

Year 4 PSHE

Highlight off as you go and mark each page in your PSHE book with the objective/objectives that you have covered ***
highlighted strands are the new statutory curriculum

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental Wellbeing
Health and Prevention

Physical Health and Fitness
Basic First Aid

Healthy Eating
Changing Adolescent Body

Building on Key Stage 1, pupils should have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health (Positive Panda) (simple self care techniques, inc. the importance of rest, time spent with friends and family and the benefits of hobbies and interests) (risks associated with poor diet e.g. obesity & tooth decay)

H2. 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' (Positive Panda) (the importance of good quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn)

H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these

H8. about change, including transitions (between schools)

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (**bikeability**)

H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media

H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong

H18. How their body will, and their emotions may, change as they approach and move through puberty

H20. about taking care of their body (age appropriate), understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the **Bikeability** programme)

RELATIONSHIPS

Families and people who care for me
Respectful Relationships

Caring Friendships
Being Safe

R1. to recognise and respond appropriately to a wider range of feelings in others

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. 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 others' points of view

R12. 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

R13. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)

R14. to realise the nature and consequences of discrimination, teasing, bullying (isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult)

R16. To recognise and challenge stereotypes

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

Rights and Responsibilities
Economic wellbeing

Respect - people and environment
Diversity and Equality

L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L3. to understand that there are basic human rights shared by 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

L4. that these universal rights are there to protect everyone and have primacy both over national law and family and community practices

L5. to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM)

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

L16. what is meant by enterprise and begin to develop enterprise skills

Successful lifelong learning

Try new things, work hard, concentrate, push themselves, imagine, improve, understand others, not give up

- o Discuss and learn techniques to improve the SIX areas of SLL
- o Study role models who have achieved success
- o Study those who have lost success and relate this to the SIX areas of SLL

Key Skills:

Emotional Aspect of Learning



Readiness to Learn

- Positive self-talk
- I can try to think of oneself as lucky and say what I am grateful for

Cognitive

To imagine

- I can share lots of ideas
- I can show enthusiasm for the ideas of others
- I am curious by asking questions to develop ideas
- I can make links with what I already know



Social



- I can acknowledge, recognise and accept that emotions go up and down
- I can think of ways to calm myself down so that I am ready to learn

To concentrate



- I can focus and give full concentration by becoming absorbed
- I can 'tune out' and manage distractions
- I can find my 'flow'- and keep noticing when time passes really quickly
- I can understand techniques and methods that aid concentration
- I can observe closely to notice patterns and details

To persevere and help myself



- I can show determination to keep going even when challenged
- I can show willingness to overcome fears and reflect upon the emotions felt afterwards
- I can listen to others who encourage and help, thanking them for advice
- I know that learning can be tricky and can push myself to keep going

To understand others and work together

- I can listen to others, showing attention
- I can think of the effect of behaviour on others before acting
- I can understand people have different opinions
- I can imitate/adopt methods and habits from my friends
- I know when it's appropriate to work on my own & with others
- I am able to talk about strengths/weaknesses in team work tasks

Reflective/Strategic



To plan and review my work

- I can plan my learning
- I can correct mistakes, revise and adapt my work to make it better
- I am beginning to know myself as a learner
- I know my strengths and areas for improvement
- I can select the best resources to help my learning