Caslon PSHE and RSE Curriculum

Year 4

<mark>Highlighted lessons to be taught Summer 2021</mark>

Order of Delivery	Essential skills and attributes	Objectives	Content
1	Self-organisation Team working Empathy and compassion Values and beliefs Identify risk	For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).	**How can I ensure school is a safe and happy place to be?** School rules (reasons behind them), develop class charters, jobs and responsibilities of teachers/pupils. How can pupils help teachers and make a valuable contribution? Creating a positive classroom ethos. Rules and laws to keep people safe. What happens if rules and laws are broken. What steps can be taken to change the rules? Democracy and how everyone has a say in the making of rules. *Resources - UNCRC Rights of the Child*
2	Values, beliefs, decisions and actions.	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).	**Can I explain my rights?** Everyone has human rights. Children have their set of rights. What rules/laws are in place to protect children and why? Rights that relate to their lives are important. Importance of speaking out when rights are broken. Our individual responsibility in relation to our rights and those of others.
3	Respect for others Making decisions	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (L9). To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing (L10). Education for a Connected World: Online Reputation I can recognise that information can stay online and could be copied. I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	**What communities do I contribute to?** Explore communities that we are a part of – in school and wider. What does it mean to be in 'community'. What are our responsibilities? Skills, attributes and positive actions within our school community/class. What difference can we make to each other in our communities? What online communities are we a part of? How do we contribute to those? Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/online-reputation/

		I can describe what is appropriate to say and do in different online settings / platforms (e.g. opinions, values, information, shares, 'likes', 'forwards').	
		Online relationships: I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).	Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/online-relationships/
4	Resilience Self-regulation Respect for others Empathy and compassion	To work collaboratively towards shared goals (R11). To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).	How can I contribute towards shared goals? What shared goals mean in a class or group. What it means to negotiate, compromise and work towards a win-win solution. When might a compromise be necessary? Who can help us come to a compromise or negotiate? Might we need to calm down first?
5	Healthy self-image Risk management Making decisions	To understand what positively and negatively affects their physical, mental and emotional health (H1). For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2). Education for a Connected World: Health, wellbeing an lifestyle: I can explain how using technology can be a distraction from other things, in both a positive and negative way. I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. I can assess the benefits of and potential problems with sites or apps that intend to promote positive well-being (e.g.	What makes a 'balanced lifestyle'? What are healthy choices; diet, use of time, mental health, physical activity? Reasons to make healthy choices. Short term and long term consequences of people's choices upon their health and fitness. What influences us to make healthy/unhealthy choices? How can we ensure we are taking informed decisions/making informed choices? What might this look like in my online activity? Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/health-well-being-and-lifestyle/

		wellness apps, fitness trackers, meditation / relaxation apps).	
6	Self-improvement Self-regulation Resilience Healthy self-image Making decisions	To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).	**When do I need to make healthy choices?** What makes up a balanced diet. Healthy eating plate. Opportunities to make choices around foods. What influences choices about foods (role of advertising?) Explore terms such as 'fatty', 'sugary', 'good' and 'bad' foods. What does the body need regularly to maintain good health? When might this be a challenge for someone personally? How should we treat others who may struggle with healthy eating?
7	Self-organisation Management of risk	To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).	**How can I manage my own hygiene?** Hygiene routines. That germs can cause illnesses. Preventing the spread of bacteria and viruses. Impact on their own health and that of others. Consider hygiene in the context of wider body and with consideration for puberty/changes. What should be done on daily basis/weekly basis to maintain good hygiene?
8	Self organisation Risk management	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7). To be able to recognise and respond appropriately to a wider range of feelings in others (R1). Education for a Connected World: Online Relationships: I can explain how someone's feelings can be hurt by what is said or written online. I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.	**When can I experience strong emotions?** Wider range of feelings, both good and not so good. Conflicting feelings at the same time. How we can describe our feelings to others. Comparing intensity of feelings. How can we share our feelings in a positive and constructive manner? Is it okay to express our feelings online? *Suggested resources:* *PHSE Mental Health and Wellbeing Lesson 2* *Project Evolve: Online Relationships*

