

## ST.HUGH'S CATHOLIC PRIMARY – MEDIUM TERM PLANNING - KEYSTAGE 2 (YEAR 4)



### RHE - TEN TEN - LIFE TO THE FULL /PSHE - PSHE MATTERS

Module and Unit Title	Key Knowledge and Skills Life to the Full Ten:Ten	<u>PSHE Matters</u> <u>Year A</u>	<u>PSHE Matters</u> <u>Year B</u>
Module 1 Unit 1 Religious Understanding  Get Up	<ul style="list-style-type: none"> <li>• We are created individually by God who is Love, designed in His own image and likeness</li> <li>• God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)</li> <li>• Every human life is precious from the beginning of life (conception) to natural death</li> <li>• Personal and communal prayer and worship are necessary ways of growing in our relationship with God</li> </ul>	<u>Being Healthy</u> <ul style="list-style-type: none"> <li>➤ Exploring what affects their physical, mental and emotional health.</li> <li>➤ Understanding the concept and benefits of a balanced healthy lifestyle.</li> <li>➤ Identifying how to make informed choices.</li> <li>➤ Understanding what is included in a balanced diet.</li> <li>➤ Understanding what may influence our choices.</li> <li>➤ Setting goals</li> </ul>	<u>Being Me</u> <ul style="list-style-type: none"> <li>➤ Exploring different kinds of responsibilities at school and in the community.</li> <li>➤ Identifying what being part of a community means.</li> <li>➤ Appreciate the range of identities in the UK.</li> <li>➤ Listen and respond respectfully.</li> <li>➤ Identifying that differences and similarities between people arise from a number of factors..</li> </ul>
Module 1 Unit 2  We don't have to be the same  Respecting Our bodies	<ul style="list-style-type: none"> <li>• Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community</li> <li>• Self-confidence arises from being loved by God (not status, etc)</li> <li>• About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically</li> </ul>	<u>Exploring Emotions</u> <ul style="list-style-type: none"> <li>➤ Recognising a wide range of emotions in themselves and others.</li> <li>➤ Responding appropriately to a range of emotions in</li> </ul>	<u>Changes</u> <ul style="list-style-type: none"> <li>➤ Understanding good and not so good feelings including their range and intensity.</li> </ul>

<p>What is Puberty?</p> <p>Changing Bodies</p>	<p>do.</p> <ul style="list-style-type: none"> <li>• Learn what the term 'puberty' means.</li> <li>• Learn when they can expect puberty to take place.</li> <li>• Understand that puberty is part of God's plan for our bodies.</li> <li>• Learn correct naming of genitalia</li> <li>• Learn what changes will happen to boys during puberty</li> <li>• Learn what changes will happen to girls during puberty</li> </ul> <p><b>Discussion Groups on Puberty Y4 - optional</b></p>	<p>themselves and others.</p> <ul style="list-style-type: none"> <li>➤ Understanding their actions affect themselves and others. Developing strategies to resolve disputes.</li> <li>➤ Identifying strategies to manage emotions.</li> <li>➤ Deepening their understanding of good and not so good feelings. Extending vocabulary to help explain the range and intensity of feelings.</li> <li>➤ Recognising conflicting emotions.</li> </ul> <p><u>Being Responsible</u></p> <ul style="list-style-type: none"> <li>➤ Research, discuss and debate topical issues.</li> <li>➤ Identify why rules are needed in different situations. Understanding that there are human rights to protect everyone.</li> <li>➤ Explore rights and responsibilities, rights and duties at home, school, community and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Developing an understanding that change can cause conflicting emotions. Acknowledging, exploring and identifying how to manage change positively.</li> <li>➤ Exploring changes.</li> <li>➤ Knowing where to go for help and how to ask for help</li> </ul> <p><u>Money Matters</u></p> <ul style="list-style-type: none"> <li>➤ Identify the role of voluntary and charity groups.</li> <li>➤ Understanding different values and customs.</li> <li>➤ Exploring how to manage money. Explaining the importance of money in people's lives and how money is obtained.</li> <li>➤ Understanding the concepts of interest, loan, debt and tax. Understanding enterprise and begin to develop enterprise skills.</li> </ul>
<p>Module 1 Unit 3 What Am I Feeling?</p>	<ul style="list-style-type: none"> <li>• That emotions change as they grow up (including hormonal effects – Version 2 only)</li> <li>• About the range and intensity of their feelings and that 'feelings' are not good guides for action</li> <li>• That feelings are neither good or bad, but information about what we are experiencing that help us consider how to act</li> <li>• What 'emotional well-being' means and that positive actions and talking to trusted people enhance emotional well-being</li> </ul>		

