



Autumn Term	Autumn 1 – What strengths, skills and interests do we have? Autumn 2 – How do we treat each other with respect?	Topic: Health and wellbeing Topic: Relationships
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INTENT	IMPLEMENTATION	IMPACT
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KNOWLEDGE	ACTIVITIES	OUTCOMES
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Autumn 1 – What strengths, skills and interests do we have?
Pupils will learn:

- How to recognise personal qualities and individuality
- To develop self-worth by identifying positive things about themselves and their achievements
- How their personal attributes, strengths, skills and interests contribute to their self-esteem
- How to set goals for themselves
- How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

Autumn 2 – How do we treat each other with respect?

Relationships
Pupils will learn:

- How people’s behaviour affects themselves and others, including online
- How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- About the relationship between rights and responsibilities
- About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
- The rights that children have and why it is important to protect these*
- That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

- Term 1**
- Children draw themselves and peers go around and write a word to describe a quality that person has
 - Following on from last lesson, circle time children read their attributes. In groups children discuss the positive attributes of each person providing examples. ‘You are kind because...’ These can be written around a photo of each person
 - Children identify interests and skills they have and list these on strips of paper to contribute to individual montage
 - Define what a goal is and model how goals need to be achievable. Brainstorm goals as a class and children write their goal to contribute towards a class display
 - Watch mojo growth mind-set videos and discuss making mistakes is part of the learning process. Children identify mistakes they make and strategies they use to overcome them.

- Term 2**
- Role-play scenarios of different situations where behaviour affects others. Can pre-prepare scenario cards. Espresso for online behaviour/E-safety day
 - Role-play different situations of polite/impolite behaviour. Can pre-prepare scenario cards. Discuss how each situation makes children feel
 - Create a charter of rights and responsibilities to display in the classroom/children could make posters once they have been agreed on
 - Discuss the difference between a surprise secret and an inappropriate secret. Role-play scenarios and through discussion which secrets fit into which category. Could have secret ideas prepared
 - Discuss rights that children/Maslow hierarchy of needs. Brainstorm rights and what can we do if these are not being met
 - Discuss equality/unique – ppt on being unique from twinkle and brainstorm what to do if they experience or witness discrimination
 - Discuss inappropriate behaviour (including online and unwanted physical contact) and identify strategies children could use if they have concerns

- Term 1**
- Children recognise personal qualities and individuality
 - Children develop self-worth by identifying positive things about
 - Children know their personal attributes, strengths, skills and interests contribute to their self-esteem
 - Children know how to set goals for themselves
 - Children to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

- Term 2**
- Children understand people’s behaviour affects themselves and others, including online
 - Children will understand how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
 - Children will understand about the relationship between rights and responsibilities
 - Children will understand about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)*
 - Children will understand about the rights that children have and why it is important to protect these*
 - Children will understand that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
 - Children will understand how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

VOCABULARY
strengths, skills, interests, self-esteem/worth, goals, behaviour, rights, responsibilities, included, respect

Links to jobs/ careers

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READING OPPORTUNITIES



Michael by Tony Bradman, Little by Little by Amber Steward

NEXT STEPS IN LEARNING

Children confidently talk about themselves valuing themselves and each other.
Children have a secure understanding of types of behaviour and citizenship in the wider community
Implement and embed the growth mind-set principles




Curriculum Coherence – Year 4 PSHE

Spring 1 – How can we manage our feelings?

Topic: Health and Well-being

Spring 2 – How will we grow and change?

Topic: Health and Well-being

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>Spring 1 – How can we manage our feelings? Health and Well-being</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • How everyday things can affect feelings • How feelings change over time and can be experienced at different levels of intensity • The importance of expressing feelings and how they can be expressed in different ways • How to respond proportionately to, and manage, feelings in different circumstances • Ways of managing feelings at times of loss, grief and change • How to access advice and support to help manage their own or others' feelings <p>Spring 2 – How will we grow and change? Health and Well-being</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> • About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • How puberty can affect emotions and feelings • How personal hygiene routines change during puberty • How to ask for advice and support about growing and changing and puberty 	<p>ACTIVITIES</p> <p>Term 1</p> <ul style="list-style-type: none"> • Discuss routine/create a school home routine and label how children feel doing these different things. Then discuss and occasional activities and how this affects feelings • Explore feelings and the physical and emotional effects on the body. Devise strategies for coping with negative feelings • Explain that feelings can be expressed through talking and non-verbal methods. Role-play using both. Children identify feeling expressed after the role-play. Refer to how the arts can also be used to express feelings • Model and children practice using a variety of strategies to manage feelings in contexts • Read a book about loss and brainstorm how feelings can be managed. Children can make posters to highlight the ways • Read 'Big Bag of Worries' children identify ways Jenny could get support. Identify a variety of ways support can be provided <p>Term 2</p> <ul style="list-style-type: none"> • Y4 puberty talk held for parents in the first instance followed by separate talks to boys and girls. The talk covers 'Growing and Changing' during the Summer term • Emotions and feelings are covered during the talk • Personal hygiene routines are covered during the talk • Advice and support will be covered during the talk 	<p>OUTCOMES</p> <p>Term 1</p> <ul style="list-style-type: none"> • Children know how everyday things can affect feelings • Children know feelings change over time and can be experienced at different levels of intensity • Children know the importance of expressing feelings and how they can be expressed in different ways • Children know how to respond proportionately to, and manage, feelings in different circumstances • Children know ways of managing feelings at times of loss, grief and change • Children know how to access advice and support to help manage their own or others' feelings <p>Term 2</p> <ul style="list-style-type: none"> • Children know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • Children will know how puberty can affect emotions and feelings • Children will know how personal hygiene routines change during puberty • Children will know how to ask for advice and support about growing and changing and puberty
<p>VOCABULARY Feelings, loss, grief, puberty, changes</p>	<p>READING OPPORTUNITIES</p> 	<p>NEXT STEPS IN LEARNING Involve group/class sessions with outside agency (Jigsaw) on feelings work if needed Sunshine circle times to develop positive feelings Nurture groups to focus on art and lego therapies</p>
<p>Links to jobs/ careers</p> <ul style="list-style-type: none"> • 		

