

unifrog

Year 4 PSHE and careers

Key lesson information

Unifrog's primary PSHE and careers curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to cover the Department for Education statutory R(S)HE guidance and the PSHE Association's learning objectives.

Unifrog's **primary Careers Lesson Pack** has been designed to cover the CDI's learning objectives and the PSHE Association's careers education learning objectives.

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)
- [Unifrog's primary Careers Lesson Pack: FAQs](#)

Unifrog's Year 4 curriculum

PSHE:

- What do online friendships look like?
- What is cyberbullying?
- What is personal data and how is it shared online?
- What does a healthy family look like?
- What makes a healthy diet?
- What keeps you safe when you go out?
- How do people look after their mental health?
- How does loss impact people's emotions?
- What are personal boundaries and what is consent?
- What happens during puberty?

- What are the risks of gambling?
- How can I respectfully manage conflicts?
- Why should we respect living things?

Careers:

- How can stereotypes affect careers?
- How do different jobs work together?
- Why do people do different types of work?
- Do stories contain accurate careers information?
- How do subjects at school link to jobs?
- How can I achieve a goal?

What do online friendships look like?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that knowing people online is different to knowing someone in person.
- Explain some ways they can get support and strategies they can use if they feel uncomfortable with online friendships.
- Recognise how to identify who to trust online and that people can be anonymous online.

Main student tasks

1. List five ways people can interact with friends online.
2. Listen to the scenarios and answer the questions about each of them.
3. Read the scenarios and discuss the four questions about each of them.
4. In pairs, role play, draw, explain, or rewrite the scenario so that it shows being a good online friend.
5. Optional: Listen to the scenarios and decide whether the person is acting professionally or unprofessionally.

Keywords

Friends, friendships, online, professional, unprofessional, interact, social media, catfishing, pressure, safety.

What is cyberbullying?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Define cyberbullying.
- List different types of unkind behaviour online.
- Explain how people can get help if they are being cyberbullied.

Main student tasks

1. List five kind and five unkind behaviours and define bullying.
2. Discuss ways we can communicate both online and offline and discuss how people can be unkind online.
3. Match the unkind behaviours to their definitions.
4. Discuss how they can get support for unkind behaviour online.
5. Define cyberbullying.
6. Listen to the scenarios and decide on the type of unkind behaviour online.
7. Decide if the scenarios are examples of cyberbullying.
8. Optional: Read about the jobs which help to stop cyberbullying and decide why they are important.

Keywords

Catfishing, harassment, trolling, provoke, embarrass, bullying, cyberbullying, unkind behaviour, block, report, content moderator, app developer, helpline worker.

What is personal data and how is it shared online?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what personal data is and identify if it has been shared deliberately or by accident.
- Describe some ways to protect personal data while using the internet.
- Recognise that things they do online leave a digital footprint which can be used to target them.

Main student tasks

1. Suggest types of personal information people might share online.
 2. Judge whether personal data has been shared deliberately or by accident.
 3. Discuss and answer questions in a quiz about protecting personal data.
 4. Recognise how accepting terms and conditions or cookies can affect someone's online experience.
 5. Act out leaving a digital footprint and the consequences.
 6. Evaluate the most important points around personal data.
- Optional: Discuss a job that involves protecting personal data.

Keywords

Internet, online, personal data, notification, targeted ads, digital footprint, terms and conditions, cookies.

What does a healthy family look like?

Key lesson information

Objectives

By the end of the session, children should be able to:

- List some ways that families help and care for each other.
- Explain what personal boundaries and why they are important in families.
- Say what a trusted adult is.

Main student tasks

1. List ways that families can care for and support each other.
 2. Read the scenarios and identify how each family member is helping to care for one another.
 3. Learn what personal boundaries are and then decide if the boundaries listed on the slides are okay or not for families to set.
 4. Role play setting boundaries.
 5. Discuss what trusted adults are.
 6. Decide if the characters in the scenario are showing healthy family life and are respecting boundaries.
- Optional: Match the words with the definitions and decide which scenario is showing which definition.

Keywords

Helping, empathy, protection, care, respecting differences, personal boundaries, trusted adults, global nomad, third culture kid, cross-cultural kid.

What makes a healthy diet?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain ways to help look after teeth and why it is important.
 - Explain how to have a balanced diet and why it is important.

Main student tasks

1. Link the words to make a full sentence.
2. Listen to the scenario and decide what will happen if the person continues unhealthy habits over time.
3. Discuss ways that healthy habits can impact teeth.
4. Discuss the eat well guide and think about examples of each food type as well as the nutritional content of food.
5. Look at food wrappers and discuss what the information means.
6. Discuss who and how to ask for help if worried about food or eating.
7. Decide how to make each example meal more balanced, and then design a balanced meal or balanced menu for the day.

