



St Mary's Bryanston Square – PSHE Curriculum Overview Year 4

School Value	<u>Links to PSHE curriculum</u>	<u>Links to School Values</u>	<u>Topic 1</u>	<u>Topic 2</u>
Love HT1	Topic 1 --Mental Wellbeing Topic 2 --Families and people who care for me --Caring Friendships --Respectful Relationships	<p>Discuss the word 'love'. What does this mean to you? Emphasise the importance of love for ourselves as well as love for those around us: families, friends and our communities.</p> <p>This term we will be covering love for ourselves and how relationships vary can display different types of love.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>MENTAL HEALTH</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> that mental health and wellbeing is a normal part of daily life, in the same way as physical health about change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement <p>Children should:</p> <ul style="list-style-type: none"> be able to describe what is meant by mental health and wellbeing understand that events in our lives (such as change and loss) can have an impact on this be able to identify a number of people, including adults from home and adults from outside the home, and friends, who they might choose to talk to when they have difficult or uncomfortable feelings SG 	<p><u>TYPES OF RELATIONSHIPS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about different types of relationships including friends and families, civil partnerships and marriage <p>Children should:</p> <ul style="list-style-type: none"> understand that there are a variety of relationships
Forgiveness HT2	--Respectful Relationships --Mental Wellbeing	<p>Discuss the word 'forgiveness'. What does this mean to you? Put forgiveness in the wider contexts of a range of emotions and talk about different emotions we may experience in different scenarios.</p> <p>Explain that we are going to be discussing different feelings and friendships this term in PSHE.</p>	<p><u>FRIENDSHIPS/INCLUSION</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about discrimination and how to challenge it SG that friendships change over time, including making new friends and having different types of friends respecting the similarities and differences between people that people feel included within healthy friendships; recognise when others may feel lonely or excluded SG 	N/A

		<p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p>Children should:</p> <ul style="list-style-type: none"> • be able to talk about and celebrate differences • be able to talk about friendships with regards to ownership of feelings e.g. 'I feel / I am' rather than 'you make me feel' ^{SG} • have strategies to include children who are feeling lonely or excluded ^{SG} 	
<p>Respect</p> <p>HT3</p>	<p>Topic 1 ..Healthy Eating ..Health and Prevention ..Physical Health and Fitness</p> <p>Topic 2 ..Being a responsible citizen</p>	<p>Discuss the word 'respect'. What does this mean? Explain that we will be learning about respect for ourselves in the choices we make and respect for our local community.</p> <p>Acknowledge that it is also very important to give other people the respect that we could like to receive (link to 'Love your Neighbour as Yourself' part of our school ethos from Mark 12:30-31.)</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>HEALTHY LIFESTYLES</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about what food is healthy and to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet • about what good physical health means and how to recognise early signs of physical illness • how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> • be able to design a series of healthy menus and compare these with each other and the food offered in school • be able to name some of the early signs of physical illness ^{SG} • have some basic knowledge about immunisations and allergies ^{SG} • know how and when to seek support, including which adults to speak to in and outside of school, if they are worried about their health ^{SG} 	<p><u>LOCAL COMMUNITY-SHARED RESPONSIBILITIES</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • to value the different contributions that people and groups make to the community • 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) <p>Children should:</p> <ul style="list-style-type: none"> • consider the school's contribution to protecting the environment

Feeling Safe HT4	<p>Topic 1</p> <ul style="list-style-type: none"> ..Internet Safety and Harms ..Being Safe <p>Topic 2</p> <ul style="list-style-type: none"> ..Mental Wellbeing ..Drug, Alcohol and Tobacco 	<p>What makes us feel safe in school, at home and in our wider community? Gather ideas for how we can be safe. What do children already know? This term we will be discussing how to make smart choices and stay safe on the internet and understands risks of drugs and alcohol.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>RIGHTS AND RESPONSIBILITIES</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> that the internet is an integral part of many people's lives and that it has many benefits about 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 ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to identify the many benefits of the internet recognise that their increasing independence brings increased responsibility to keep themselves and others safe ^{SG} 	<p><u>DRUG EDUCATION – ALCOHOL AND DECISION MAKING</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to understand the effect alcohol has on the body ^{SG} to understand the law and risks relating to alcohol ^{SG} to understand why people choose to use or not use legal drugs such as alcohol ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> know what alcohol is and understand the risks and effects to the body ^{SG} understand that drug use can become a habit which can be difficult to break ^{SG}
Honesty HT5	<p>Topic 1</p> <ul style="list-style-type: none"> ..Respectful Relationships ..Being Safe ..Online Relationships ..Mental Wellbeing <p>Topic 2</p> <ul style="list-style-type: none"> ..Internet Safety and Harms 	<p>Discuss the word 'honesty'. What does this mean?</p> <p>This term we are going to look at how to resist pressure from others. Also we are going to look at the media and how some things we read are not factual and honest and how to recognise this. We will also look at the risks of giving away personal information.</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p>	<p><u>PERSUASION AND PRESSURE</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) ^{SG} that their actions affect themselves and others ^{SG} about the concept of 'keeping something confidential or secret' ^{SG}, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to demonstrate some basic techniques for resisting pressure ^{SG} know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know ^{SG} 	<p><u>MEDIA AND ME</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> about how the media influences decisions ^{SG} about sources of persuasion including the media ^{SG} the importance of protecting personal information, including passwords, addresses and images ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> be able to hold a debate on a topical issue be able to recognise some persuasive media tactics e.g. on television adverts ^{SG} deepen their understanding of risk by recognising, predicting and assessing risks in different situations ^{SG} and deciding how to manage them responsibly

Curiosity HT6	<p>Topic 1 ..Mental Wellbeing ..Changing Adolescent Body</p> <p>Topic 2 ..Mental Wellbeing ..Careers</p>	<p>Discuss word 'curiosity'. What does this mean to you? Can link to Aspirations, what future career would you like to learn about? What makes you interested in that career?</p>	<p><u>GROWING AND CHANGING</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • some basic facts about puberty ^{SG} • about strong feelings and mood swings ^{SG} <p>Children should:</p> <ul style="list-style-type: none"> • know about some emotional and physical changes that happen during puberty ^{SG} 	<p><u>ASPIRATIONS</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them • about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades, strengths and qualities, ways in which stereotypical assumptions can deter people from certain jobs) <p>Children should:</p> <ul style="list-style-type: none"> • be able to challenge stereotypes in the workplace
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Blue = Relationships Education

Purple = Health Education

Orange = Other Areas of PSHE

SG = contributes to safe guarding

BV = contributes to British Values