

| Unit  | Lesson name | Lesson No. | Learning objective | Expected Standard (EXS) | Greater Depth (GDS) | Mental Health | Mental Health |
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| | https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-4/introduction-to-rse-and-pshe/ | | | | | Unit 1 - Emotional literacy | Week 1 - Mixed emotions and big feelings |
| Y4 Families and relationships | Lesson 1: Respect and manners | | To develop an understanding of courtesy and manners in a range of situations. | Understand that manners vary in different situations. | Explain why expectations of manners change across different social, cultural and formal situations, justifying appropriate behaviour for each. | | Week 2 - Name it to tame it - Focus on emotions that feel similar in our bodies eg excited and nervous |
| | Lesson 2: Healthy friendships | | To begin to understand the physical and emotional boundaries in friendships. | To begin to understand the physical and emotional boundaries in friendships. | Explain the importance of respecting both physical and emotional boundaries and describe how to respond appropriately if boundaries are crossed. | | Week 3 - Introducing emotional resilience |
| | Lesson 3: How my behaviour affects others | | To understand that my behaviour can have an impact on others. | Understand that what they do and say affects other people. | Reflect on how words and actions can have short- and long-term effects on others' feelings, behaviour and wellbeing. | | Week 4 - Zones of regulation |
| | Lesson 4: Bullying | | To understand the impact of bullying and the responsibility of bystanders to help | Understand the impact of bullying and the role bystanders can take. | Evaluate different bystander responses and explain how safe, positive actions can reduce the impact of bullying. | | Week 5 - Expressing emotions - How can we release our emotions |
| | Lesson 5: Stereotypes: Gender | | To explore stereotypes in fictional characters and think about how these might influence us. | Recognise male and female stereotyped characters. | Analyse how stereotypes are presented in media or stories and explain how these can influence people's expectations or choices. | | Week 6 - Character analysis - Use class novel to identify how the character might be feeling. |
| | Lesson 6: Stereotypes: Disability | | To recognise that stereotypes can relate to a number of factors. | Understand that stereotypes about disabilities are usually untrue | Challenge disability stereotypes by explaining how assumptions can be harmful and recognising the strengths and abilities of individuals | Unit 2 - Coping skills and Calming strategies | Week 1 - Guided body scans - practice doing them, discuss how these might be useful. Breathing techniques. |
| | Lesson 7: Families in the wider world | | To begin to understand that families are very varied, in this country and across the world. | Understand that families are all different and they offer each other support but sometimes they can experience problems | Explain how families can overcome difficulties in different ways and identify sources of support available when challenges arise. | | Week 2 - Safe spaces at home and school. |
| | change-and-loss | | To explore how we can help following a bereavement. | Know what bereavement is and how to support someone who has experienced a bereavement. | Explain a range of emotional responses to bereavement and suggest sensitive, supportive actions that respect individual needs. | | Week 3 - Guided imagery to create mental image of safe space |
| Y4 Health and wellbeing | Lesson 1: Looking after our teeth | | To understand how we can look after our teeth. | Identify and share key facts about dental health. | Explain how daily habits impact dental health and justify choices that support long-term oral wellbeing. | | Week 4 - Create a calm kit - select a big emotion and create your kit to calm you when experiencing it. |
| | Lesson 2: Relaxation: Visualisation | | To understand what relaxation feels like and to know that relaxation techniques can be used anywhere. | Describe a calm place that helps them to feel relaxed. | Explain why this place is calming and how relaxation strategies can be applied in other settings when needed. | | Week 5 - Mindfulness |
| | Lesson 3: Celebrating mistakes | | To develop a growth mindset and understand that mistakes are useful. | Describe how they feel when they make a mistake and explain what can be learned from making mistakes. | Reflect on mistakes as learning opportunities and explain how this mindset supports resilience and improvement. | | Week 6 - What works best for you and when. |
| | Lesson 4: Meaning and purpose: My role | | To identify individual strengths and begin to see how they can affect others. | Write or describe their strengths and how they could use these in school. | Reflect on strengths and areas for improvement, and apply them to their school life. | Unit 3 - Relationships, Friendships and Communication | Week 1 - Qualities of a strong friendship - sort cards healthy vs unhealthy relationship behaviours. |
| | Lesson 5: My happiness | | To identify what is important to me and to take responsibility for my own happiness. | Describe what makes them happy, suggesting how they could work towards this as a goal. Explain that there are some things they can control and others they cannot. | | | Week 2 - Recognising different types of relationships - Venn diagram to compare family, friends and school relationships. |
| | Lesson 6: My emotions | | To understand a range of emotions. | Understand the range of emotions we can experience | Explain how emotions can change, overlap and be influenced by situations, recognising that people express emotions differently. | | Week 3 - Respectful communication - Partner listening game - take turns speaking and reflecting. |
| | Lesson 7: Mental health | | To begin to understand what mental health is and who can help if I need it. | Understand what mental health is and that sometimes people might need help. | Explain why mental health support is important and describe how and where people can seek appropriate help. | | Week 4 - Managing conflict with peers - Steps to solve a problem, create a class poster |
| Y4 Safety and the changing body | Lesson 1: Internet safety: Age restrictions | | To understand that age restrictions are designed to protect people. | Understand the reasons for legal age restrictions | Explain how age restrictions protect individuals and society, using examples to justify why they are necessary. | | Week 5 - When to seek help in relationships - Scenario discussion - when to tell, when to ask for help. |
