

# Year 4 PSHE Curriculum

## Term 1 - Resilience

Lesson 1 (resilience) - Y3 lesson highlights the difference between a resilient response and a reaction that lacks resilience. Y4 lesson shows how resilience can benefit your life (learning, relationships, fun).

Lesson 2 (emotions) - Y3 lesson illustrates the connection between emotions and actions. Y4 lesson explains that emotions are not good or bad, they can all be helpful or unhelpful.

Lesson 3 (triggers and tornado zone) - Y3 lesson outlines what to do when someone falls into the Tornado Zone. Y4 lesson includes a recap of the Tornado Zone and then explores a range of different triggers.

Lesson 4 (the arena)- Y3 lesson emphasises the benefits of the Arena. Y4 lesson identifies the barriers to the Arena and teaches strategies to manage them.

Lesson 5 (road to success)- Y3 lesson explains the steps out of the Pit of Failure. Y4 lesson shares the damage caused by the fear of failure and the steps to deal with these specific thought gremlins.

Lesson 6 (facing mistakes)- Y3 lesson states that there are two responses to a mistake. Y4 shares the skills required to take responsibility for mistakes.

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| <b>End Point</b> <ul style="list-style-type: none"> <li>● I know the importance of resilience</li> <li>● I know how to identify triggers</li> <li>● I know how to respond positively to a mistake</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Careers</b> <ul style="list-style-type: none"> <li>● Environment: Ecologist (children create a product of their choice to encourage the protection of orangutans)</li> <li>● Creative: Interpreter (story for different interpreters and then greeting each other in sign language)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                          |
| <p><b>1: Resilience</b></p> <p><b>I will know the importance of resilience</b></p> <ul style="list-style-type: none"> <li>● Resilience is the ability to be successful when facing challenges.</li> <li>● Some examples of life's challenges and resilient thinking related to these             <ul style="list-style-type: none"> <li>○ finding something hard - <i>e.g. challenges are a good thing</i></li> <li>○ making a mistake - <i>e.g. making mistakes helps me to learn</i></li> <li>○ unkind words - <i>e.g. I am going to take a deep breath before acting</i></li> </ul> </li> <li>● Identify the resilient statements with a tick or cross.</li> <li>● How resilience can improve your life:             <ul style="list-style-type: none"> <li>○ resilience helps you to learn new things</li> <li>○ resilience makes life interesting</li> <li>○ resilience helps you to develop positive relationships</li> </ul> </li> <li>● Discussion on how you can build your resilience.</li> </ul> | <p><b>Being human: content</b></p> <p>mistakes, unkindness, resilience, resilient, lacks, reaction, Improve, statement</p>                                                                                                                                                                        |
| <p><b>2: Emotions</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Being human: curious</b></p>                                                                                                                                                                                                                                                                |

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| <p><b>I will know that emotions can be helpful and unhelpful</b></p> <ul style="list-style-type: none"> <li>● An emotion is what a person is feeling.</li> <li>● Everybody feels sad, everybody feels worried, everyone feels scared - the important thing about emotions is not which emotions we feel but how we respond to them.</li> <li>● All emotions can be helpful and unhelpful - it depends on how we choose to use them (<i>e.g. fear can be helpful when we cross the road but it can be unhelpful if it stops us sleeping</i>).</li> <li>● Children explain how different emotions can be helpful or unhelpful.</li> <li>● We can't control what we feel but we can choose how we respond.</li> </ul>                                                                                                                                                                        | <p>emotions, sad, happy, excited angry, worried, favourite</p>                                                         |
| <p><b>3: Triggers and Tornado Zone</b></p> <p><b>I will know my triggers</b></p> <ul style="list-style-type: none"> <li>● Triggers make people fall into the Tornado Zone</li> <li>● A trigger is an event that causes a significant emotional reaction</li> <li>● Examples of triggers (e.g. being told to tidy your bedroom)</li> <li>● Three steps when your Tornado Zone has been triggered:             <ul style="list-style-type: none"> <li>○ 1. press pause and breathe</li> <li>○ 2. walk away</li> <li>○ 3. only act when you are in the Chill Zone</li> </ul> </li> <li>● It is important to know your own triggers because you can then see the Tornado Zone coming <b>before</b> it strikes - this will give you time to react calmly</li> <li>● There might be more than one trigger</li> <li>● Reflect on the triggers for other important people in your life</li> </ul> | <p><b>Being human: enraged</b></p> <p>Tornado Zone, Pressure Zone Chill Zone, angry, deep breath, finally, trigger</p> |
| <p><b>4: The Arena</b></p> <p><b>I will know how to tackle the barriers to the Arena</b></p> <ul style="list-style-type: none"> <li>● The Arena is the place where you find the courage to have a go.</li> <li>● The benefits of the Arena:             <ul style="list-style-type: none"> <li>○ learning a new skill</li> <li>○ making new friends</li> <li>○ feeling confident/empowered</li> </ul> </li> <li>● Different thought gremlins can stop us from getting in the Arena:             <ul style="list-style-type: none"> <li>○ 1. getting the answer wrong</li> <li>○ 2. being laughed at</li> <li>○ 3. being too keen</li> <li>○ 4. anxiety:</li> </ul> </li> <li>● Steps in the Arena             <ul style="list-style-type: none"> <li>■ spot the uncomfortable emotions</li> <li>■ press pause</li> <li>■ catch, check and change the gremlin</li> </ul> </li> </ul>       | <p><b>Being human: perplexed</b></p> <p>Press pause, Arena, confident, empowered, anxiety, keen</p>                    |
| <p><b>5: Road to Success</b></p> <p><b>I will know how the fear of failure can lead to bad outcomes</b></p> <ul style="list-style-type: none"> <li>● The fear of failure is when negative thoughts affect your actions.</li> <li>● The word 'fail' can affect your emotions (<i>e.g. sad, disappointed, angry</i>).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Being human: self-trust</b></p> <p>fail, fear of failure, bounce back, shame, practice, embrace failure</p>      |

