

PSHE MTP - Year 4

Unit 1

Year 4 – Being Me			
Social and Emotional skills - Make other people feel valued, develop compassion and empathy for others and be able to work collaboratively			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	My Value	Consider different roles each child plays in their life (at home, at school, as part of the community etc.) □ Main lesson focus <i>Suggested task: little person with a thought bubble</i>	Lesson 1 - roles and responsibilities
2	Facing challenges	- Discuss meaning of resilience □ starter - Consider personal experiences where they have shown resilience or could have □ Main lesson focus	Lesson 2 - resilience Lesson 3 - vision
3	Rules	- To identify school rules □ starter - To understand the importance of rules and the relation to choices and consequence - link to class rules □ Main lesson focus <i>Suggested task: revisit class mission statement and class contract - plus and delta as a class on flip chat and stick a photo of table in flip chat</i>	Lesson 4 - School community Lesson 5 - emotions, feelings Lesson 6 - diversity
4	Community	To know how I contribute to the school community - refer to leadership roles and personal behaviour (level 5 examples) consider how we synergise □ Main lesson focus	Lesson 7 - individuality
5	Emotional Literacy	To recognise why it is important for people to express their feelings - discuss a range of feelings and situations they link to □ Main lesson focus <i>Suggested task: emotional wheel - refer back to year 3 version (link to emotional literacy resources)</i>	<i>Link each lesson back to wider theme of unit – Being me in my world</i>

6	Black History Month	- To understand the purpose of Black History Month No need for floorbook task.	
7	This is me	- To celebrate our differences - To understand ways we can contribute to the school Write an autobiography that celebrates individuality	

Unit 2

Year 4 – Celebrating Differences

Social and Emotional skills- Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family, to ‘problem-solve’ a bullying situation accessing appropriate support if necessary and show appreciation for their families, parents and carers

	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary (Branches) Key focus for each lesson regarding children’s retention
1	My class	- Recap what it means to be unique and reflect on - What makes me unique? □ starter - Identify similarities and differences between myself and my peers in my class □ Main lesson focus	Lesson 1- similarities, unique
2	My family	- Share who makes up my family □ starter - To talk to a peer about their family and identify some similarities and differences. Share what unites their family □ Main lesson focus <i>Suggested task: Draw a picture of who makes up your family and label it (Tree outline)</i>	Lesson 2 – united/unity Lesson 3 – solutions Lesson 4 and 5 – bullying, bystander, witness
3	Conflicts	- Recap the meaning of conflict and share personal examples of conflicts □ starter - Discuss possible solutions to conflict and identify strategies to regulate my emotions following a conflict □ Main lesson focus	Lesson 6 - apology
4	Bullying - part 1	- To understand the definition of bullying and the impact it has □ starter - Understand the different forms of bullying - To know what it means to be a witness (bystander) to bullying □ Main lesson focus	<i>Link each lesson back to</i>

5	Bullying - part 2	- To recap what a 'bystander' is □ starter - To understand how to be a transition person when it comes to bullying and understand m responsibility as a witness □ Main lesson focus	<i>wider theme of unit – Celebrating Differences</i>
6	My words	- To recognise the impact of words (positive and negative) in person and online □ starter - To understand that sometimes my words affect others' feelings and the consequences of it (positive and negative - refer to EBA) □ Main lesson - Consider how to apologise □ Plenary <i>Suggested task: apple activity (bruise an apple beforehand and then the children say insults and say compliments to another apple then cut open and see the effects)</i> <i>Write Emotional Bank Account slips for others and ourselves</i>	

Unit 3

Year 4 – Healthy Me

Social and Emotional skills- Can break down a goal into small steps, manage feelings of frustration linked to facing obstacles and imagine how it will feel when they achieve their dream/ambition