Keywords

Teeth, digestion, nutrients, vitamins, minerals, protein, carbohydrates, dairy, fat.

What keeps you safe when you go out?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain some of the key safety points related to roads, rail, water, and fireworks.
- Identify when to call the emergency services.
- State how to effectively call the emergency services.

Main student tasks

1. Correctly order the steps in The Green Cross Code.
 2. Assess and evaluate risks in different situations.
 3. Consider hazards in their local area.
 4. Decide whether it is appropriate to call the emergency services in different situations.
 5. Role-play calling the emergency services.
 6. Recall key learning points in a quiz.
- Optional: discuss the pros and cons of working as an emergency call handler.

Keywords

Green Cross Code, hazards, risks, risky, roads, railways, water safety code, fireworks, emergency services, call handler.

How can people look after their mental health?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that looking after your mental health is as important as looking after your physical health.
- List some strategies which can support with positive mental health.

Main student tasks

1. Look at the activities and rank them from most enjoyable to least enjoyable.
2. Explore some ways to look after mental health. Then decide which ones of these are being used in a scenario.
3. Explore some self-care strategies and practise using them. Then reflect on which one they liked the best.
4. Design an advert, TV or radio script, or role play which promotes self-care strategies.

Keywords

Self-care, community, gratitude, kindness, mindfulness, positive self-talk, nature, calming breathing, promote.

How does loss impact people's emotions?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Define loss and grief and explain how they link together.
 - Explain how grief can change over time and how it can impact behaviour.
 - List some ways of getting support with loss and grief.

Main student tasks

1. Define loss and grief and explain the link between them.
 2. Discuss ways that people might behave when grieving.
 3. Read the scenarios and decide why the people are grieving, how it's making them behave, and how this has changed over time.
 4. Explore the different strategies for getting support with grief and decide which characters in scenarios have used these.
 5. Reflect on the importance of helping others with grief and how to do this.
- Optional: Explore the three careers which support people with loss and grief and discuss which skills they might need for these jobs.

Keywords

Loss, grief, grieve, grieving, divorce, death, celebrant, funeral director, counsellor.

What are personal boundaries and what is consent?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what a personal boundary is and suggest different types of personal boundaries people might have.
- Explain what consent is and recall some situations when consent is needed.
- Decide what is okay and not okay when it comes to personal boundaries and consent.

Main student tasks

1. Explain the difference between a boundary and a personal boundary.
 2. Consider different types of personal boundaries.
 3. Practise what to say if someone doesn't respect a personal boundary.
 4. Decide whether consent has been given in a range of scenarios.
 5. Complete sentences to explain personal boundaries and consent, and invent a scenario where someone asks for consent and their decision is respected.
- Optional: suggest advice a counsellor could give to improve a relationship.

Keywords

Personal boundaries, consent, permission, respect, comfortable, uncomfortable, trust, relationship.

What happens during puberty?

Key lesson information

Objectives

By the end of the session, children should be able to:

- List some physical and emotional changes that happen during puberty.
- Explain what happens during the menstrual cycle and how to manage this.
- Explain how to be hygienic during puberty.

Main student tasks

1. Decide which facts are true or false about puberty.
2. Learn what menstruation is, which products can be used whilst menstruating, and the emotional impact of menstruation.
3. Learn about wet dreams, erections, the voice breaking, and facial hair.
4. Learn about vulva hygiene.
5. Learn some self-care strategies to help support changes that happen during and after puberty.
6. Learn about penis hygiene.
7. Reflect on thoughts, feelings, and where to get support during puberty.

Keywords

Puberty, mood swings, hormones, facial hair, wet dreams, voice breaking, erection, menstrual cycle, period, uterus, sperm, embryo, egg, vulva, vagina, penis, tampons, pads, menstrual cups, period underwear, emotions, feelings.

What are the risks of gambling?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what gambling is and give some examples.
- Identify the risks of gambling and explain some of the negative effects.

Main student tasks

1. Explain what gambling is.
 2. Investigate and evaluate the risks of gambling.
 3. Consider the effects of gambling in relation to a scenario.
 4. Decide whether loot boxes should be considered gambling.
 5. Discuss how to keep money safe.
- Optional: discuss jobs related to gambling.

Keywords

Gambling, bet, betting, risk, addiction, dopamine, loot box, gambling app, bank account.

How can I respectfully manage conflicts?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain some strategies to help deal with disappointment
- Explain some strategies which help to deal with conflict.

