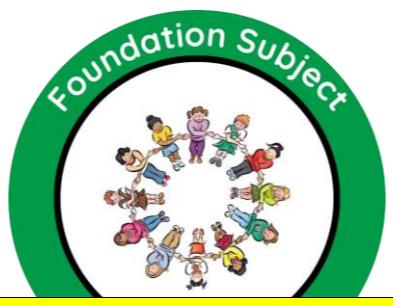
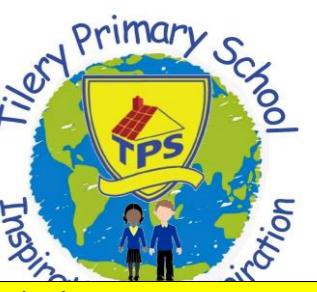
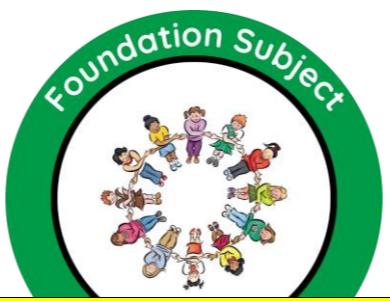


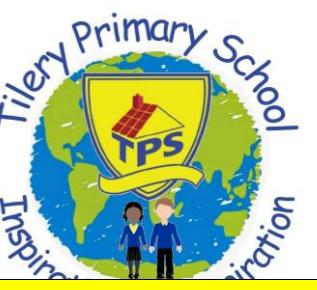
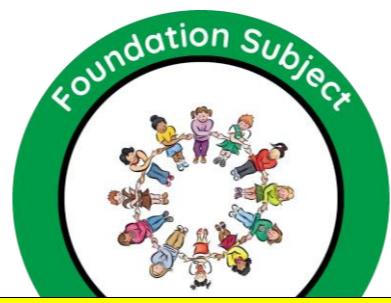
<u>Relating (Friends and Family)</u>	<u>Emotions</u>	<u>Acceptance</u>
<p>Objectives:</p> <ul style="list-style-type: none"> That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. 	<p>Objectives:</p> <ul style="list-style-type: none"> How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	<p>Objectives:</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. What a stereotype is, and how stereotypes can be unfair, negative or destructive.
<p>Key Content: Class discussion about what they think a good friend should be, what does a healthy friendship look like? Look at a variety of situations and how to deal with them. Children to do some role play to act out dealing with different situations. Happy Wedding Day! Discuss weddings and the difference between that and marriage. Look at some famous (lasting) marriages. How does this link to having a good friendship? Create the ideal friend.</p>	<p>Key Content: Over react to something minor. Is this an appropriate reaction? Why have I reacted that way? What would an appropriate reaction be? Role play some scenarios.</p>	<p>Key Content Block of lessons looking at the diversity within Britain. Use Mr Men and Little Miss characters to talk about differences and link this to differences we see in people.</p>
<p>Skills/Attitudes: Identify connections between personal decisions and issues affecting people locally. Readiness to think through consequences of words, actions and choices on others. Valuing difference. Work cooperatively to solve problems. Use strategies to manage anger, frustration and aggressive feelings.</p>	<p>Skills/Attitudes: Explore reasons for negative feelings towards others and in new or difficult situations. Participate in decision making in school. Share opinions and evidence on issues with others. Readiness to think through consequences of words, actions and choices on others.</p>	<p>Skills/Attitudes: Valuing difference. Belief that it is everyone's responsibility to challenge prejudice and discrimination. Proactive inclusion of others, especially those who may face barriers to participating fully.</p>
<p>Vocabulary: Friend, family, relationship, positive, negative, marriage, legal, law, stable, caring.</p>	<p>Vocabulary: Emotion, appropriate, strategies, feeling, behaviour.</p>	<p>Vocabulary: Respect, value, opinion, diversity, religion, stereotypes, negative, destructive.</p>



Meaning	Trying Out	Relating 2 (Online Relationships)
Objectives: <ul style="list-style-type: none"> Whole school 'living in the wider world' focus (Non-Statutory) Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. (All) 	Objectives: <ul style="list-style-type: none"> Whole school 'trying out new activities' focus (Non-Statutory) 	Objectives: <ul style="list-style-type: none"> That for most people the internet is an integral part of life and has many benefits. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
Key Content: This topic is to be chosen annually by teachers collectively (guided by the PSHE lead) based on what is going on in the wider world (consider what children are seeing on the news and in other media) e.g. Black Lives Matter movement. Ensure the topic is KS appropriate and if a separate KS topic is required.	Key Content: Class discussions to inform what skills children already have and what activities they already take part in e.g. after school clubs. Work as a class to come up with a new skill or activity that your class would like to learn in the following 3 weeks. (Consider booking outside agencies in advance e.g. Yoga Mike or doing a KS project where teachers can take different activities e.g. Clubs).	Key Content: Link to E-Safety in IT curriculum. What makes us a responsible user of the internet. Children to create posters with their top tips for internet safety.
Skills/Attitudes: Valuing difference. Belief that it is everyone's responsibility to challenge prejudice and discrimination. Proactive inclusion of others, especially those who may face barriers to participating fully. Growing interest in world events.	Skills/Attitudes: Active participation in school-based decision making. Proactive inclusion of others. Value what contributes to own identity.	Skills/Attitudes: Growing interest in world events and global issues. Readiness to think about the consequences of words, actions and choices on others. Belief that it is everyone's responsibility to challenge
Vocabulary: Difference, rights, responsibility, world, news.	Vocabulary: New, skill, choice.	Vocabulary: Age classification, computer game, pressure, choices, habits, gaming, safety, danger, help, Police.