	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Balanced Diet	- Recap what is a balanced diet and the benefits of a balanced diet on our bodies and minds □ starter - Identify a possible daily meal plan using the food groups □ Main lesson - Reflect on what I eat regularly and whether it is a balanced diet □ Plenary <i>Suggested task: Design a daily meal plan using the different groups</i>	Lesson 1 – nutrition Lesson 2 – exercise Lesson 3 – hygiene
2	Exercise	- Understand the positive impact of exercise on our bodies - heart rate, muscles, fat (could ask PE staff to join this lesson) □ Main lesson - Identify ways in which I can exercise □ Plenary	Lesson 4 – drugs, smoking and vaping
3	Hygiene	- Recap how we can demonstrate good hygiene □ starter - Identify ways of maintaining good hygiene and discuss personal routines for this □ Main lesson - What are the consequences of not maintaining good hygiene? □ Plenary	Lesson 5 - alcohol Lesson 6 - peer pressure

4	Drugs, smoking and vaping	- To understand some of the consequences of taking bad drugs/smoking/vaping □ Main lesson	<i>Link each lesson back to wider theme of unit – Healthy Me as well as Science Unit Animals Including Humans and PE</i>
5	Alcohol	- To understand the consequences of drinking too much alcohol □ Main lesson	
6	Peer Pressure	- To understand what peer pressure means □ starter - To recognise when this is happening and identify some strategies to cope with peer pressure □ Main lesson - To know that there are things, places and people that can be dangerous and understand how to seek help and from who □ Main lesson	

Summer 1

Year 4 – Relationships			
Social and Emotional skills- Know how to access help if they are concerned about anything on social media or the internet and can identify their own wants and needs and how these may be similar or different from other children in school and the global community.			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Caring friendships	- The characteristics of friendship including mutual respect, truthfulness, trustworthiness, loyalty, kindness generosity, trust and sharing interests and experiences and support with problems and difficulties - Managing conflict within friendships	Lesson 1 – truthfulness, trustworthiness

2	Respectful relationships	- Recap courtesy and manners - how do you show good manners in different contexts (home, school, wider community)? - Discuss how in school and the wider society they can expect to be treated with respect by others and that in turn they should show respect to others. What does showing respect look like? Explore this in detail.	Lesson 2 – respect Lesson 3 – anonymous Lesson 4 – boundaries Lesson 5 – grief
3	Online relationships	- To recap that people sometimes behave differently online, including by pretending to be someone they are not. □ starter - Discuss that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. Main lesson - the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Main lesson	Link each lesson back to wider theme of unit – Relationships
4	Being safe	- What's the difference between a secret and a surprise? (we don't keep secrets) - Appropriate boundaries - Concept of privacy - Appropriate physical contact - pants and vest rule - Responding to feeling unsafe - Seeking advice and reporting concerns - Where to get advice (network hand) <i>Activity - redo network hand</i>	
5	Love, loss and grief	- Introduce the word grief □ starter - Recap strategies and build on these.	

Summer 2

Year 4 – Changing Me

Social and Emotional skills- Can express how they feel about puberty, can say who they can talk to about puberty if they have any worries, can suggest ways to help them manage feelings during changes they are more anxious

	Title - <i>written in floorbook</i>	Lesson Purpose - No work in floorbook due to sensitivity of topic and discretion of children whose parents have opted out.	Vocabulary Key focus for each lesson regarding children's retention
1	What makes a baby	- To understand that having a baby is a personal choice □ Starter - To understand what is needed to make a baby □ Main learning focus - To know I can express how I feel about having children when I am an adult □ Plenary	Lesson 1 – personal choice
2	How our bodies change during puberty	- To know how boys' and girls' bodies change on the outside and inside during the growing up process (recap year 3 knowledge, puberty changes, periods, sweat, hygiene, spots on skin, Adam's apple, voicebox, greasy hair) □ Main lesson - To recognise how I feel about these changes happening to me and know how to cope with those feelings □ Main lesson	Lesson 2 – periods Lesson 3 – control Lesson 4 – expressing fears
3	Circle of influence	- To identify what changes I can control and what changes I can't □ Main learning focus	<i>Link each lesson back to wider theme of unit –</i>
4	Next year	- To reflect on the changes I would like to make next year □ Starter	

		- To know that I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively ☐ Main learning focus - To know how to make the changes I will make ☐ Main learning focus - To discuss what I am looking forward to next year ☐ Plenary	<i>Changing Me</i>
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