



## PSHE MEDIUM TERM PLANNING

### YEAR 3 AND 4

The learning outcomes are colour coded to illustrate where the aspects of PSHE and Citizenship and SEAL are covered within the themes:

Sex and Relationships	E-safety
Drugs, Alcohol and Tobacco	Careers education and personal finance
Citizenship	Emotional wellbeing
SEAL	

Skills to be taught throughout the year		
The intrapersonal skills required for self-management	The interpersonal skills required for positive relationships in a wide variety of settings	Skills of enquiry
<ol style="list-style-type: none"> <li>1. Critical, constructive self-reflection (including being aware of own needs, motivations and learning, strengths and next steps for development, how we are influenced by our perception of peers' behaviour)</li> <li>2. Learning from experience to seek out and make use of constructive feedback</li> <li>3. Setting challenging personal goals (including developing strategies to achieve them and knowing when to change them)</li> <li>4. Making decisions (including knowing when to be flexible)</li> </ol>	<ol style="list-style-type: none"> <li>1. Active listening</li> <li>2. Empathy</li> <li>3. Communication (non-verbal and verbal including assertiveness and recognising how this differs from aggressive and passive behaviour; being able to present and communicate ideas, arguments and thoughts effectively)</li> <li>4. Team working (including agreeing clear and challenging outcomes, facilitation, co-operation, networking and the ability to provide, receive and respond to, constructive feedback and take on</li> </ol>	<ol style="list-style-type: none"> <li>1. Formulating questions</li> <li>2. Gathering and using data (including assessing the validity and reliability of sources of data and using a variety of sources)</li> <li>3. Analysis (including separating fact from opinion)</li> <li>4. Planning and deciding</li> <li>5. Recalling and applying knowledge creatively and in novel situations</li> <li>6. Drawing and defending conclusions using evidence and not just assertion</li> </ol>



<p>5. Recognising some of the common ways our brains can 'trick us' or 'trap us' in unhelpful thinking (including generalisation, distortion of events, deletion of information, misconceptions or misperceptions about the behaviour of peers)</p> <p>6. Resilience (including self-motivation, adaptability, constructively managing change including setbacks and stress)</p> <p>7. Self-regulation (including managing strong emotions e.g. negativity and impulse)</p> <p>8. Recognising and managing the need for peer approval</p>	<p>different roles; the ability to recognise and learn from others' experience)</p> <p>5. Negotiation (including flexibility, self-advocacy and compromise)</p> <p>6. Recognising and utilising strategies for managing pressure, persuasion and coercion</p> <p>7. Responding to the need for positive affirmation for self and others</p>	<p>7. Identification, assessment (including prediction) and management of risk</p> <p>8. Evaluating social norms</p> <p>9. Reviewing progress against objectives</p>
Autumn 1	Year 3	Year 4
<p><b>Me and my relationships</b></p>	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships</p> <p>I understand that relationships may change over time</p> <p>I understand that it is OK to be different to others</p> <p>I can empathise with other people</p> <p>I can listen to and show respect for the views of others</p>	<p>I can set personal goals</p> <p>I understand the language used to describe changes and feelings</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p>



	I know the importance of valuing myself	I can demonstrate the features of good friendship
<b>Autumn 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Keeping Myself Safe</b>	<p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help and about the people who are responsible for keeping me health and safe</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I know how to keep myself and others safe in a variety of situations</p> <p>I can demonstrate an understanding of E-safety when communicating online</p> <p>I can explain how my behaviour may have consequences for myself and others</p>	<p>I have some strategies to cope with peer influence and peer pressure</p> <p>I know that not everything on the internet is true and know what to do if I access something inappropriate</p> <p>I can use a range of online communication tools safely to exchange information and collaborate with others within and beyond my school e.g. school's learning platform, email, instant messaging, social networking, online gaming, and mobile phones</p> <p>I understand the need to keep some information private in order to protect myself when communicating online</p> <p>I can recognise, predict and assess risk,</p>



		relating to myself and others and know how to get help (includes risks in the home, road, farm, water, electricity and personal safety)
<b>Spring 1</b>	<b>Year 3</b>	<b>Year 4</b>
<b>My Healthy Lifestyle</b>	<p>I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences</p> <p>I can recognise the range of human emotions and how they change in different situations</p> <p>I have developed some simple strategies for managing my feelings</p>	<p>I can identify some factors (positive and negative) that affect physical, mental and emotional health e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media</p> <p>I can make informed choices about healthy eating and exercising</p> <p>I have a range of strategies for managing and controlling strong feelings and emotions</p>



Spring 2	Year 3	Year 4
<p><b>Me and my Future</b></p>	<p>I can talk positively about what I like to do and what I would like to do in the future</p> <p>I know how to look after and handle money in everyday situations</p> <p>I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</p> <p>I know there are different ways to gain money, including earning it through work</p> <p>I know that you can plan for future spending and how to save</p>	<p>I can identify my strengths, areas for improvement and set high aspirations and goals</p> <p>I can begin to develop an understanding that people have different financial circumstances</p> <p>I can begin to understand the different values and attitudes that people have with regard to money</p> <p>I can explain how I will develop skills for work in the future</p> <p>I am aware that the learning choices I make will affect my future options.</p>



Summer 1	Year 3	Year 4
<p><b>Becoming an active citizen</b></p>	<p>I can participate in making and changing rules</p> <p>I know why different rules are needed in different situations</p> <p>I can empathise with other people and situations through topical issues, problems and events</p>	<p>I understand why rules are needed in different situations and how to take part in making and changing rules</p> <p>I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices</p> <p>I understand how my choices may impact on the environment</p> <p>I can describe some of the different beliefs and values in society, and demonstrate respect and tolerance towards people different from themselves</p>



Summer 2	Year 3	Year 4
<p><b>Moving on</b></p>	<p>I can identify positive achievements during my time in Year 3</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 4</p> <p>I can explain what I am worried about and what I am looking forward to in Year 4</p> <p>I know what to expect when I start Year 4</p> <p>I can understand why other people are behaving as they are when they are finding change difficult.</p>	<p>I can identify positive achievements during my time in Year 4</p> <p>I can identify my strengths, areas for improvement and set myself some goals for Year 5</p> <p>I can explain what I am worried about and what I am looking forward to in Year 5</p> <p>I know what to expect when I start Year 5</p> <p>I can tell you about the changes I can make happen</p> <p>I can make some changes quickly and easily, and some changes are hard and can take a long time</p>