<p>What am I looking at.</p> <p>I am Thankful</p>	<ul style="list-style-type: none"> <li>• To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</li> <li>• That God made us and loves us as we are.</li> <li>• Some behaviour is wrong, unacceptable, unhealthy and/or risky.</li> <li>• Thankfulness builds resilience against feelings of envy, inadequacy, and insecurity, and against pressure from peers and the media</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop skills to carry out responsibilities.</li> <li>➤ Explore how to resolve differences and respect others' points of view.</li> <li>➤ Explore what being part of a community means and how they belong.</li> </ul> <p><u>Bullying Matters</u></p> <ul style="list-style-type: none"> <li>➤ Understanding that their actions affect themselves and others.</li> <li>➤ Identifying the importance of working towards shared goals. Developing strategies for getting support for themselves or for others at risk.</li> <li>➤ Identifying that differences and similarities arise from a number of factors.</li> <li>➤ Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice-based language,</li> </ul>	<p><u>Growing up</u></p> <ul style="list-style-type: none"> <li>➤ That images in the media do not always reflect reality. Celebrate our strengths/qualities.</li> <li>➤ About the kind of changes that happen in life and the associated feelings.</li> <li>➤ That simple hygiene routine can prevent the spread of bacteria. About the changes that happen as they grow up.</li> <li>➤ The right to protect our bodies. About differences and similarities between people, but understand everyone is equal. About the difference between acceptable and unacceptable physical contact.</li> <li>➤ Knowing the names of the body parts.</li> <li>➤ Recognise and challenge stereotypes.</li> </ul> <p><u>Drug Education</u></p> <ul style="list-style-type: none"> <li>➤ Recognising how to make informed choices. Understanding that</li> </ul>
<p>Module 1 Unit 4</p> <p>Life Cycles</p>	<ul style="list-style-type: none"> <li>• That they were handmade by God with the help of their parents.</li> <li>• How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception.</li> <li>• How conception and life in the womb fits into the cycle of life.</li> </ul>		
<p>Module 3 Unit 1</p> <p>Religious Understanding</p> <p>Trinity House</p> <p>What is the</p>	<ul style="list-style-type: none"> <li>• God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</li> <li>• The human family is to reflect the Holy Trinity in mutual charity and generosity</li> <li>• The human family can reflect the Holy Trinity</li> </ul>		

church?	<p>in charity and generosity.</p> <ul style="list-style-type: none"> <li>The Church family comprises of home, school and parish (which is part of the diocese).</li> </ul>	<p>‘trolling’). Knowing how to recognise bullying and abuse in all its forms</p>	<p>people have different attitudes to risk. Recognising, predicting and assessing risks in different situations.</p>
<p>Module 3 Unit 2 Living in the wider world How do I love others?</p>	<ul style="list-style-type: none"> <li>To know that God wants His Church to love and care for others.</li> <li>To devise practical ways of loving and caring for others.</li> </ul>	<p><u>Difference and Diversity</u></p> <ul style="list-style-type: none"> <li>➤ Identifying how to listen and respond respectfully to a wide range of people.</li> <li>➤ Recognising the differences and similarities between people, but understand everyone is equal. Recognising the nature and consequences of discrimination. Recognising and challenging stereotypes.</li> </ul> <p><u>Relationships</u></p> <ul style="list-style-type: none"> <li>➤ Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</li> <li>➤ Recognising ways in which a relationship can be unhealthy and whom</li> </ul>	<ul style="list-style-type: none"> <li>➤ Where to get help and how to ask for help.</li> <li>➤ Distinguishing between safe and harmful and to know some substances can be harmful if misused.</li> </ul> <p><u>Being Safe</u></p> <ul style="list-style-type: none"> <li>➤ Learning rules about staying safe <ul style="list-style-type: none"> <li>➤ Understanding how to make informed choices. Exploring how to recognise, predict and assess risks in different situations. Understanding that increased independence brings increased responsibility to keep themselves safe. Understanding how rules can keep them safe.</li> </ul> </li> <li>➤ Identifying where and how to get help. Developing strategies for keeping physically and emotionally safe in different situations. -</li> </ul>

		<p>to talk to if they need support.</p> <ul style="list-style-type: none"> <li>➤ Recognising different types of relationship.</li> <li>➤ Understanding that actions affect themselves and others. - Understanding when it is right to 'break a confidence' or 'share a secret'.</li> <li>➤ Listening and responding respectfully.</li> <li>➤ Understanding personal boundaries</li> <li>➤ .</li> </ul>	<p>Understanding the importance of protecting information particularly online. Understanding how to become digitally responsible.</p>
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\*\* Year 4 to cover Online Safety through Project Evolve Summer Term

\*\* All Year 4 Children will access lessons to puberty and changing bodies