Main student tasks

1. Decide how each statement could be more polite.
 2. Explore some strategies which help to manage disappointment.
 3. Read the scenarios and decide if the characters managed their disappointment well.
 4. List some ways that conflict can make us feel.
 5. Explore some strategies which help to respectfully manage conflict.
 6. Read the scenarios and decide if the characters managed the conflicts well.
 7. Role play managing disappointment or conflict in a positive way.
- Optional: Explore how conflict and disappointment can happen in a work setting.

Keywords

Conflict, disappointment, manners, frustration, feelings, compromise.

Why should we respect living things?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain why we should care for living things.
 - Explain how to show empathy for living things.
 - Explain how to show empathy for others.

Main student tasks

1. Define key words and put them in sentences.
 2. Look at photographs of different environments and decide if they have been treated with respect.
 3. Listen to scenarios and decide if empathy or compassion has been shown in each of them. If not, role play how to show empathy or compassion.
 4. Decide how to show empathy, compassion, and respect in a scenario.
 5. Draw and label an environment which has been treated with respect.
- Optional: Explore the careers which have jobs linked to protecting the environment.

Keywords

Empathy, compassion, environment, respect, zoologist, recycling officer.

How can stereotypes affect careers?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what a stereotype is.
- Explain how to challenge stereotypes.

Main student tasks

1. Draw a quick sketch of a job.
2. Discuss a scenario about making assumptions.
3. Watch a video about stereotypes.
4. Read scenarios and answer questions about stereotypes.
5. Discuss how to challenge stereotypes in a calm and respectful way.
6. Act out how to challenge stereotypes.
7. Compare pictures from the starter and reflect on stereotypes about jobs.

Keywords

Computer games tester, stereotype, opinion, assumption, calm, respectful, challenge.

How do different jobs work together?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that organisations have different job roles.
- Explain that different roles are required in an organisation in order for it to run.

Main student tasks

1. List different job roles in schools.
2. Answer the questions about what would happen if people in school didn't do their jobs.
3. Watch the video and answer the questions.
4. Work in teams to sort and deliver letters throughout the classroom.
5. List jobs in a restaurant and discuss what would happen if they didn't do their jobs.

Keywords

Chef, teacher, teaching assistant, caretaker, office staff, headteacher, delivery centre, letters, addresses, delivery driver, waiting staff, cleaner, manager, kitchen assistant.

Why do people do different types of jobs?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that different people do jobs for different reasons.
- Identify some unfair barriers people face at work and how to challenge or overcome these.
- Reflect on which jobs they might like to do and why.

Main student tasks

1. Decide why Ben is doing his job.
2. Look at the personal profiles and use the information to determine why each person is doing their job.
3. Watch the video on unfair barriers at work.
4. Read the scenarios and decide what the unfair barriers are and how to challenge or overcome them.
5. Answer questions about future paid careers.

Keywords

Animal care assistant, skills, interests, salary, kitchen assistant, CEO, costumer designer, lifeguard, bank manager, discrimination, interview, minimum wage.

Do stories contain accurate careers information?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify themes about work within stories.
- Use critical thinking skills to make decisions about careers information.
- Identify whether information about careers in stories is accurate.

Main student tasks

1. Identify if stories have themes about work and what the themes are trying to tell the reader.
2. Identify themes about work in the two stories read to the class.
3. Use critical thinking skills to decide if Big Foot is real.
4. Use critical thinking skills to decide if two jobs are real.
5. Identify accurate and inaccurate careers information in stories.

Keywords

Theme, career, critical thinking, accurate, job advert, interview, evidence, facts, personal feelings, job description.

How do subjects at school link to jobs?

Key lesson information

Objectives

By the end of the session, children should be able to:

- List some jobs which use the skills learnt in different subjects at school.
- Explain that most jobs use more than one skill.
- Reflect on the subjects they enjoy and link these to some jobs.

Main student tasks

1. Explain what their favourite subject is, why they like it, and some skills they might use in it.
2. Think of some jobs that use the same skills that different subjects at school also use.
3. Classify jobs into Venn diagrams.
4. Reflect on some subjects they enjoy; how these link to jobs they've explored; how those jobs interest them; and what they can do to find out more.

Keywords

Careers, skills, subjects, problem solving, numeracy, writing, reading, observation, critical thinking, creativity, artistic skills, organising, research skills, teamwork, attention to detail, confidence, caring, open-mindedness, Venn diagram, classify.

How can I achieve a goal?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain what goals are.
 - Explain how to set goals in different ways.

Main student tasks

1. Discuss what goals are and where we can set them in our lives.
2. Learn how to set goals using RAM and backwards action planning.
3. Practise setting goals for others using RAM and backwards action planning.
4. Practise setting their own goals using both RAM and backwards action planning.
5. Reflect on how the goal setting went.

Keywords

Goals, RAM, backwards action planning, pros, cons.

unifrog

Sign in at:

unifrog.org/sign-in