

1Key stage	Year group	Curriculum	Statutory guidance core theme	Pupils should know...	Learning objective	Learning outcomes	Key questions	Key words	Resources
KS2	YR 4 Autumn 1	Relationships Education/ Health Education	Online relationships/ Internet safety and harms	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. That for most people the internet is an integral part of life and has many benefits. 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 health.	Pupils have the knowledge, skills and confidence to understand and navigate online risks linked to social media.	I understand that there are risks when being online. I can recognise some risks when being online and know some ways to respond.	What is a 'privacy setting'? How do you know if something does not feel right?	Online, Public; Block	Thinkuknow.co.uk Briefly Revisit RSE Solutions Year 3 Lesson 6 Also, to be covered in ICT in Autumn 1. 1 lesson
KS2	YR4 Autumn 1	Relationships Education	Families and people who care for me	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they do not want to or are not making the decision freely for themselves.	I understand what marriage is and why this is something special between two people. I have explored the reasons why some people choose not to get married. I know that marriage should always be a choice.	Is being in love more important than being married? How would you feel if someone else picked a person for you to spend the rest of your life with? What does it mean to share a lifelong commitment?	Marriage; Forced Marriage; Arranged Marriage	Lesson plan: RSE Solution YR4, Lesson 5 3 Lessons

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KS2	YR 4 Autumn 1/2	Relationships Education	Caring friendships	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.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	I can recognise situations that I will need help to manage, including peer pressure. I know who I can ask for help. I have practiced asking for help.	Are there times that people put us under pressure to do things we would prefer not to do? Are there times we put pressure on people to do things they would prefer not to do?	Peer pressure	Lesson plan: RSE Solution YR4, Lesson 6 3 Lessons
KS2	YR 4 Autumn 2	Relationships Education	Respectful relationships	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.	Pupils recognise differences and similarities between people arise from a number of factors, including family and personal identity.	I know everyone is both similar and different to other people. I have considered how my family is unique to me. I can celebrate my uniqueness, knowing it should be respected.	How does it feel knowing we are connected through some shared similarities? Why is it important to respect people's differences?	Similar; Different; Identity; Respect	Lesson plan: RSE Solution YR4, Lesson 4 3 Lessons

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KS2	YR 4 Autumn 2	Relationships Education	Being safe	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.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, including ways to respond.	I recognise that some things are acceptable to do in public and some things should be private. I have thought about different types of touch within a range of relationships and how to respond. I have thought about different types of behaviours within a range of relationships and how to respond.	If a bedroom is considered a 'private' place, does it become more public if the door is open? How about if you have a webcam on?	Public; Private; Uncomfortable	Lesson plan: RSE Solution. YR 4, Lesson 3 3 Lessons
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KS2	YR 4 Spring 1	Health Education	Changing adolescent body	Key facts about puberty and the changing adolescent body from age 9 through to age 11, including physical and emotional changes.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	I know how a baby develops. I know how I have changed and developed, including how my body has changed so far, and how it might change in the future.	What can you do now that you could not do a small baby? How might your body change as you grow and develop? How might your emotions and feelings change as you grow and develop?	Developing; Growing; Foetus; Puberty	Lesson plan: RSE Solution. YR 4, Lesson 2 3 Lessons

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KS2	YR 4 Spring 1	Health Education	Mental wellbeing	That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience on relation to different experiences and situations.How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	I can recognise a wide range of emotions, identifying factors that can affect emotions.I have considered strategies to help manage my emotions.I have thought about ways to recognise and respond to other people's emotions.	What are the different ways that you react to different emotions?Are any of the responses physical?Why is it important to 'step in someone else's shoes' and show empathy sometimes?	Emotions; Empathy	Lesson plan: RSE Solution. YR 4, Lesson 1 3 Lessons
KS2	YR 4 Spring 2	Health Education	Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals.	Pupils know that different food and drink contains varying amounts of sugar, fat and salt, explaining why it is important to make healthier choices.	I know that some food and drink is healthy for my body. I can use data to work out healthy choices. I can explain why it is important to make healthy choices.	What is your favourite food? Are you sometimes asked to eat something that isn't your favourite food? Why is it important to eat foods that are healthy for the body?	Sugar; Saturated fat	Campaignresources.phe.gov.uk Food Detectives BBC Teach Make a food wheel Teacher bring in a selection of food and ask children to look at the packaging and sort it into the different food groups. 2 lessons

KS2	YR 4 Spring 2	Health Education	Drugs, alcohol and tobacco	The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.	Pupils understand that perceptions around risk taking behaviours, including drugs and alcohol can add pressure to do something that they are uncomfortable to do.	I know that some people pretend to do things that are illegal. I know that taking illegal drugs is against the law. I can resist pressure to do something that makes me feel uncomfortable.	What is a 'drug'? Are all drugs legal/illegal? Why might someone pretend to do something, like drink alcohol, when they haven't?	Drugs; Smoking; Alcohol; Illegal; Peer pressure	Safe4me.co.uk- PSHE association lesson 2 lessons
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KS2	YR 4 Spring 2	Health Education	Health and prevention		Pupils know how to care for their body.	I know how to keep my body clean and hygienic.	Why is it important to keep the body clean? How can people keep the body clean and healthy?	Clean; Healthy; Hygienic	Lesson plan: RSE Solution. YR 3, Lesson 2 (Activity 3) 3 Lessons
KS2	YR 4 Summer 1	Health Education	Basic first aid	How to make a clear and efficient call to emergency services if necessary	Pupils understand how to identify risk, keeping themselves and others safe in an emergency situation.	I can identify dangers by looking and listening. I can decide if an area is safe. I can help someone without risk to myself.	Why is it important to look after yourself, even if someone else is hurt?	Risk; Safe; Emergency services	Redcross.org.uk Invite a first aider into school Either a parent or St Johns Ambulance. Use St Johns online resources. 2 lessons

As this is a new curriculum we have left Summer empty so we can have flexibility to add in topics as needed throughout the school year and still be able to cover what we aim as above.