# CHORLEY ST. MARY'S CATHOLIC PRIMARY AND NURSERY

## PSHE - Year 4 – MTP - 2020-2021

| Half Term/ Key Question: | Topic: | Link to PSHE Association Programme of Study | In this unit of work, pupils learn... | Quality Assured resources to support planning: |
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| Autumn 1

What strengths, skills and interests do we have ? | Health and wellbeing

Self-esteem: self-worth; personal qualities; goal setting; managing set backs

PoS refs: H27, H28, H29, L25 | _Ourselves, growing and changing_

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking

_Economic wellbeing: Aspirations, work and career_

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes | • 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 | https://plprimarystars.com/resources/self-esteem |

| Autumn 2<br><br>How do we treat each other with respect? | Relationships<br><br>Respect for self and others; courteous behaviour; safety; human rights<br><br>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, L2, L3, L10 | Managing hurtful behaviour and bullying<br><br>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour<br><br>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support<br><br>R21. about discrimination: what it means and how to challenge it<br><br>Safe relationships<br><br>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online)<br><br>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact<br><br>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret<br><br>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br><br>Respecting self and others<br><br>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online<br><br>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, | <ul><li>how people's behaviour affects themselves and others, including online</li><li>how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li><li>about the relationship between rights and responsibilities</li><li>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)*</li><li>the rights that children have and why it is important to protect these*</li><li>that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li><li>how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns</li></ul> | https://www.alzheimers.org.uk/sites/default/files/2020-01/alzheimers_society_-_key_stage_two.pdf<br><br>https://plprimarystars.com/resources/play-the-right-way |

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| | | including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships<br><br>Shared responsibilities<br><br>L2. to recognise there are human rights, that are there to protect everyone<br><br>L3. about the relationship between rights and responsibilities<br><br>Communities<br><br>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | | |
| Spring 1<br><br>How can we manage our feelings? | Health and wellbeing<br><br>Feelings and emotions; expression of feelings; behaviour<br><br>PoS refs: H17, H18, H19, H20, H23 | Mental Health<br><br>H17. to recognise that feelings can change over time and range in intensity<br><br>H18. about everyday things that affect feelings and the importance of expressing feelings<br><br>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;<br><br>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations<br><br>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement | • how everyday things can affect feelings<br>• how feelings change over time and can be experienced at different levels of intensity<br>• the importance of expressing feelings and how they can be expressed in different ways<br>• how to respond proportionately to, and manage, feelings in different circumstances<br>• ways of managing feelings at times of loss, grief and change<br>• how to access advice and support to help manage their own or others' feelings | https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint |

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| **Spring 2**<br><br>**How can our choices make a difference to others and the environment?** | Living in the wider world<br><br>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions<br><br>PoS refs: L4, L5, L19, R34 | <u>Shared responsibilities</u><br><br>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others<br><br>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)<br><br><u>Economic wellbeing: Money</u><br><br>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)<br><br><u>Respecting self and others</u><br><br>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with | • how people have a shared responsibility to help protect the world around them<br>• how everyday choices can affect the environment<br>• 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)<br>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues<br>• how to show care and concern for others (people and animals)<br>• how to carry out personal responsibilities in a caring and compassionate way | https://www.pshe-association.org.uk/curriculum-and-resources/resources/team-margot-giving-help-others-resources-blood<br><br>https://education.rspca.org.uk/education/teachers/primary/compassionateclass<br><br>https://www.pshe-association.org.uk/curriculum-and-resources/resources/tackling-plastic-pollution-lesson-plan |

| Summer 1<br><br>What makes up our identity? | Health and wellbeing<br><br>Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes<br><br>PoS refs:<br>H25, H26, H27, R32, L9 | Ourselves, growing and changing<br><br>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)<br><br>H26. that for some people gender identity does not correspond with their biological sex<br><br>H27. to recognise their individuality and personal qualities<br><br>Respecting self and others<br><br>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background<br><br>Communities<br><br>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes | • how to recognise and respect similarities and differences between people and what they have in common with others<br><br>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)<br><br>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)<br><br>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others<br><br>• how to challenge stereotypes and assumptions about others | https://www.pshe-association.org.uk/metro-charity<br><br>https://plprimarystars.com/resources/values<br><br>https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2<br><br>Lessons from Journey In Love Scheme - _**God loves us in our differences.**_ Physical, Social, Emotional, Intellectual and Spiritual lessons to be covered. |

| Summer 2 How can we manage risk in different places? | Health and wellbeing<br><br>Keeping safe; out and about; recognising and managing risk<br><br>PoS refs:<br>H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15 | **Healthy lifestyles**<br><br>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer<br><br>**Keeping safe**<br><br>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming<br><br>H38. how to predict, assess and manage risk in different situations<br><br>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about<br><br>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact<br><br>**Drugs, alcohol and tobacco**<br><br>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others<br><br>**Friendships**<br><br>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face | • how to recognise, predict, assess and manage risk in different situations<br>• 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)<br>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence<br>• how people's online actions can impact on other people<br>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online<br>• how to report concerns, including about inappropriate online content and contact<br>• 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 | https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington<br><br>https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching<br><br>https://beinternetlegends.withgoogle.com/en_uk JN has a papercopy of this too.<br><br>https://www.pshe-association.org.uk/content/gambling<br><br>https://www.pshe-association.org.uk/content/drug-and-alcohol-education<br><br>PSHE Drug and Alcohol Pack |

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| | | R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others<br><br>**Safe relationships**<br><br>R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns<br><br>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know<br><br>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this<br><br>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)<br><br>**Shared responsibilities**<br><br>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws<br><br>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)<br><br>**Media literacy & digital resilience**<br><br>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images | | |