



**PSHE: Long Term Plan - Year 4/5/6**  
*'Do everything in love' (1 Corinthians 16:14)*

Term	Topic	Objectives	Learning Outcomes
Autumn Term – Relationships	Respecting Ourselves and Others	Managing friendship and peer influence	<p>To know what makes a healthy friendship and how they make people feel included.</p> <p>To understand strategies to help someone feel included.</p> <p>Understanding how to recognise peer influence and how it can make people feel or behave.</p> <p>Be able to understand the impact of the need for peer approval in different situations, including online.</p> <p>To know strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication.</p> <p>To appreciate that it is common for friendships to experience challenges.</p> <p>Be able to understand strategies to positively resolve disputes and reconcile differences in friendships.</p> <p>To understand that friendships can change over time and the benefits of having new and different types of friends.</p> <p>To be able to recognise if a friendship is making them feel unsafe, worried, or uncomfortable.</p> <p>To know when and how to seek support in relation to friendships</p>
	Families and Friendships	Roles of different people, families, feeling cared for	<p>To be able to compare the features of a healthy and unhealthy friendship.</p> <p>To understand the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong.</p> <p>To understand strategies to respond to pressure from friends including online.</p> <p>To be able to assess the risk of different online 'challenges' and 'dares'.</p> <p>To be able to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable.</p> <p>Understand how to get advice and report concerns about personal safety, including online.</p> <p>To know what consent means and how to seek and give/not give permission in different situation.</p>
	Safe Relationships	Expressing opinions and respecting other points of view, including discussing topical issues	<p>To know about the link between values and behaviour and how to be a positive role model.</p> <p>To know how to discuss issues respectfully.</p> <p>To be able to listen to and respect other points of view.</p> <p>Be able to constructively challenge points of view they disagree with ways to participate effectively in discussions online and manage conflict or disagreements.</p>



Spring Term – Living in the Wider World	Belonging to a Community	Protecting the environment, compassion towards others	<p>To be aware of how resources are allocated and the effect this has on individuals, communities and the environment</p> <p>To appreciate the importance of protecting the environment and how everyday actions can either support or damage it and how to show compassion for the environment, animals and other living things.</p> <p>To understand the way that money is spent and how it affects the environment.</p> <p>To be able to express your own opinions about their responsibility towards the environment.</p>
	Media literacy and digital resilience	How information online is targeted, different media types, their role and impact	<p>To be able to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise.</p> <p>To know basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased.</p> <p>To understand that some media and online content promote stereotypes.</p> <p>To know how to assess which search results are more reliable than others.</p> <p>To be able to recognise unsafe or suspicious content online.</p> <p>To know how devices store and share information.</p>
	Money and work	Influences and attitudes to money, money and financial risks	<p>To be able to appreciate the role that money plays in people's lives, attitudes towards it and what influences decisions about money.</p> <p>To understand how to judge value for money and how to judge if something is value for money.</p> <p>To know how companies encourage customers to buy things and why it is important to be a critical consumer.</p> <p>To understand how having or not having money can impact on a person's emotions, health and wellbeing.</p> <p>To understand common risks associated with money, including debt, fraud and gambling.</p> <p>To know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk.</p> <p>To know how to get help if they are concerned about gambling or other financial risks.</p>
Summer Term – Health and Wellbeing	Physical health and mental wellbeing	Healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies	<p>To understand how sleep contributes to a healthy lifestyle.</p> <p>To understand healthy sleep strategies and how to maintain them.</p> <p>To appreciate the benefits of being outdoors and in the sun for physical and mental health.</p> <p>To know how to manage risk in relation to sun exposure, including skin damage and heat stroke.</p> <p>To understand how medicines can contribute to health and how allergies can be managed.</p> <p>To know that some diseases can be prevented by vaccinations and immunisations.</p> <p>To appreciate that bacteria and viruses can affect health.</p> <p>To know how they can prevent the spread of bacteria and viruses with everyday hygiene routines.</p> <p>To be able to recognise the shared responsibility of keeping a clean environment.</p>



	<p>Growing and changing</p>	<p>Physical and emotional changes in puberty, Human reproduction and birth, Managing transition, Personal identity, recognising individuality and different qualities</p>	<p>To know about the physical and emotional changes during puberty. To know about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes. To understand that for some people their gender identity does not correspond with their biological sex. To know how to recognise, respect and express their individuality and personal qualities. To know how relationships may change as they grow up or move to secondary school. To appreciate practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school. To be able to identify the links between love, committed relationships and conception. To know what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults. To understand how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb. To understand that pregnancy can be prevented with contraception. To understand the responsibilities of being a parent or carer and how having a baby changes someone's life.</p>
	<p>Keeping safe</p>	<p>Keeping safe in situations, including responding to emergencies, first aid and FGM</p>	<p>To be able to identify when situations are becoming risky, unsafe or an emergency. To be able to identify occasions where they can help take responsibility for their own safety. To know how to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour. To know how to deal with common injuries using basic first aid techniques. To know to respond in an emergency, including when and how to contact different emergency services. To understand that female genital mutilation (FGM) is against British law'. To know what to do and whom to tell if they think they or someone they know might be at risk of FGM.</p>