



St. Joseph's Catholic Primary School

Year 4 – PSHE

YEAR 4 – MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn – Relationships	Families and friendships Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	<ul style="list-style-type: none"> 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 	Our Class - Caring Friendships Curiosity Library (E) PSHE Association – Friendship and bullying
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	<ul style="list-style-type: none"> 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 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 	Our Class - Caring Friendships National Cyber Security Centre - CyberSprinters PSHE Association - pick your pics Curiosity Library (E) NSPCC – Talk PANTS PSHE Association – Friendship and bullying
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	<ul style="list-style-type: none"> 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 about the importance of respecting the differences and similarities between people a vocabulary to sensitively discuss difference and include everyone 	PSHE Association – Friendship and bullying

Spring — Living in the wider world	Belonging to a community What makes a community; shared responsibilities PoS Refs: L4, L6, L7	<ul style="list-style-type: none"> 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 	PSHE association Inclusion, belonging and addressing extremism RSPCA - Compassionate class KS2 Worcester University - Moving and moving home (KS2) Experian - Values, Money and Me (KS2)
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	<ul style="list-style-type: none"> 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 	National Cyber Security Centre - CyberSprinters Curiosity Library (£)
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	<ul style="list-style-type: none"> 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 	Experian - Values, Money and Me (KS2) PSHE Association - Money and wellbeing
Summer — Health and wellbeing	Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	<ul style="list-style-type: none"> 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 	PSHE Association - Health Education: food choices, physical activity & balanced lifestyles PSHE Association - Dental Health

Keeping safe

Medicines and household products;
drugs common to everyday life

PoS Refs: H10, H38, H40, H46

- 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
- 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

[PSHE Association – Drug and Alcohol Education \(Year 3-4\)](#)

[PSHE Association - Keeping safe at home](#)