9	Self-regulation Empathy and compassion	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4) To recognise that their actions affect themselves and others (R7). Education for a Connected World: Online Bullying: I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat). I can describe how bullying may change as we grow older and recognise when it is taking place online.	LINK TO ANTI-BULLYING WEEK (switch weeks as needed) **What is the impact of bullying?** Positive relationships, friendships and how to maintain these. What are the qualities of good friendships? How can we solve problems in our relationships in a healthy manner? What sorts of things constitute unhealthy relationships and bullying? In what ways can people be bullied? How does bullying affect feelings, self-esteem, confidence, etc. How might bullying be different when done online? *Suggested resource:* *I'm not Invited, Dian Cain Bluthenthal* *Anti-Bullying Alliance* *Project Evolve Resources:* *https://projectevolve.co.uk/toolkit/resources/years/4/online-bullying/*
10	Resilience Self-regulation Recognising influences Identifying help and support Self-organisation	To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk (L6). To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities (L7).	**Can I behave however I choose to?** What is anti-social behaviour including behaviour which may be discriminatory? How does it impact our communities and the feelings of local residents? Our communities are our collective responsibility How can we each take responsibility? Potential consequences of ant-social behaviour. People have the right to feel safe in their neighbourhoods. Who can we go to about anti-social behaviours?
11	Resilience Empathy and Compassion Respect for others	To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10). To work collaboratively towards shared goals (R11).	**How can I value the opinions and feelings of others?** Working as part of group, involving everyone fairly. (Good team-work strategies) Agreeing/disagreeing. Listening and considering people's feelings before responding. How can we constructively challenge without upsetting/offending others? Seeing thing from someone else's point of view can be valuable. Importance of valuing others' opinions even when we don't agree/like them. How might we agree/disagree/ share our opinions online?

		Skills for employability	To learn how to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices (L8) Education for a Connected World: Online Relationships: I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion. Managing online information: I can explain how 'liking', 'sharing' or 'forwarding' online content can change people's opinions of someone (e.g. contribute to or damage their online reputation).	If lots of people share an opinion, does that mean it is true? Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/online-relationships/ https://projectevolve.co.uk/toolkit/resources/years/4/managing-online-information/
12		Resilience Self-regulation Empathy and Compassion.	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).	**How do we respond to loss in our lives?** Types of changes that happen in life and feelings associated with this. Importance of sharing feelings and not keeping them in. Show empathy towards others. Specific focus on bereavement and loss. How does it feel to be separated from those we love? How can we offer support and understanding to others who may be experiencing loss? Recommended texts: I will always love you/Badgers Parting Gift/Seal Surfer
13		Healthy self-image Values and beliefs Unhelpful thinking traps Managing influences Assessing validity of information	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves(H4). To explore and critique how the media present information (L17) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18). Education for a Connected World: Self-image and identity:	**Can I explain how people portray false images?** That images in the media do not necessarily reflect reality. Understand that images in the media can be changed, adapted, altered. False images can be used to influence our thinking about products/places. Comparison of real/altered images (more in context of holiday brochures, recipe books, adverts) Recognise why images might be changed? When might this become an issue for people. Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/self-image-and-identity/

		I can give examples of how the internet and social media can be used for positive self-promotion. I am aware that a person's online activity, history or profile (their 'digital personality') will affect the type of information returned to them in a search or on a social media feed, and how this may be intended to influence their beliefs, actions and choices. I can explain how anyone can curate and experiment with their identity online and why they might wish to do this.	
14	Self-improvement

Resilience

Self-regulation

Healthy self-concept | For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5). | **How can I learn from my mistakes?**
Reflect on how to tackle mistakes/improve myself.
What would I like to achieve by the end of year?
Personal actions to help them improve.
Learning from our mistakes
Work with other to achieve goals.
Recommended texts: Little by Little, Amber Stewart Michael, Tony Bradman |
| 15 | Identifying unhelpful thinking traps

Healthy self-concept

Valuing and respecting diversity

Empathy and Compassion

Identifying risk | To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13).

