

This document gives an overview of the learning covered in Year 4 PSHE sessions

YEAR 4	
SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
Human machines	<ul style="list-style-type: none"> • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration.
Ok or not ok? (1)	<ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others.
Ok or not ok? (2)	<ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend.
An email from Harold!	<ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings.
Different feelings	<ul style="list-style-type: none"> • Identify a wide range of feelings; • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state.
When feelings change (OPTIONAL)	<ul style="list-style-type: none"> • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information.
Under pressure	<ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say;

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	<ul style="list-style-type: none"> • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
Valuing difference	
Can you sort it?	<ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
What would I do?	<ul style="list-style-type: none"> • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively.
The people we share our world with	<ul style="list-style-type: none"> • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word respect and demonstrate ways of showing respect to others' differences.
That is such a stereotype!	<ul style="list-style-type: none"> • Understand and identify stereotypes, including those promoted in the media.
Friend or acquaintance?	<ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.
Islands	<ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Keeping Safe	
Danger, risk or hazard?	<ul style="list-style-type: none"> • Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Suggest simple strategies for managing risk.

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How dare you!	<ul style="list-style-type: none"> ● Define what is meant by the word 'dare'; ● Identify from given scenarios which are dares and which are not; ● Suggest strategies for managing dares.
Keeping ourselves safe	<ul style="list-style-type: none"> ● Describe stages of identifying and managing risk; ● Suggest people they can ask for help in managing risk.
Raisin Challenge (2)	<ul style="list-style-type: none"> ● Understand that we can be influenced both positively and negatively; ● Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.
Picture Wise	<ul style="list-style-type: none"> ● Identify images that are safe/unsafe to share online; ● Know and explain strategies for safe online sharing; ● Understand and explain the implications of sharing images online without consent.
Medicines: check the label	<ul style="list-style-type: none"> ● Understand that medicines are drugs; ● Explain safety issues for medicine use; ● Suggest alternatives to taking a medicine when unwell; ● Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
Know the norms (formerly Tell Mark II) (OPTIONAL)	<ul style="list-style-type: none"> ● Understand some of the key risks and effects of smoking and drinking alcohol; ● Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Traffic lights (OPTIONAL)	<ul style="list-style-type: none"> ● Identify strategies for keeping personal information safe online; ● Describe safe behaviours when using communication technology.
Rights and respect	
Who helps us stay healthy and safe?	<ul style="list-style-type: none"> ● Explain how different people in the school and local community help them stay healthy and safe; ● Define what is meant by 'being responsible'; ● Describe the various responsibilities of those who help them stay healthy and safe; ● Suggest ways they can help the people who keep them healthy and safe.
It's your right	<ul style="list-style-type: none"> ● Understand that humans have rights and also need to respect the rights of other;

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	<ul style="list-style-type: none"> ● Identify some rights and also need to respect the rights of others that come with these rights.
How do we make a difference?	<ul style="list-style-type: none"> ● Understand the reason we have rules; ● Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); ● Recognise that everyone can make a difference within a democratic process.
In the news!	<ul style="list-style-type: none"> ● Define the word influence; ● Recognise that reports in the media can influence the way they think about an topic; ● Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Safety in numbers	<ul style="list-style-type: none"> ● Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; ● Recognise that they can play a role in influencing outcomes of situations by their actions.
Harold's expenses (OPTIONAL)	<ul style="list-style-type: none"> ● Define the terms 'income' and 'expenditure'; ● List some of the items and services of expenditure in the school and in the home; ● Prioritise items of expenditure in the home from most essential to least essential.
Why pay taxes?	<ul style="list-style-type: none"> ● Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; ● Understand how a payslip is laid out showing both pay and deductions; ● Prioritise public services from most essential to least essential.
Logo quiz (OPTIONAL)	<ul style="list-style-type: none"> ● Understand some of the ways that various national and international environmental organisations work to help take care of the environment; ● Understand and explain the value of this work.
Being My Best	
What makes me ME! (formerly Diversity World)	<ul style="list-style-type: none"> ● Identify ways in which everyone is unique; ● Appreciate their own uniqueness; ● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.
Making choices	<ul style="list-style-type: none"> ● Give examples of choices they make for themselves and choices others make for them; ● Recognise that there are times when they will make the same choices as their friends and times

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	when they will choose differently.
SCARF hotel (formerly Diversity World Hotel)	<ul style="list-style-type: none"> • Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; • Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).
Harold's Seven Rs	<ul style="list-style-type: none"> • Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); • Suggest ways the Seven Rs recycling methods can be applied to different scenarios.
My school community (1)	<ul style="list-style-type: none"> • Define what is meant by the word 'community'; • Suggest ways in which different people support the school community; • Identify qualities and attributes of people who support the school community.
Basic first aid	<ul style="list-style-type: none"> • See link to external resources for further information
Growing and Changing	
Moving house	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives; • Explain how the Learning Line can be used as a tool to help them manage change more easily; • Suggest people who may be able to help them deal with change.
My feelings are all over the place!	<ul style="list-style-type: none"> • Name some positive and negative feelings; • Suggest reasons why young people sometimes fall out with their parents; • Take part in a role play practising how to compromise.
All change!	<ul style="list-style-type: none"> • Identify parts of the body that males and females have in common and those that are different; • Know the correct terminology for their genitalia; • Understand and explain why puberty happens.
Preparing for changes at puberty (formerly Period positive)	<ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that periods are a normal part of puberty for girls; • Identify some of the ways they can cope better with periods.
Secret or surprise?	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe

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	secret; <ul style="list-style-type: none"> ● Recognise how different surprises and secrets might make them feel; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	<ul style="list-style-type: none"> ● Recognise that marriage includes same sex and opposite sex partners; ● Know the legal age for marriage in England or Scotland; ● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

