

PSHE Year Planner Year 4

Relationships

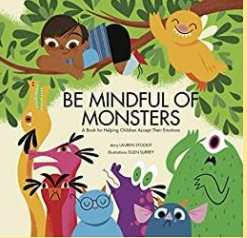
Health/ Wellbeing

Living in the Wider World

Protected Characteristics

British Values

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic or Stand-Alone?	Stand-alone	Stand-alone	Stand-alone	Stand-alone	Stand-alone	Stand-alone
Cornwall Education lessons	<p>Safely enjoying the online world- Play, Like, Share- Alfie. (Safely enjoying the online world.)</p> <p>Keeping personal information private. Play, like, share 2- Magnus. (Keeping personal information safe and private online.)</p> <p>British Values (Respect)</p>	<p>Play, like, share 3- Fans. (Understanding that not everyone is who they say they are online.)</p> <p>British Values (Respect)</p> <p>Resolving Conflict and managing pressure.</p>	<p>Money Choices</p> <p>Volunteering and Citizenship</p>	<p>What makes a good friend?</p> <p>Respecting others</p> <p>British Values (Respect)</p>	<p>Everyday Safety and Basic First Aid</p> <p>Managing Feelings</p>	<p>The Environment</p>

<p>Reading linked to PSHE/ British Values/ Protected Characteristics:</p>				 <p>Local History Link (WW1) as well as how friendships can last even when friends are separated through war! British Values- respect, individual liberty</p>	 <p>Be Mindful of Monsters is a story about the importance of accepting our emotions—even the icky ones—and learning what those feelings are trying to tell us. (5 ways to wellbeing/PSHE Link)</p>	
<p>Further links to PSHE/ British Values/ Protected Characteristics</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>RE lessons</p> <p>Spanish</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>RE lessons</p> <p>Spanish</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>Visit from Bright Smiles (Dentist) (I didn't do this, Shannon does this.) We did do the plaque disclosing tablets in class though!</p> <p>RE lessons</p> <p>Spanish</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>RE lessons</p> <p>Spanish</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>RE lessons</p> <p>Spanish</p>	<p>Daily PE sessions/ Fitness Friday</p> <p>Persuasive letter about palm oil or deforestation</p> <p>Science- Living Things and Habitats</p> <p>Spanish</p> <p>RE lessons</p>
<p>Local links</p>	<p>Porthpean Camp</p>		<p>Hall for Cornwall Visit</p>	<p>Source to Sea trips x 2 – Walk and Canoe to study the River Fowey</p>	<p>Maritime Museum trip</p>	<p>Eden Project trip</p>

				<p>Lanhydrock House Trip</p> <p>Goss Moor trip to plant trees</p> <p>Farm to Fork Trip</p>		
<p>Key Questions:</p>	<p><i>What does it mean when someone tries to manipulate or pressurise you online?</i></p> <p><i>Why is sharing photos/ videos or comments online sometimes risky?</i></p> <p><i>What sort of things are appropriate and inappropriate to share online?</i></p> <p><i>What does consent mean?</i></p> <p><i>Why is consent important?</i></p>	<p><i>How can some people try to trick you online?</i></p> <p><i>What can you do if you're not sure about someone on line or something doesn't feel right?</i></p> <p><i>What would you do if someone was trying to manipulate or pressurise you?</i></p> <p><i>How do feelings and emotions sometimes affect your behaviour?</i></p> <p><i>How can you cope with your emotions when you are at home or at school?</i></p>	<p><i>How do people pay for things?</i></p> <p><i>Why do people spend or save?</i></p> <p><i>What might affect how much we spend?</i></p> <p><i>What is volunteering? How do you think it makes you feel?</i></p>	<p><i>What are the qualities of a good friend?</i></p> <p><i>What does loneliness mean?</i></p> <p><i>Do friendships stay the same?</i></p> <p><i>What does respect mean?</i></p> <p><i>How can you show respect?</i></p>	<p><i>Why is it important to keep ourselves safe when we are helping others?</i></p> <p><i>How can I care for myself and others in an emergency?</i></p> <p><i>How can I safely get help?</i></p> <p><i>How can feelings and emotions affect how we behave?</i></p>	<p><i>What is climate change?</i></p> <p><i>What can we do to protect the environment?</i></p> <p><i>What changes can we make at home and school to protect the environment?</i></p>
<p>Knowledge content (4)</p>	<ul style="list-style-type: none"> Recognise when something encountered online 'doesn't feel right'. Identify and resist pressurising and 	<ul style="list-style-type: none"> Identify different tactics someone might use to manipulate another person online. 	<ul style="list-style-type: none"> Explain how people pay for things. Explain why people spend or save. 	<ul style="list-style-type: none"> Identify the qualities of a good friend (on/ offline). Describe the effects of loneliness and how to support 	<ul style="list-style-type: none"> Learn and practise how to keep yourself and others safe. 	<ul style="list-style-type: none"> Explain what climate change is. Identify different ways we can