To recognise and challenge stereotypes (R16).

Education for a Connected World: Self image and identity:
I can explain how my online identity can be different to my offline identity.

Online Relationships:
I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. e.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion. | **What contributes to a person's identity?**
Similarities and differences between people.
These make us special/unique/individual.
Being friends with those who are different from us – increased understanding, tolerance, richness.
Recognise where we may have some prejudices and stereotypes e.g. girls can't play football, mums do the ironing, boys can't like pink.
Valuing all differences including race, religion, gender, regions and nationalities.
How do different people categorise their identity?
Recommended Text:
The story of Ferdinand, Munro Leaf
The Paperbag Princess, Robert Munsch
Prince Cinders, Babette Cole

Project Evolve Resources:
https://projectevolve.co.uk/toolkit/resources/years/4/self-image-and-identity/

And

https://projectevolve.co.uk/toolkit/resources/years/4/online-reputation/ |

16	Identifying unhelpful thinking traps Valuing and respecting diversity Values and beliefs, decisions and actions.	To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom (L11). To think about the lives of people living in other places, and people with different values and customs (L12).	**Why should we appreciate diversity?** Appreciate difference and diversity. What different cultures, customs and values do people have? Traditions within cultures that may be different from our own (none of these should cause hurt or upset). Respecting the customs and traditions of others. Special times and celebrations. What do we like about different traditions?
17	Resilience Peer influence Self-regulation Getting help Making decisions	How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13). To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14) Education for a Connected World: Online Relationships I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship. I can recognise healthy and unhealthy behaviour in relationships and assess when the use of technology is becoming coercive and / or controlling (e.g. obsessive communication via online platform or text, using location apps to monitor and manipulate). I can explain when this is abusive, and strategies for getting help and support.	**Where can negative pressures come from?** Understanding feelings that suggest there is negative pressure and how to manage this. When might something be unhealthy or dangerous? That pressure can come from ourselves, not just from others/desire for approval. Who can we talk to when under pressure? Noticing feelings of discomfort as our body's warning system. Threats and dares and how to deal with them. Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/online-relationships/
18	Resilience Healthy self-concept Accessing help	For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).	**In what ways will I change as I grow?** Changes that happen in puberty. Growth and change in the human life cycle. That bodily changes during puberty are part of the body preparing for adulthood and to have babies. What bodily changes happen during puberty? Recap external body changes and hormones. Your private parts are private!

	Analysis			May want to begin wearing more 'grown up clothes and feelings towards opposite gender may begin to change.
19	Resilience Healthy self-concept Accessing help Analysis	For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18) To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).		**What changes will happen during puberty?** Becoming an 'adolescent and going through 'puberty'. Physical changes that will occur to the body externally. Menstruation/Wet Dreams Feelings and emotions will also change due to hormones. How might these affect us – moods, teary, etc. Your private parts are private! Recommended resource: *Changing and Growing Lesson 1*
20	Build and maintain healthy relationships Empathy and compassion Accessing help.	To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8). To learn about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). Education for a Connected World: Privacy and Security: I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can explain what a strong password is and demonstrate how to create one. Managing online information: I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others. I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.		**How can I stay healthy and safe?** Roles of people in school and community to help us stay safe and healthy. How can I be responsible and enable those people to do their jobs effectively? About the difference between acceptable and unacceptable physical contact. Importance of 'own space' and 'privacy'. Unacceptable physical contact is aggressive, hurtful and without permission. Who can we trust? Who can't we trust? Helplines – Childline, NSPCC, Barnardos Project Evolve Resources: https://projectevolve.co.uk/toolkit/resources/years/4/privacy-and-security/ and https://projectevolve.co.uk/toolkit/resources/years/4/managing-online-information/
21	Resilience Identifying positives and risk Values, beliefs,	To learn what is meant by the term 'habit' and why habits can be hard to change (H16) To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)		**What constitute bad habits?** Identify bad habits which are more serious and have bigger consequences? About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco, energy drinks, e-cigarettes, shisha/e-shisha). What is meant by a 'drug'. Why might people take them? Risks associated with drugs. That they can be harmful. How/where to seek support if they are worried about someone else and drugs. Breaking some bad habits might require help.

