

Year 4 PSHE Overview

Main areas studied:

	Autumn 1 <u>Me and My Relationships</u>	Autumn 2 <u>Valuing Difference</u>	Spring 1 <u>Keeping Safe</u>	Spring 2 <u>Rights and Respect</u>	Summer 1 <u>Being My Best</u>	Summer 2 <u>Growing and Changing</u>
Key Questions	Human machines Ok or not ok? (part 1) Ok or not ok? (part 2) An email from Harold! Different feelings When feelings change (OPTIONAL) Under pressure	Can you sort it? What would I do? The people we share our world with That is such a stereotype! Friend or acquaintance? Islands	Danger, risk or hazard? How dare you! Keeping ourselves safe Raisin challenge (2) Picture wise Medicines: check the label Know the norms (OPTIONAL) Traffic lights (OPTIONAL)	Who helps us stay healthy and safe? It's your right How do we make a difference? In the news! Safety in numbers Harold's expenses (OPTIONAL) Why pay taxes? Logo quiz (OPTIONAL)	What makes me ME! Making choices SCARF hotel Harold's Seven Rs My school community (1) Basic first aid Volunteering is cool (OPTIONAL)	Moving house My feelings are all over the place! All change! Preparing for changes at puberty (formerly Period positive/preparing for periods) Secret or surprise? Together
Assessment	Me and My Relationships - Pre and Post Unit Assessment: Y4/P5	Valuing Difference - Pre and Post Unit Assessment: Y4/P5	Keeping Safe - Pre and Post Unit Assessment: Y4/P5	Rights and Respect - Pre and Post Unit Assessment: Y4/P5	Being My Best - Pre and Post Unit Assessment: Y4/P5	Growing and Changing - Pre and Post Unit Assessment: Y4/P5
Learning outcomes	Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. Explain what we mean by a 'positive, healthy relationship';	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. List some of the ways that people are different to each other (including	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. Define what is meant by the word 'dare';	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;	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.	Under review

<p>Describe some of the qualities that they admire in others.</p> <p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <p>Explain how different words can express the intensity of feelings. Identify a wide range of feelings;</p> <p>Recognise that different people can have different feelings in the same situation;</p> <p>Explain how feelings can be linked to physical state.</p> <p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information. Give examples of strategies to respond to being bullied, including what people can do and say;</p>	<p>differences of race, gender, religion);</p> <p>Recognise potential consequences of aggressive behaviour;</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p>	<p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p> <p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p> <p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p> <p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use;</p>	<p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Understand the reason we have rules;</p> <p>Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);</p> <p>Recognise that everyone can make a difference within a democratic process.</p> <p>Define the word <i>influence</i>;</p> <p>Recognise that reports in the media can influence the way they think about a topic;</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can</p>	<p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p> <p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Define what is meant by the word 'community';</p> <p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p> <p>Carry out some basic first aid.</p>	
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Key Stories		Kiki sorts it out story for L1				

		Umar helps Henry story sheet - Friend or acquaintance lesson				
Key Resources/ Artefacts	Poster making equipment Human machine challenge cards Bike ride story cards Bike ride story reply cards White board and pens An email from Harold emotion sheet Emotion sorting activity sheet Camera for photo freeze frames Showing feelings activity sheet Different places on IWB Wonder film clips from lesson on scarf. Under pressure activity sheet	Scenario cards Aggressive behaviour apology cards, Headlines activity sheet Newspapers and magazines suitable for children. NSPCC Underwear rule - see Islands lesson	Danger, risk or hazard activity sheet, shaker and dice. How dare you activity sheet. Large piece of paper to record ideas. Keeping ourselves safe activity sheet and scenario cards. Picture wise interactive game, Medicines, check the label activity sheet, Smoking, vaping, alcohol, Online activity traffic lights	A3,A4 paper and post its, Pens and felts UNICEF's Summary of the UN Convention on the Rights of the Child British Council child-friendly language version How do we make a difference activity sheet. In the news story sheet Calming music for reflective section - Safety in numbers. Harold's expenses sheets, Expenses diamond 9. Public services diamond 9, Looking at a pay slip activity sheet. Tablets, computers, paper	Diversity world map activity sheet. ED6 learns to be human sheet SCARF hotel activity sheet. Eat well plate, Harold's 7 Rs scenarios, First aid champions resources.	
Key Vocabulary	Collaboratively, demonstrate, positive, healthy relationships, admire, negotiate, assertive, respectful strategies, good feelings, not so good feelings, intensity of feelings, physical state, trusted adult, unkind, teasing, bullying,	Negotiation, compromise Similar, different, aggressive behaviour, friendly disposition, apologise, respect, stereotypes, relationships, friend, acquaintance, uncomfortable, personal body space,	Hazardous, dangerous, risk, Dares, scenarios, Top tips, Consequences, Influence, influencers, positive and negative, images, strategies, online, consent, safe online sharing, Medicines, drugs, unwell, infectious diseases. Personal information	Community, Rights and responsibilities, Democracy, influence, opinions, respectful, courteous, bystander, bullying, influencing outcomes, income, expenditure, prioritise, income tax, national insurance, VAT, pay, deductions, environments.	Unique, water, oxygen, exercise, sleep, healthy balance. Refuse, reduce, re-use, rot, recycle, repair, re-think., community, support, volunteer.	