	<p>manipulative behaviour.</p> <ul style="list-style-type: none"> • Identify some risks of sharing photos, videos and comments publicly. • Explain what privacy settings are used for and how they can help. • Give examples of how online actions can affect others. • Give examples of content which may be appropriate or inappropriate to share online. • Explain the possible consequences of sharing without consent. • Identify appropriate people to turn to for help. 	<ul style="list-style-type: none"> • Explain what to do if someone tries to pressure or manipulate them. • Share ideas about how technology can be used positively. 	<ul style="list-style-type: none"> • Identify different priorities that effect our spending decisions. • Explain how people pay for things. • Explain why people spend or save. • Identify why something might be "good value". • Identify different priorities that effect our spending decisions. • Use basic budgeting tools. • Describe what a good citizen is and understand how they can be a good citizen. • Explain what volunteering means and what things they can do to volunteer in the community. 	<p>ourselves and others.</p> <ul style="list-style-type: none"> • Understand that friendships change across our lifetime. • Identify how to manage conflict in friendships positively. • Describe how to get support. • Explain what respect means. • Explain how to show respect in a debate. • Understand that there are limits to having freedom of opinion and speech. • Understand that we can disagree with an opinion but still respect someone. 	<ul style="list-style-type: none"> • Learn how to care for yourself and others. • Learn how to safely get help in an emergency, including calling 999. • Explain how feelings and emotions can influence actions and behaviour. • Identify ways of coping with feelings in different situations. • Explain why it is important to talk about feelings and describe how this can feel. • Recognise that help, advice and support about feelings comes from different sources. 	<p>protect the environment.</p> <ul style="list-style-type: none"> • Explain what changes we can make at home and at school to protect the environment.
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Skills content (2)	I can use privacy settings to keep myself safe online.	<p>I can explain what to do if someone tries to pressurise or manipulate online.</p> <p>I can explain why it is important to talk about feelings.</p>	<p>I can use basic budgeting tools.</p> <p>I can identify why something might be 'good value'.</p> <p>I can make and follow plans of actions.</p>	I can take steps to resolve/ work out conflict/ fall-outs.	<p>I can get help, including calling 999.</p> <p>I can take steps to look after myself and others.</p>	I can take steps at home and at school to protect the environment.
Sequence of Lessons	<p>Follows on from Year 2 work on personal information, how to keep information private and being respectful to others.</p> <p>Learning more about keeping personal information safe online and understanding consent.</p>	<p>Building on the two previous sessions, learning that we must be aware that people can pretend to be someone else online to manipulate us. Discuss tactics people use to manipulate and how we can spot this and find help.</p>	<p>Revisits learning on why people choose to spend their money or save it. It then develops learning on value by identifying whether or not something is "good" value and what might influence this. Children will learn to identify resources to track spending</p>	<p>Builds on learning about what makes a good friend. Children will review this learning and develop it by looking at online relationships and how friendships change and develop across lifetimes. The group will also explore solutions to</p>	<p>Continuing on from Year 2 work, this lesson focuses on everyday safety, common hazards and how to identify them. Ways to avoid injury and harm and ways to get help if needed.</p> <p>Following on from work in Y1, 2 and 3, exploring ways of managing strong</p>	<p>This lesson explores climate change and the environment. It also looks at positive ways in which children can work together to have a positive impact on the environment.</p>

		Builds on previous learning about healthy friendships and identifies strategies to manage conflict in relationships in a positive way. How to manage peer pressure.	habits and create basic budgets. Help children to understand the concepts of volunteering and citizenship and how they can make a difference.	managing conflict in a friendship. Further explores respect and how people have different opinions. It focuses on respecting other people's viewpoints.	feelings when they influence our actions and behaviours in a negative way.			
Vocabulary	respectful, private, personal information, consent	pretend, manipulate, pressurise feelings, emotions, reactions, peer pressure	budget, value for money, volunteering, citizenship	respect, conflicts, fall-outs, viewpoints	hazards, emergency feelings, emotions, influence, negative	climate change, environment, protect, positive impact		
Resources	Cornwall Curriculum, Think U know website.	Cornwall Curriculum, PSHE Association	Cornwall Curriculum, PSHE Association	Cornwall Curriculum	Cornwall Curriculum British Red Cross – First Aid Champions	Cornwall Curriculum		
Revisit Learning in:								
Assemblies	<u>Autumn Term 1st half</u>		<u>Autumn Term 2nd half</u>		<u>Spring Term 1st half</u>		<u>Spring 2nd half</u>	
	13 - 17 Sept	Intro to British Values with a focus on rules	1 - 5 Nov	Five ways to wellbeing / Climate Change Cop 26	10- 14 January	World Religion Day	28 Feb- 4 th March	St. Piran's Day
	20 - 24 Sept	Intro to British Values with a focus on rules	8 - 12 Nov	Remembrance Day (Respect, Individual Liberty))	17- 21 January	Martin Luther King Day Rosa Parks	7 th March- 11 th March	International Women's Day
	27 Sept - 1 Oct	British Values- Democracy (linking to	15 - 19 Nov	Anti-Bullying week	24- 28 January		14- 18 March	Refugees (Ukraine
							21- 25 March	Review of British Values

		School Council)	22 - 26 Nov	NSPCC- speak out stay safe assembly	31 January- 4 th February	Chinese New Year	28 March- 1 st April	Anti-bullying (linked to David and Goliath)		
	4 - 8 Oct	5 ways to wellbeing	29 Nov - 3 Dec	Individual liberty/ human rights	7 th February- 11 th February	Children's mental health week- launch of our 5 ways to wellbeing video	4 th April- 8 th April	Autism Awareness		
	11 - 15 Oct	British Values- Respect (Black History month)	6 - 10 Dec	Anti-Bullying assembly						
	18- 22 Oct	Harvest Festival- Acts of kindness			14 th February- 18 th February	Random Acts of Kindness				
Community Work/ Acts of Kindness	Collecting Food for the local food bank at our school at Harvest Time.	Santa Fun Run in aid of Children's Hospice. Writing Christmas letters to the Children's Ward at Treliske and creating them activity packs.			Setting up 5 minutes a week of giving to be good Citizens. <u>Activities include:</u>		Collection for Ukraine refugees. Continuing 5 minutes a week of giving being good Citizens. Visit Care Home in our local community to deliver daffodils and Easter Cards.			
					<ul style="list-style-type: none"> Litter picking Easter Cards Positive Post Its for staff Playground tidying Electricity Savers 					