	decisions and actions.		
22	Making decisions Self-organisation Values and beliefs, decisions and actions	For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13). To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14). To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15). Education for a Connected World: Health, wellbeing and lifestyle: I can explain why products and services people purchase online may not meet UK health and safety standards and why this can be risky. I can evaluate the risks associated with online gambling including the accumulation of debt and critically evaluate the marketing of this industry.	**How can I manage my money effectively?** Role of money and management of money. Ways we get money. Choosing what to buy. Being a critical consumer. Fairtrade products. Getting a good value for money. Looking at different packets/prices, etc. Purchasing familiar brands/product vs getting the best deal. Getting what you want/need could mean saving – how can we do this? *Suggested resources:* *Natwest Moneysense* *Lloyds Bank – Moneysmart Kids*
23	Link between values and beliefs, decisions and actions. Enterprise skills	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15). To learn what is meant by enterprise and begin to develop enterprise skills (L16).	**What role can I take in caring for our planet?** Sustainability of the environment across the world. Identify earth's resources and how they are used. Focus on plastic pollution. Positives and negatives of using plastic. What can be done in school to help environmental sustainability. What responsibility can we take for our environment/community? *Idea:* *Schedule a 'litter pick'/'trash mob' for local area. (could liaise with other year groups for this)*
24	Resilience Making decisions Getting help	To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone having an asthma attack?** St John's Ambulance First Aid Lesson 1 – Asthma https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-asthma-first-aid-lesson-plan-and-teaching-resources/

	Risk assessment	To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21).	
25	Resilience Making decisions Getting help Risk assessment	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I provide basic life support?** St John's Ambulance First Aid Lesson 2 – Basic Life Support https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-basic-life-support-first-aid-lesson-plan-and-teaching-resources/
26	Making decisions Getting help and support Assessing risk.	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone with bites/stings?** St John's Ambulance Lesson 3 – Bites and Stings https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bites-and-stings-first-aid-lesson-plan-and-teaching-resources/
27	Making decisions Getting help and support Assessing risk	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone who is bleeding?** St John's Ambulance Lesson 4 – Bleeding https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-bleeding-first-aid-lesson-plan-and-teaching-resources/
28	Making decisions Getting help and support	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	**How can I help someone who may be choking?** St John's Ambulance Lesson 5 – Choking https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-choking-first-aid-lesson-plan-and-teaching-resources/

	Assessing risk		
29	Making decisions

Getting help and support

Assessing risk | To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).

To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).

To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21). | **How do I get help in a health emergency?**
St John's Ambulance
Lesson 6 – Emergencies and calling for help
https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/ks2-calling-for-help-lesson-plan-and-teaching-resources/ |
| 30 | Accessing help and support

Managing influence

Identifying risk

Self-regulation | To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).

To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R9)

To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy (R21). | **When should a secret be kept?**
Extend their understanding of secrets to include confidentiality.
When it is okay to agree to keep a secret or not.
We shouldn't keep secrets that we feel uncomfortable about.
Identify strategies for speaking up if a secret should not be kept.
Who could we tell? |

Where there is space for additional lessons in the annual timetable, teachers may use their professional judgement to do further lessons on content which they feel is necessary for their unique cohort.