catholic Primary School

	<ul style="list-style-type: none"> • about different types of relationships including friends and families, civil partnerships and marriage • that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment <p>Children should:</p> <ul style="list-style-type: none"> • understand that there are a variety of relationships Loss and separation <p>Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how it feels to lose someone <p>Children should:</p> <ul style="list-style-type: none"> • be able to identify who can help them with difficult feelings SG 	<ul style="list-style-type: none"> • be able to judge what kind of physical contact is acceptable or unacceptable and how to respond SG • be able to demonstrate some basic techniques for resisting pressure SG <p>Week 7</p> <p>RSE – Journey in Love (Linked to Science)</p> <p>God loves us in our differences</p>	<ul style="list-style-type: none"> • recognise how images in the media do not always reflect reality and can affect how people feel about themselves • deepen their understanding of good and not so good feelings SG, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others <p>Week 7</p> <p><u>Healthy Relationships - San</u></p> <p>Expect Respect Toolkit – PPT</p> <p>Is it ever ok to use violence to overcome our differences?</p>
<p>Living in the Wider World</p>	<p><u>Week 11</u></p> <p><u>All are Welcome</u></p> <p>To overcome language as a barrier</p> <p>To ask questions</p> <p>Week 13</p> <p>Media and the community</p>	<p>Week 9</p> <p>Persuasion and pressure</p> <p>Anti-bullying</p> <p>Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of persuasion including the media SG 	<p>Fundraising activities</p> <p>Citizenship / British Values – financial capability, rights and responsibilities, participation, world of work</p> <p>Emotional Health</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what voluntary agencies do

	<p>Citizenship / British Values - participation, world of work, media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how the media influences decisions SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to hold a debate on a topical issue 	<p>Children should:</p> <ul style="list-style-type: none"> • be able to recognise some persuasive media tactics e.g. on television adverts SG <p>Week 11</p> <p>Recycling project</p> <p>Citizenship / British Values – sustainable development, environmental participation</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • more about the local community Children should: • be able to explain what can be recycled in their “local” recycling bins <p>Me in the Wider World</p> <p>Healthy and safe</p> <p>Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • the importance of protecting personal information, including passwords, addresses and images SG <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of risk by recognising, predicting and assessing risks in different situations SG and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their 	<p>Children should:</p> <ul style="list-style-type: none"> • plan and undertake a simple fundraising project • reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals <p>Week 9</p> <p>Me in the Wider World</p> <p>Healthy and safe</p> <p>Citizenship / British Values - media literacy</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • the importance of protecting personal information, including passwords, addresses and images SG <p>Children should:</p> <ul style="list-style-type: none"> • deepen their understanding of risk by recognising, predicting and assessing risks in different situations SG and deciding how to manage them responsibly (including sensible road use, cycle safety through a bikeability programme and risks in their local environment) and to use this as an opportunity to build resilience • design posters and materials to reflect this learning
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

St Andrew the Apostle Catholic Primary School

		local environment) and to use this as an opportunity to build resilience • design posters and materials to reflect this learning	
--	--	-------------------------------------------------------------------------------------------------------------------------------------	--

Aspect	Date covered
Circle time - fortnightly	
Mission statement	
<u>Class virtues – Responsibility</u> Equality, courage, friendship, kindness and love	
Aspirations and vocational choices	
Success for all	
Staying safe	
<u>All are Welcome</u> To know when to be assertive To understand why people choose to get married To overcome language as a barrier To ask questions To be who you want to be	
<u>RSE – Journey in Love</u> God loves us in our differences	
<u>Healthy Family Relationships</u> Expect Respect Toolkit – PPT Is it ever ok to use violence to overcome our differences?	

St Andrew the Apostle Catholic Primary School

Emotional wellbeing - Ishi	
Physically and emotionally healthy A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices)	