Medium Term Plan: 2021-22

Year 4:

Theme	Topic	In this unit of work, students learn…	Key Questions:
Autumn- Relationships	**Families and friendships** Positive friendships, including online Suggested number of sessions: 1-2 **PoS Refs:** **R10.** About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing **R11.** What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships **R12.** To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face **R13.** The importance of seeking support if feeling lonely or excluded **R18.** To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	How do we choose our friends? What makes a good friend? How are relationships celebrated? How do people show they care for and value each other? How can we approach it when difficulties in friendships arise? How might our actions and choices affect other people on the outside? On the inside? How can we show that we respect ourselves and other people? What steps can we take to solve problems that our actions may have caused?
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online Suggested number of sessions: 1-6	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online	How might the words/ names that people use make someone feel bullied? What can we do if we witness bullying online or in person? Why might it sometimes be difficult to tell someone if we

PoS Refs: **R20.** Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support **R23.** About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns **R27.** About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret **R28.** How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this	• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	are being bullied or if someone else is being bullied? How does it feel to be dared by another person or a group of people? Is it ever ok to give someone a dare? Is it fair to give someone a dare? How can people handle being given a dare? Why are online safety rules important to follow? What could go wrong if safety rules are not followed? What should we do if something does not feel ok? How do people know who they can trust online? What impact can sharing something personal about someone else (or yourself) have? What should be kept private and not shared online?
Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively Suggested number of sessions: 1-2	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations	How do people show others that their views, ideas and feelings are valued? How might someone feel if they think that their views, ideas and feelings have been ignored?

	PoS Refs: **R32.** About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background **R33.** To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own	• about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	What is the benefit of trying to see things from someone else's point of view? What if we don't agree with other people's points of view? What makes up our identity? What things look or seem the same/ different to others? Do we have things in common with those we think are different to us? In what ways are we all the same? What if other people's beliefs or traditions differ to ours?
Spring- Living in the wider world	**Belonging to a community** What makes a community; shared Responsibilities Suggested number of sessions: 1-3 **PoS Refs:** **L4.** The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others **L6.** About the different groups that make up their community; what living in a community means **L7.** To value the different contributions that people and groups make to the community	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	What does it mean to be part of a community? What communities are we part of? What are the benefits of belonging to a group or community? How do we all benefit from living in a diverse community? What is a volunteer? Why do they volunteer? How do volunteers help our community?

			Who works with the community? How does the volunteering/ work people do impact on others?
	Media literacy and Digital resilience How data is shared and used **PoS Refs:** **L13.** About some of the different ways information and data is shared and used online, including for commercial purposes **L14.** About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	*Safer Internet day 2021-Tuesday 9th February*
	Money and Work Making decisions about money; using and keeping money safe Suggested number of sessions: 1-4 **PoS Refs:** **L17.** About the different ways to pay for things and the choices people have about this **L19.** That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single use plastics, or giving to charity) **L20.** To recognise that people make spending decisions based on priorities, needs and wants	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	How do people manage the money they get? What do people have to think about before we decide to spend or save? What helps people decide whether to save money? What helps people to decide whether to borrow money? How does it feel to save up for something you really want, opposed to having something now?

	L21. Different ways to keep track of money		
Summer- Health & Well-being	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care Suggested number of sessions: 2-5 **PoS Refs:** **H2.** About the elements of a balanced, healthy lifestyle **H5.** About what good physical health means; how to recognise early signs of physical illness **H11.** 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)	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	What is in the news currently regarding health and wellbeing? What decisions about our health and wellbeing are people able to make? How do we feel when we've had too much (e.g. sweets) or too little of something (e.g. physical activity, water)? What does it mean to live a 'balanced' lifestyle? What/ who helps people to make healthy choices? What doesn't help so much? Do we always have to believe/ trust what other people tell us about health choices? How do we decide what is best for us? What do we need to know about the food that we choose? What are germs, bacteria and viruses? How do they affect health? What daily/ weekly routines help prevent infection?

			When is it especially important to keep good hygiene standards?
	Growing and changing Personal hygiene routines; support with puberty Suggested number of sessions: 1-2 **PoS Refs:** **H32.** About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene **H34.** About where to get more information, help and advice about growing and changing, especially about puberty	• the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	What happens to people's bodies when they grow up? Do these changes happen to everybody at the same time? What do we need to know about the changes? How can people feel about growing up? Who can we talk to about the changes we might experience?
	Keeping safe Medicines and household products; drugs common to everyday life Suggested number of sessions: 1-4	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing	What sort of things (other than food) do people put into their body? How does it make them feel? Is it dangerous? What are the risks?

PoS Refs: **H10.** How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed **H38.** How to predict, assess and manage risk is different situations **H40.** About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) **H46.** About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/ vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break	• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice	How can I ask for help if I am worried about someone? How does a drug change how someone feels? What are some drugs we see in everyday life? How do people use drugs? Why do people use drugs? How do habits begin? When does something become a habit? How do habits make people feel? Are all habits good for us? How do we recognise not so good habitats? What help is available for people with less healthy habits?