



YEAR 4

PSHE CURRICULUM



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KNOW IT!



What I should already know?
That my behaviour can affect how others feel and behave.
That conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.
The different ways that help me learn and what I need to do to improve.
That I should be confident and positive when I share my success with others.
Some things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.
How my life is influenced positively by people I know and also by people from other countries.
That boys' and girls' bodies change as they grow up.
<p>VOCABULARY</p> <p>consequences, rewards, bullying, rights, responsibilities, assumptions, stereotype, anxieties, emotions, solution, support, community, extended family, conflicts, witness, bystander, unique, ambition, confident, obstacle, evaluate, respect</p>

Key Vocabulary	
exclude	Prevent from joining in.
empathy	Being able to understand how others are feeling.
democratic	Everyone getting a say in how things are run.
United Nations	A large group of countries who agreed to work together to end wars
acceptance	To be willing to take something when it is given.
coping	Being able to manage things.
resilience	The ability to bounce back after challenges and tough times.
bias	Favouring of some ideas or people over others.
peer pressure	When people your age try to get you to act a certain way, or try to get you to do something.
power	Having control or influence over other people.
overcome	To win against.
mental health	The way we feel about ourselves and the world around us.
assertive	Knowing how to stand up for yourself without being hurtful or mean.
jealousy	Feeling that we want something that belongs to or to be like someone else.
grief	Feeling very sad about someone we have lost.
temporary	Not lasting forever.
negotiate	To have a discussion with another in order to settle something.
compromise	To settle by agreeing that each side will give up some demands.
genes	Genes carry the information that determines your features or characteristics that are passed on to you by your parents.
inherit	To have passed on to you.


TEACH IT

BEING ME IN MY WORLD




Becoming a Class 'Team'.

-  Explain why being listened to and listening to others is important in my school community.
-  Know how good it feels to be included in a group and understand how it feels to be excluded



Being a school citizen.

-  understand who is in my school community, the roles they play and how I fit in

Rights, Responsibilities and Democracy.



-  Understand how democracy works
-  Explain why being democratic is important and can help me and others feel valued.
-  Know some of the choices I might make in the future and some of the choices that I have no control over.

Rewards and Consequences.



-  understand that my actions affect myself and others
-  care about other people's feelings and try to empathise with them

CELEBRATING DIFFERENCE



Judging by Appearances.

-  Understand that, sometimes, we make assumptions based on what people look like
-  Describe time when my first impression of someone changed as I got to know them.



Understanding influences.

-  Recognise when people are putting me under pressure and can explain ways to resist this when I want to.
-  Identify feelings of anxiety and fear associated with peer pressure.

Understanding Bullying.



-  know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure
-  know how it might feel to be a witness to and a target of bullying

Problem Solving.


-  Explain what it means to be resilient and to have a positive attitude.
-  Understand some strategies for problem-solving a bullying situation

DREAMS AND GOALS



Hopes and Dreams/Broken dreams

-  Describe some of my hopes and dreams
-  Understand that sometimes hopes and dreams do not come true and that this can hurt

Overcoming Disappointment.



-  know that reflecting on positive and happy experiences can help me to counteract disappointment

Creating New Dreams.



-  Know how to make a new plan and set new goals even if I have been disappointed
-  Know how to work out the steps to take to achieve a goal, and can do this successfully

HEALTHY ME



.My Friends and Me.

-  Understand how important my friendships are for my mental health
-  Recognise how different friendship groups are formed, how I fit into them and the friends I value the most

Group Dynamics.



-  Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
-  Describe how different people and groups impact on me and can recognise the people I most want to be friends with

Healthy Friendships.



-  Identify the features of a healthy (positive) friendship/relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't put you under pressure etc.
-  Identify feelings of anxiety and fear associated with peer pressure

RELATIONSHIPS



Jealousy.

-  Recognise situations which can cause jealousy in relationships
-  Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens

Love and Loss: memories



-  Know how most people feel when they lose someone or something they love
-  Understand that we can remember people even if we no longer see them

Getting on and falling out.



-  Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends
-  Know how to stand up for myself and how to negotiate and compromise

CHANGING ME



Unique me.

-  Understand that some of my personal characteristics have come from my birth parents
-  Appreciate that I am a truly unique human being

Accepting change.

-  Understand that there will be changes in my life; some I can control and some I can't
-  Identify changes that have been and may continue to be outside of my control that I learnt to accept





Looking ahead.

-  Identify what I am looking forward to when I move to a new class
-  Reflect on the changes I would like to make next year and describe how to go about this








TEACH IT

SUGGESTED TEACHING SEQUENCE



BEING ME IN MY WORLD

-  **Ensure** that children all understand how it feels to be included and excluded from a group/team, and **discuss** the need for everyone in the class to feel included and valued as part of our class team. (BM:1)
-  **Reinforce** that we are all important members of the school community, that many adults have jobs in the community which help us learn and that children have responsibility to learn and help each other learn. Make school citizen mind map.(BM:2)
-  Discuss concepts of fairness and democracy. **Introduce** 'United Nations' to the children. Explain countries that make up the United Nations. Now introduce UNCRC to children. Ask the children if they know what this is. **United Nations Convention on the Rights of the Child**. Facilitate a discussion with the whole class about how we can take responsibility for making sure Articles 12 and 28 are implemented in our classroom. (BM:3)
-  **Reinforce** that every action has a consequence, talk about cause and effect/chain reactions. Give the children scenarios to discuss. (BM:4)