LINKS
Science – Growing and Changing

Curriculum Coherence – Year 4 PSHE

Summer 1 – How can our choices make a difference to others and the environment?

Living in the Wider World


Summer 2 – How can we manage risk in different places?

Health and Wellbeing



Summer Term

INTENT	IMPLEMENTATION	IMPACT
<p>KNOWLEDGE</p> <p>Summer 1 – How can our choices make a difference to others and the environment?</p>	<p>ACTIVITIES</p> <p>Term 1</p>	<p>OUTCOMES</p> <p>Term 1</p>

<p><u>Living in the Wider World</u> Pupils will learn:</p> <ul style="list-style-type: none"> • How people have a shared responsibility to help protect the world around them • How everyday choices can affect the environment • How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • How to show care and concern for others (people and animals) • How to carry out personal responsibilities in a caring and compassionate way 	<ul style="list-style-type: none"> • Children watch videos of effects on the environment and mind map the ways that they can protect the environment. They identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) and identify that there is a limited supply of the earth's resources. They design a poster to raise awareness • Discuss how the choices we make every day can affect the environment. Describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy). Introduce school initiatives via Eco-council • Explain Fairtrade and children identify items they buy that are Fairtrade. A display of items can be created or recreated using Art. • Use scenarios to create a debate on environmental issues. Provide key vocabulary for each group. • Discuss how lack of care for the environment can affect people – now and in the future. Create a charter to raise awareness with school • Define compassion and role-play everyday scenarios when children have to demonstrate compassion/care as they look after the environment. Provide scenario cards 	<ul style="list-style-type: none"> • Children know how people have a shared responsibility to help protect the world around them • Children know how everyday choices can affect the environment • Children know how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • Children know the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • Children know how to show care and concern for others (people and animals) • Children know how to carry out personal responsibilities in a caring and compassionate way
<p><u>Summer 2 – How can we manage risk in different places?</u> <u>Health and Well-being</u> Pupils will learn:</p> <ul style="list-style-type: none"> • How to recognise, predict, assess and manage risk in different situations • How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • How people's online actions can impact on other people • How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • How to report concerns, including about inappropriate online content and contact • That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p><u>Term 2</u></p> <ul style="list-style-type: none"> • Explain what is meant by risk, danger and hazard. Children identify risk in a range of situations and discuss steps that can be taken to reduce the risk or avoid danger • Provide scenarios or photos of locations and other scenarios (firework safety) and identify risks and hazards and steps that can be put in as a precaution and to prevent accidents • Pressure can come from themselves and/or the need for approval: Examples of this could be doing a 'dare' or joining in – or 'something has been broken and we're not going to tell'. They should also practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to'. • Explain that there are rules to help keep people safe online and the importance of following these and recognising potential consequences of online safety rules not being followed • Explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others) • Explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust. E-safety day. • Online safety school guidelines should be regularly reinforced with pupils. Ensure pupils know how to report incidents online as well in person. Adults and children can report incidents to CEOP or ChildLine. 	<p><u>Term 2</u></p> <ul style="list-style-type: none"> • Children know how to recognise, predict, assess and manage risk in different situations • Children know how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • Children know how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • Children know how people's online actions can impact on other people • Children know how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • Children know how to report concerns, including about inappropriate online content and contact • Children know that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
<p><u>VOCABULARY</u> Environment, risks, hazards, danger, online</p>	<p><u>READING OPPORTUNITIES</u></p>	<p><u>NEXT STEPS IN LEARNING</u></p>
<p><u>Links to jobs/ careers</u></p> <ul style="list-style-type: none"> • Find local businesses/charities that are involved in recycling for a visit to talk to the children 		<p>Eco-council link/school initiatives NSPCC assembly Childline</p>
<p><u>LINKS</u> Find local charities that can explain real life recycling NSPCC</p>		