<u>Appreciating</u>	<u>Giving</u>	<u>Exercising and Taking Care of your body</u>
<p>Objectives: Whole school 'Save the Earth' project focusing on recycling, conserving water and saving electricity. (Non-Statutory)</p>	<p>Objectives</p> <ul style="list-style-type: none"> Whole school 'random acts of kindness fortnight' focus (Non-Statutory) 	<p>Objectives:</p> <ul style="list-style-type: none"> That mental wellbeing is a normal part of daily life, in the same way as physical health The characteristics and mental and physical benefits of an active lifestyle
<p>Key Content:</p> <ul style="list-style-type: none"> Where does electricity come from and how is it used for good e.g. electric cars (links to Y4 science) 	<p>Key Content: Class discussions to inform what your classes 'random acts of kindness' will be. Consider 'random acts of kindness' in school for other pupils, teachers or lunch time staff e.g. holding doors open or making an appreciation card as well as random acts of kindness that can be done safely within the community e.g. bake cakes and send to an old peoples home.</p>	<p>Key Content: Discuss healthy living within PE sessions. Use DT cooking sessions to discuss a balanced diet and make a healthy savoury meal.</p>
<p>Skills/Attitudes: Growing interest in world events and global issues. Belief that it is everyone's responsibility to challenge prejudice and discrimination. Listen attentively, question and respond to others.</p>	<p>Skills/Attitudes: Readiness to think through consequences of words, actions and choices on others. Valuing difference.</p>	<p>Skills/Attitudes: Ask relevant questions and use different types of scientific enquiries to answer them. With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions</p>
<p>Vocabulary: World events, news, electricity, circuit.</p>	<p>Vocabulary: Kind, kindness, appreciation.</p>	<p>Vocabulary: Health, diet, balanced diet, exercise, heart rate.</p>



Resilience	Emotions 2	Direction
<p>Objectives:</p> <ul style="list-style-type: none"> How to report concerns or abuse, and the vocabulary and confidence needed to do so. (PANTS). About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. How to respond to aggressive or inappropriate behavior (online and physical contact) How personal hygiene routines change during puberty How to ask for help and advice 	<p>Objectives:</p> <ul style="list-style-type: none"> Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests 	<p>Objectives:</p> <ul style="list-style-type: none"> To recognize that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money' That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid About some of the strengths and interests someone might need to do different jobs
<p>Key Content: Discuss who we think we can talk to about different things. Who can we ask for help when we are unhappy about something? What should we do if a friend tells us something that concerns us? Sort statements into choice or control. Puberty- discuss as part of PE. As we grow up we start to sweat more, especially after exercise. Discuss how to keep ourselves clean. (Menstruation may come up with some girls depending on the needs of the class).</p>	<p>Key Content: The importance of sleep, having some time for your brain to rest and your body to rest. How does spending time with friends and family benefit us? What hobbies do the chn have? Create a list of things we can do each week to help us with our self-care.</p>	<p>Key Content: If you had £100 what would you do with it? What would you want to spend on and why might somebody save? Look at the spending habits of people at different times of the year (Christmas, birthdays). Not everyone can spend lots of save a lot, depending on what they earn. When I Grow Up I Want To Be.... Children to answer this and think about all of the skills they will need to get that job.</p>
<p>Skills/Attitudes: Use strategies to manage anger, frustration and aggressive feelings. Readiness to think through consequences of words, actions and choices on others. Explore reasons for negative feelings towards others and in new or difficult situations. Sense of justice. Value what contributes to own identity. Belief that individuals and groups can improve situations.</p>	<p>Skills/Attitudes: Recognise the body's need for sleep and rest. Value what contributes to own identity. Describe feelings about changes and events in own setting and the wider world.</p>	<p>Skills/Attitudes: Listen attentively, question and respond to others. Express own views and ideas on issues clearly, using a range of appropriate methods. Give reasons, evidence and examples in support of an opinion.</p>
<p>Vocabulary: Anger, strategies, frustration, feelings, relationships.</p>	<p>Vocabulary: Rest, relaxation, sleep, wellbeing.</p>	<p>Vocabulary: Saving, spending, budget, pocket money.</p>

Year Group: **4**

PSHE and RSE Curriculum Document

GREAT DREAM (Keys support children's mental health and wellbeing)

