

Creswell Junior School  
SMSC/PSHCE and e-Safety Curriculum

	Autumn 1	Spring 1	Summer 1
<p>First Half</p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Year 4</p>	<p><b><u>Feeling good</u></b> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Appreciate home and school values Make “I” statements about their interests and feelings</li> <li>● Express positive things about themselves and others</li> <li>● Recognise and be sensitive to the needs and feelings of others</li> <li>● Clarify what is important to them</li> <li>● Form reasoned opinions.</li> </ul> <p><b><u>E-Safety:</u></b></p> <ul style="list-style-type: none"> <li>● Understand and abide by the schools acceptable use policy.</li> <li>● Children are aware of the need to develop a set of online protocols in order to stay safe online.</li> <li>● Children develop awareness of relevant e-Safety issues.</li> </ul> <p><b><u>ASK module: Growing up and Changing:</u></b></p> <ul style="list-style-type: none"> <li>■ Recognise that change is part of growing up, and develop a positive attitude to body image.</li> <li>■ Recognise some of their own positive qualities, skills and attributes.</li> <li>■ Describe some physical changes at different stages of life and strategies to cope with these.</li> <li>■ Begin to describe some physical and emotional changes during puberty.</li> </ul>	<p><b><u>Changes in families</u></b> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Develop understanding of different types of relationships and families</li> <li>● Understand what families are, and what members expect of each other</li> <li>● Know the different changes that take place in human life</li> <li>● Develop skills needed for relationships, such as listening, supporting, showing care.</li> </ul> <p><b><u>E-Safety:</u></b></p> <ul style="list-style-type: none"> <li>● e-Safety use the Internet for research and follow lines of enquiry.</li> <li>● Children understand the function of a search engine and the importance of using correct search criteria.</li> <li>● Children use the internet as a resource to support their work, and begin to understand plagiarism.</li> <li>● Children know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.</li> </ul> <p><b><u>ASK module: Changes:</u></b></p> <ul style="list-style-type: none"> <li>■ Understand that changes can be good and explain some changes</li> </ul>	<p><b><u>Keeping safe outside school</u></b> Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>● Identify hazards from substances at home and at school</li> <li>● Know about the range of legal drugs encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco</li> <li>● Have some understanding of the effects of these drugs and associated risks and some of the costs to society of drug misuse</li> <li>● Think about risks and hazards in the environment and where to go for help</li> <li>● Understand that it is wrong for children to be bullied or abused by other children or adults.</li> </ul> <p><b><u>e-Safety:</u></b></p> <ul style="list-style-type: none"> <li>● Children use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums.</li> </ul> <p><b><u>ASK Module: Drug Education:</u></b></p> <ul style="list-style-type: none"> <li>■ Identify what a risk is and identify the different types of risks people take.</li> </ul>

