

Stockfield Avenue Primary School

PSHE Planning & Coverage: Year 4

Autumn:
I am Warrior

PSHE lessons/discussions from Creative Curriculum topics:

PSHE

Identify positive ways to face new challenges.

Think about a time when they were brave or daring. Explain to others what they did and how it felt. Explain what happened as a consequence of being brave.

Teacher Note

Children could also explore the idea of taking a risk: Boudicca took a risk by rebelling against the powerful Romans. Did her risk pay off or not?

● **PSHE 1b** Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.

Hi 2; En SL 5

Coverage of PSHE Association Core Themes within topic:

Core theme 1: Health and Well-being

- ☑ to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals **Y4**
- ☑ school rules about health and safety, basic emergency aid procedures, where and how to get help **Y4**
- ☑ the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc) **Y4**
- ☐ how to manage requests of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request **Y4**

Core theme 2: Relationships

- ☑ to recognise and respond appropriately to a wider range of feelings in others **R.E**
- ☑ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships **R.E**
- ☑ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, **R.E**
- ☑ that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment **R.E**
- ☑ to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so **R.E**
- ☑ the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' **R.E**
- ☑ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other

<p>Autumn: I am Warrior</p>	<p>people's feelings and to try to see, respect and if necessary constructively challenge their points of view Y4 .</p> <p>☑ to work collaboratively towards shared goals Y4 R.E</p> <p>☑ that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) R.E ☑ to recognise and challenge stereotypes Y4</p> <p>☑ that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership R.E.</p> <p><u>Core theme 3: Living in the wider world</u></p> <p>☑ why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child R.E</p> <p>☑ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities R.E</p> <p>☑ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment R.E ☑ to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices Y4 R.E</p> <p>☑ what being part of a community means, and about the varied institutions that support communities locally and nationally R.E</p> <p>☑ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom R.E</p> <p>☑ to explore and critique how the media present information Y4</p> <p>☐ to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others Y4</p>
<p>Spring 1: Potions</p> <p>Spring 2: The Blue Abyss</p>	<p><u>PSHE lessons/discussions from Creative Curriculum topics</u></p> <p><u>Potions</u></p> <p>Potions: Medicine Safety, Relationships - Romeo and Juliet – Potion scene</p> <p><u>The Blue Abyss</u></p> <p>The Blue Abyss: Environment</p> <p><u>Coverage of PSHE Association Core Themes within topics:</u></p> <p><u>Core theme 1: Health and Well-being</u></p> <p>☑ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' Y4</p> <p>☑ to recognise their increasing independence brings increased responsibility to keep themselves and others safe Y4</p> <p>☑ school rules about health and safety, basic emergency aid procedures, where and how to get help Y4</p> <p>☑ which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future</p>

<p>Spring 1: Potions</p> <p>Spring 2: The Blue Abyss</p>	<p>health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others Y4 – survey</p> <p>☑ the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others Y4</p> <p><u>Core theme 2: Relationships</u></p> <p>☑ to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Y4, Y4 – Sch Nurse</p> <p>☑ that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment Y4 – Sch Nurse</p> <p>☑ to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so Y4 – Sch Nurse</p> <p>☑ that their actions affect themselves and others Y4 – Sch Nurse</p> <p>☑ to judge what kind of physical contact is acceptable or unacceptable and how to respond Y4 – Sch Nurse</p> <p>☑ the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Y4 – Sch Nurse</p> <p>☑ to work collaboratively towards shared goals Y4, Y4 – Sch Nurse</p> <p>☑ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves Y4, Y4 – Sch Nurse</p> <p><u>Core theme 3: Living in the wider world</u></p> <p>☑ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people Y4</p> <p>☑ to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities Y4</p> <p>☑ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Y4</p> <p>☑ what being part of a community means, and about the varied institutions that support communities locally and nationally Y4</p> <p>☑ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom Y4</p> <p>☑ to think about the lives of people living in other places, and people with different values and customs Y4</p> <p>☑ that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment Y4</p>
<p>Summer 1: Playlist</p> <p>Summer 2: Road Trip USA!</p>	<p><u>PSHE lessons/discussions from Creative Curriculum topics:</u></p> <p><u>Playlist</u></p> <p>Playlist: Tradition, festival and world music</p>

Road Trip USA!

Summer 1:
Playlist

Summer 2:
Road Trip
USA!

PSHE

Convey own opinions and answers clearly, supported by evidence.

Place a range of US iconic people on a timeline and find out more about ones that interest them using a range of resources. Present their findings in the form of a short biography or CV. Express an opinion on what makes them iconic and discuss whether they have had a positive or negative impact on US society.

Note

Icons could include film stars, politicians, historical figures and pop stars. You will need to provide a range of photographs either digitally or on paper to peg on a timeline. Children could use their findings to take part in a balloon debate – who is the most worthy icon?

PSHE 1a Talk and write about their opinions, and explain their views, on issues that affect themselves and society.

PSHE 2a, 4b; En SL 1, 4, 6, 9; En W C 1a

PSHE

Explain the words 'discrimination' and 'stereotype' and give examples of both.

Find out what happened when Christopher Columbus first met the Native Americans. Discuss in their own words, some of the good and bad things that happened as a result of their meeting and consider how perceptions of both groups developed as relationships changed. Explain how it might feel, seeing either Columbus' men or the Native Americans for the first time. Work in pairs, each taking on a role of either a Native American or sailor on-board Columbus' ship to create a dialogue that expresses what they think of each other and perform this to others in the class.

Note

Begin by introducing the words 'stereotype' and 'discrimination' asking the children to be aware of these terms as they find out about the interactions between the Native Americans and the Europeans. A presentation is provided on **The Hub** to help.

PSHE 4b Think about the lives of people living in other places and times, and people with different values and customs.

PSHE 4b; Co 5, 6, 7; HI 9

Coverage of PSHE Association Core Themes within topics:

Core theme 1: Health and Well-being

- ☑ how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' **Y4**
- ☑ to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet **Y4 Spanish**
- ☑ to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals **Y4**
- ☑ to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others **Y4**
- ☑ to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them **Y4**
- ☑ to recognise their increasing independence brings increased responsibility to keep themselves and others safe **Y4**
- ☑ school rules about health and safety, basic emergency aid procedures, where and how to get help **Y4**

Summer 1:
Playlist

Summer 2:
Road Trip
USA!

☑ strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) **Y4**
☑ the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others **Y4**

☑ about people who are responsible for helping them stay healthy and safe and ways that they can help these people **Y4 R.E.**

☑ the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc) **Y4**

☐ how to manage requests of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request **Y4**

Core theme 2: Relationships

☑ to recognise and respond appropriately to a wider range of feelings in others **Y4**

☑ to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, **Y4**

☑ that their actions affect themselves and others **Y4 R.E.**

☑ to judge what kind of physical contact is acceptable or unacceptable and how to respond **Y4**

☑ to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view **Music R.E.**

☑ to work collaboratively towards shared goals **Music Spanish**

☑ to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves **Music**

☑ that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) **Music R.E.**

☑ to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) **Y4**

☑ to recognise and challenge stereotypes **Y4 Spanish**

Core theme 3: Living in the wider world

☑ to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people **Y4**

☑ that these universal rights are there to protect everyone and have primacy both over national law and family and community practices **Y4**

☑ to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation –

All Staff trained to deal with any issues effectively and where appropriate

☑ that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment **Y4**

☑ to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom **Y4**

☑ to think about the lives of people living in other places, and people with different values and customs **R.E. Spanish**

☑ to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others **Y4**