CELEBRATING DIFFERENCE

-  **Reinforce** that stereotypes are sometimes not helpful influences, and often the media reinforces these e.g. all homeless people are dirty, all asylum seekers are criminals etc. Discuss how the media often influences thoughts about others. (CD:1)
-  Children discuss peer pressure and the influence individuals have over one another and the impact this can have. Complete scenario cards.(CD:2)
-  **Remind** the children that bullying is different to one-off incidents because it is:
 -  Repeated over time
 -  Deliberate and hurting someone on purpose, not accidentally
 -  Unfair because the bully, or bullies have more 'power' than the person being bullied. If the bully seems to enjoy it, the person being bullied does not. (CD:3)
-  **Invite** the children to suggest reasons why bystanders sometimes choose to join in or ignore the situation. **Ask** the children what they feel the best course of action might be. **Explain** that some people can become internet 'trolls' because they don't see the effect on the person and they think it's fun. It is REALLY important that EVERYONE PAUSES, stops and thinks before sending ANYTHING online or by phone. (CD:4)




DREAMS AND GOALS

-  **Ask** the children to think about a dream or a hope they have for the future. Using a the talking object, ask the children to share their ideas. **Ask** the children to share how it feels to have hopes and dreams? Do these dreams feel realistic? Possible? Exciting? Daunting? Share ideas. (DG:1/2)
In groups **invite** the children to discuss potential disappointment scenarios. 1. How it might feel?2. What might the person do in that situation? 3. How could they overcome the hurt that this situation might cause? 4. How could they be more resilient? (DG:3)
-  **Help** the children to recognise that disappointment is hard to cope with but that there are often ways around the situation to help us to feel better, even if this isn't always straight away. **Explain** that if we stay positive we are more likely to find a positive outcome to our disappointment. We can treat disappointment as an emotion that will pass and as a stepping stone to achieving our dreams and goals. (DG:4)




HEALTHY ME

-  **Explain** to the children that everyone has a range of different friendships and that we act differently within our different friendship groups. Also discuss that some of our friendships can change over time, and people can move to and from different friendship groups. This is a normal part of life. (HM:1)
Discuss the features of a healthy (positive) friendship/relationship. e.g. people who like you for who you are, won't make you do things you don't want to, won't put you under pressure etc.
-  **Emphasise** that in groups there are often people who are leaders and some who are followers. **Role-play** and discuss different roles in a group/team/organisation. Is there more than one leader? Could this caused a conflict? What roles would they choose? Can the children problem-solve potential disharmony within a group? How could the group work better? Can anyone be more assertive? (HM:2)
-  **Explain** to the children that, as they grow older and change, their opinions and beliefs grow and change too. Ask the children to think about something they used to believe was right/wrong but now don't (beware of Father Christmas/Tooth Fairy/Easter bunny exposés!) and ask why their belief has changed. Include some of your own examples to add depth to the discussion. (HM:5—but don't include story)

RELATIONSHIPS

-  **Explain** that jealousy can be damaging to relationships because the person who is feeling jealous can behave unhelpfully towards the other person/people, or even towards themselves. It can often result in anger or anxiety. (RL:1)
-  **Explain** to the children that the 'loss' or 'grief' cycle of feelings usually follows the same pattern of: • denial (not believing it's happened)• feeling angry• bargaining (e.g. wishing things could be back how they were)• depression/sadness• acceptance (e.g. remembering the good things about the thing or person we lost). **Be sure** to help children understand that all emotions/feelings are temporary, even the most sad and painful ones. When we lose someone special to us, sadness might always be with us, but it changes over time and we learn to cope with it. (RL:2/3)
-  **Discuss** scenarios which include:• A breach of trust• A breach of loyalty• Anger• Feeling betrayed• Good empathy between the pairs• Good negotiating skills• An effective compromise. Investigate how many of the pairs think the friendship in each scenario should continue and how many think it will have to end. If friendships end, does it have to be on bad terms or can it be an amicable agreement? (RL:4)

CHANGING ME

-  **Give** the children these amazing facts about genes. **Each tiny cell that make up our body contains 25,000- 35,000 genes. Our bodies have many trillions of cells.** Genes carry the information that give us our characteristics (traits). Share that we get half our genes from our birth mother and half our genes from our birth father. Show a picture of yourself with a parent or parents and briefly discuss some of the characteristics you have inherited. These may be physical such as eye or hair colour, or maybe to do with your personality, such as being patient or generous.(CM:1)
-  **Emphasise** that change is a natural part of life and something that we will all experience. Draw out that some changes we can control and some we can't. Discuss that many people find change difficult, especially when the change is something unpleasant or unwanted. **Explain** that we can do things to help us manage change so that we cope with the change better. (CM:5)
-  **Ensure** children understand that accepting the change is an essential ingredient in being able to cope with it. (If you resist change which is out of your control, it makes it harder and scarier). Ideally, children need to understand that whilst they do not have control over some changes, they do have control over how they approach and handle these. This should alleviate the fear of change. (CM:6)