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	<p>Describe how to keep clean during puberty.</p> <ul style="list-style-type: none"> <li>■ Understand appropriate physical contact with friends and family and have some strategies for dealing with unwanted contact.</li> <li>■ Generate a list of strategies for resisting pressure and practise skills.</li> <li>■ Understand that some risks are bigger than others, and explore ways to minimize.</li> </ul>	<p>that have make their lives much better.</p> <ul style="list-style-type: none"> <li>■ Understand that change is normal.</li> <li>■ Explain that changes can be uncomfortable.</li> <li>■ Develop ways of dealing with feelings that arise from change.</li> <li>■ Plan a positive change.</li> </ul>	<ul style="list-style-type: none"> <li>■ Consider choices and how they can affect our lives.</li> <li>■ Learn rules about health and safety and where to get help.</li> <li>■ Distinguish between safe and harmful and to know some substances can be harmful if misused.</li> <li>■ Describe the effect of tobacco and the reasons why people smoke.</li> </ul>
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	Autumn 2	Spring 2	Summer 2
<p>Second Half</p> <p>Year 4</p>	<p><b><u>Ups and downs in relationships</u></b></p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Know that there are many different patterns of friendship</li> <li>• Understand the meaning of friendship and loyalty</li> <li>• Be able to be honest</li> <li>• Know where to get help in school and through help lines when facing problems.</li> </ul> <p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>• Use internet search engines to gather resources for their own research work.</li> <li>• Be aware of different search engines and discuss their various features (e.g. Google image &amp; video search).</li> <li>• Understand the importance of framing questions into search criteria when conducting web searches.</li> <li>• Be aware that not everything they find online is accurate and that information needs to be checked and evaluated.</li> </ul> <p><b><u>ASK Module: Why do I fall out? Getting on falling out.</u></b></p> <ul style="list-style-type: none"> <li>■ Appreciate what matter in a friendship, express what it feeling like on the inside and outside when they are angry.</li> <li>■ Identify key people in their lives and why they are important to them.</li> </ul>	<p><b><u>Keeping healthy</u></b></p> <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Accept responsibility for personal cleanliness</li> <li>• Handle food safely</li> <li>• Know that bacteria and viruses can affect health and that transmission may be reduced when simple safe routines are used</li> <li>• Know about different cultural practices in health and hygiene</li> <li>• Understand the important and beneficial role which drugs have played in society</li> <li>• Know some of the options open to them in developing a healthy lifestyle now and in the future</li> <li>• Know about the positive effects of exercise.</li> </ul> <p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>• Continue to develop awareness of relevant e-Safety issues, such as cyber bullying.</li> <li>• Children understand and abide by the school internet safety policy and aware of the implications of not following the rules.</li> <li>• Children understand that a password can keep information secure and the need to keep it a secret.</li> </ul>	<p><b><u>Looking ahead</u></b></p> <p>Children should have opportunities to:•</p> <ul style="list-style-type: none"> <li>• Look forward to new situations</li> <li>• Assess positive things about themselves and set personal goals</li> <li>• Record information about current events and choices they will make in the future</li> <li>• Have realistic aspirations when target setting</li> <li>• Think about financial implications of future needs and wants.</li> </ul> <p><b>E-Safety:</b></p> <ul style="list-style-type: none"> <li>• Children use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.</li> <li>• Use sensitive and appropriate language when using online communication tools.</li> <li>• Use email as a form of communication, use the “To” box and add a subject heading.</li> <li>• Add an attachment to an email.</li> <li>• Develop understanding of when it is unsafe to open an email or an email attachment</li> </ul> <p><b><u>ASK module: Money Matters</u></b></p> <ul style="list-style-type: none"> <li>■ Explain different ways to look after money (spending and saving)</li> </ul>

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	<ul style="list-style-type: none"> <li>■ See things from someone else's view, think about what friends do for each other and whether they always agree with each other.</li> <li>■ Use different ways to calm down before anger takes over.</li> <li>■ Be responsible for the choices I make and the way I behave, see where mistakes have been made.</li> <li>■</li> </ul>	<p><b><u>ASK Module: 'Why do I have to Eat Vegetables?' Staying Healthy</u></b></p> <ul style="list-style-type: none"> <li>■ Recognise the importance of a balanced diet and being physically active to keep healthy.</li> <li>■ Identify healthy choices (balanced diet, physical activity, sleep, friends and relaxation).</li> <li>■ Understand that bacteria can affect health and that following simple safety routines can reduce spread (hand washing, cleaning teeth, hand over mouth etc).</li> <li>■ Identify risk that contribute to their own personal safety e.g. internet safety, stranger danger, road safety.</li> <li>■ Identify how to manage risk in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>■ Understand that money can be earned through work.</li> <li>■ Reflect on what we need and want in order to be health.</li> <li>■ Make real choices about money.</li> <li>■ Listen to other people's views about money and respect their viewpoints.</li> <li>■ Consider financial, social and moral dilemmas that they come across in life.</li> <li>■ Recognise that some of the earth's resources are not infinite and need looking after.</li> <li>■ Understand that choices make have consequences at different levels from person to global.</li> </ul>
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