

St Eanswythe's C of E Primary School



Year Four ~ PSHE

Medium Term Plan/Topic Breakdowns

This is a breakdown of suggested teaching points within our main curriculum umbrella.

(Highlighted points must be taught in order to hit statutory requirements)

As long as you are using the main term's theme, you may pick and choose what you would like to teach within it. This can be done through circle times, drama, class discussion or written work.

<p><u>Term One: <i>Being Me</i></u></p> <p><u>All about me:</u></p> <ul style="list-style-type: none"> Understanding self-esteem and positive/negative ways, it can be affected. What makes me, me – exploring how emotions affect our behaviour? 	<p><u>Term Two: <i>Relationships and Family</i></u></p> <p><u>My family/ Different Families:</u></p> <ul style="list-style-type: none"> Judging by appearance, my family compared to other families 	<p><u>Term Three: <i>Celebrating Differences</i></u></p> <p><u>Physical differences/ Understanding Stereotypes:</u></p> <ul style="list-style-type: none"> Judging by appearance & First impressions 	<p><u>Term Four: <i>Healthy Me</i></u></p> <p><u>Positive Mental Health:</u></p> <ul style="list-style-type: none"> Mindfulness exercises/learning outdoors. Coping skills: positive and negative behaviours How does exercise keep my body and my mind healthy? 	<p><u>Term Five: <i>Citizenship and Economic well-being</i></u></p> <p><u>Looking after money:</u></p> <ul style="list-style-type: none"> Material wealth Vs Happiness How can we save money? 	<p><u>Term Six: <i>Changing Me</i></u></p> <p><u>Lifecycles: Plants, animals and humans:</u></p> <ul style="list-style-type: none"> Looking and comparing different growth cycles.
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Understanding right from wrong:

- Do the right thing. Making choices in relation to social situations. (age appropriate)
- How are decisions made? Peer pressure, different influences

- Valuing relationships; discussing current relationships and relationships with those who have passed away/lost contact with

Friendships:

- Having a voice and standing up for what is right.
- Trust, appreciation, and 'safe/unsafe' secrets
- What is conflict within friendships?

- Exploring disabilities and how it can effect/inspire (age-appropriate)

Exploring Gender/gender roles:

- Gender based stereotypes
- Gender and the past e.g. women's rights.
- Gender within job roles. Does it matter?

The Law and Safety/risks in wider world:

- Who makes the rules in our lives/community/country
- How do Laws keep us safe as individuals

Emergencies and people that deal with these:

- Understanding and defining emergency
- Can we name all of the emergency services?
- Matching emergencies to the correct service

Staying Safe Online:

- Suitable Websites for age-appropriate play
- What to do if something negative takes place online.
- Do not share personal information - keep yourself safe!
- SMART – internet safety acronym

- Creating a shopping list.
- Looking at basic differences in prices

Jobs:

- Achieving goals now and in the future.
- Aspirations
- Realistic plans for the future.

Animal Rights:

- Why do animals need rights?
- Five Animal welfare needs (Animal welfare act 2006)

Differences and similarities, males and females:

- Body parts, the same and different.

Transition and changes in relation to moving up a class:

- What have I learnt this year?
- What have I got better at?
- What do I want to learn in my next class.
- How do I feel about my next class?
- Why do we need to move on?