| | Lesson 2: Share aware | | To understand the benefits and risks of sharing material online. | Understand how quickly information can spread on the internet and some of the risks associated with that. | Explain how age restrictions protect individuals and society, using examples to justify why they are necessary. | | Week 6 - Reflect and set friendship goals - Write a letter to your future self ' This is how i want to be a as a friend'. |
| | Lesson 3: First Aid: asthma | | To understand how to help someone with asthma | Assess and give first aid to a casualty who is having difficulty breathing due to an asthma attack. | Explain the steps clearly, identify when emergency help is needed, and justify actions taken to keep everyone safe. | Unit 4: Self esteem, identity and belonging | Week 1 - What shapes who i am? - Identity puzzle - what makes me, me. |
| | Lesson 4: Privacy and secrecy | | To develop understanding of privacy and the difference between secrets and surprises. | Understand the difference between private and public, and secrets and surprises. | Explain why some secrets are unsafe and describe how to seek help confidently. | | Week 2 - Recognising personal achievements - Personal achievement timeline - small and big wins. |

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| | Lesson 5: Consuming information online | To understand that not all information on search engines is valuable. | Understand how search engines work and whether information is useful. | Evaluate online information for reliability and relevance, explaining how to identify trustworthy sources. | | Week 3 - Building confidence - mirror, mirror activity - 'what i like about myself.' |
| | Growing up | To recognise that change is part of growing up. | Understand the changes they have already gone through and aware of some changes to come. | Explain how physical and emotional changes are part of development and why these changes happen at different times for different people. | | Week 4 - Respecting identity and difference - 'Welcome here' posters how to make an inclusive classroom. |
| | Lesson 7: Introducing puberty | To recognise the physical differences between children and adults. | Understand that they will change physically as they develop into adults. | Explain how growth and development link to increased responsibility and self-care. | | Week 5 - Lifting each other up - Secret kindness messages - everyone writes something positive about a peer. |
| | Lesson 8: Tobacco | To begin to understand the risks of smoking and the benefits of being a non-smoker. | Understand some of the risks of smoking and some of the benefits of being a non-smoker. | Explain short- and long-term health impacts and justify choices that promote lifelong wellbeing. | | Week 6 - Personal growth goals - Self-belief statements 'I use to think...now i know.' |
| Democracy & Citizenship Lesson - PSHE Y4 | Lesson 1: What are human rights? | To begin to understand the Human Rights Convention. | Understand what human rights are and why they are important. | : Explain how human rights protect dignity and fairness and give examples of how they apply in everyday life. | Unit 5 - Resilience , Challenge and Growth mindset | Week 1 - What helps us to bounce back? - Build a paper tower - reflect on how they responded when it failed or collapsed. |
| | Lesson 2: Caring for the environment | To understand how reusing items benefits the environment | Understand how reusing items benefits the environment. | Explain environmental and social benefits of reuse and suggest practical actions individuals can take. | | Week 2 - Learning from mistakes - Fixed vs growth mindset statements - sort and rewrite. |
| | Lesson 3: Community | To understand the role of groups in the wider community. | Understand the range of groups that exist in the wider community. | Explain how different community groups meet diverse needs and support wellbeing. | | Week 3 - Trying new things - Roleplay - encouraging a friend who is struggling. |
| | Lesson 4: Contributing | To understand the contribution groups make to a community. | Understand how community groups can focus on different areas of interest. | Compare community groups and explain how shared interests bring people together. | | Week 4 - Tools for staying strong - What happens when we feel frustrated and how to cool down. |
| | Lesson 5: Diverse communities | To understand the value of diversity in a community. | Understand that diversity supports a community to work effectively. | Explain how diversity strengthens problem-solving, creativity and mutual respect. | | Week 5 - Resilience role models - 'Bounce back team' - challenge where they need to work together to succeed. |
| | Lesson 6: Local councillors | To develop an understanding of the role of local government. | Understand the role of local councillors. | Explain how councillors represent communities, make decisions and how citizens can have a voice locally. | | Week 6 - My learning journey - Resilience journal - complete the sentence 'i grew when...' |
| Lower KS2 Y4 PSHE Economic Wellbeing | Value for Money | | | | Unit 6 - Healthy minds, healthy bodies | Week 1 - Body and brain connection - |
| | Lesson 2: Caring for the environment | To understand how reusing items benefits the environment. | Understand how reusing items benefits the environment. | Explain environmental and community benefits and suggest realistic actions individuals can take. | | Week 2 - Fueling our brain - Diary check in - How do i feel before and after eating? |
| | Lesson 3: Community | To understand the role of groups in the wider community. | Understand the range of groups that exist in the wider community. | Explain how community spaces meet different needs and support social wellbeing. | | Week 3 - Rest, recovery and focus - Create a well balanced day. |
| | Lesson 4: Contributing | To understand the contribution groups make to a community. | Understand how community groups can focus on different areas of interest. | xplain how community groups meet different needs and support social wellbeing. | | Week 4 - Exercise and mood - Create a mood tracker for before and after |
| | Lesson 5: Diverse communities | To understand the value of diversity in a community. | Understand that diversity supports a community to work effectively. | Explain how diversity strengthens the community and why respect is essential. | | Week 5 - Mind habits for wellbeing - Emotion toolkit - what helps me to feel |
| | Lesson 6: Local councillors | To develop an understanding of the role of local government. | Understand the role of local councillors. | Explain how councillors represent communities, make decisions and how citizens can have a voice locally. | | Week 6 - Reflecting on healthy habits - Create a 'healthy me' wheel include |