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Year 4 PSHE

Key lesson information

# Unifrog's primary PSHE curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to meet the following:

- [Department for Education's statutory guidance for relationships and sex education \(RSE\) and health education \(primary schools\) \(for teaching until 31 August 2025\)](#)
- [PSHE Association's Key Stage 1 and Key Stage 2 learning objectives](#)

Find out more here:

- [Unifrog's primary PSHE 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?

## 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?

*Additional lessons coming soon!*

# 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

<b>Objectives</b>	<p>By the end of the session, children should be able to:</p> <ul style="list-style-type: none"><li>• Explain what personal data is and identify if it has been shared deliberately or by accident.</li><li>• Describe some ways to protect personal data while using the internet.</li><li>• Recognise that things they do online leave a digital footprint which can be used to target them.</li></ul>
<b>Main student tasks</b>	<ol style="list-style-type: none"><li>1. Suggest types of personal information people might share online.</li><li>2. Judge whether personal data has been shared deliberately or by accident.</li><li>3. Discuss and answer questions in a quiz about protecting personal data.</li><li>4. Recognise how accepting terms and conditions or cookies can affect someone's online experience.</li><li>5. Act out leaving a digital footprint and the consequences.</li><li>6. Evaluate the most important points around personal data.</li></ol> <p>Optional: Discuss a job that involves protecting personal data.</p>
<b>Keywords</b>	<p>Internet, online, personal data, notification, targeted ads, digital footprint, terms and conditions, cookies.</p>

# 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.

# 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.

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