- The word 'fail' can impact your thoughts (*e.g. everyone is watching and I'm scared I will make a mistake; everyone will laugh at me if I play*).
- The negative outcome of fear of failure is that you will perform badly because you are worried *e.g. about being laughed at*.
- Different events can trigger fear of failure thoughts which then lead to negative outcomes (*e.g. doing something for the first time, performing in front of others, taking a test, going to a party where you don't know many people, etc*).
- Everybody feels the fear of failure - but we can take steps to help us:
  - 1. catch the bubble of emotion (*scared, nervous, fearful*)
  - 2. breathe
  - 3. remember that failure is the first step to success

#### 6: Facing Mistakes

##### I will know how to respond positively to a mistake

- A mistake is a wrong action (*unkind actions, damaging something, breaking a school rule*).
- The two responses to a mistake: *face the mistake or hide from the mistake*.
- Your last mistake is your best teacher.
- Taking responsibility for your mistakes is the wise thing to do but it can be hard
  - 1. recognise the emotion explosion (*regret, shame, sadness, fear, worry - these emotions can lead to hiding from your mistake*)
  - 2. take a deep breath (*this relaxes the body and gives you time to think before you act*)
  - 3. go and tell someone about the mistake and apologise to the person that you hurt
  - 4. think about how you could improve your actions next time (*e.g. next time, I won't play so close to the windows*)

#### Being human: dread

mistake, apologise, shame, regret, taking responsibility, hide from the mistake

#### End Point

- I know the importance of resilience
- I know how to identify triggers
- I know how to respond positively to a mistake

#### Assessment

- PHSE Journals and class discussions

## Term 2 - Relationships

Lesson 1 (families and people who care) - Y3 lesson defines and then outlines the importance of family. Y4 lesson recognises the different types of families including adopted parents and foster parents.

Lesson 2 (online relationships)- Y3 lesson underlines the danger signs of online relationships. Y4 lesson explains why some people behave differently online (no teachers online, nobody will know it is me etc.).

Lesson 3 (bullying) - Y3 lesson highlights the differences between emotional and physical bullying. Y4 lesson underlines the impact on the victims of bullying.

Lesson 4 (collaboration) - Y3 lesson encourages the use of collaboration skills to build a free-standing tower. Y4 lesson encourages the use of collaboration skills to design and create a board game.

Lesson 5 (stereotypes) - Y3 lesson builds the awareness for children to recognise a range of different stereotypes. Y4 lesson examines the negative impact of stereotyping to the individual. Lesson 6 (violence) - Y3 lesson identifies the causes of violence (not getting what you want, unkindness, jealousy etc.). Y4 lesson highlights the physical and emotional impact of violence to its victims.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know that there are different types of family and how to recognise stereotypes</li> <li>● I know the impact of bullying on victims</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>● Social care: Aid worker (planning of a humanitarian fundraising event)</li> <li>● Trade: Mechanic (story to underline the importance and skills required to be a mechanic)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                             |
| <p><b>1. Families and People Who Care</b></p> <p><b>I will know the different types of families</b></p> <ul style="list-style-type: none"> <li>● A family is two or more people related by birth, marriage or adoption residing in the same home             <ul style="list-style-type: none"> <li>○ A single parent family is a family with one parent</li> <li>○ A family with adopted/fostered children is a family that have children from another family                 <ul style="list-style-type: none"> <li>■ Adoption is when a child from one family joins another family permanently</li> <li>■ Fostering is when a child from one family joins another family temporarily</li> </ul> </li> <li>○ A same-sex parent family is a family with same gender parents</li> <li>○ A family headed by grandparents is a family who have grandparents as parents</li> </ul> </li> <li>● Intolerant people are scared of anything different and think they are always right</li> <li>● If you don't feel safe at home, you should talk with a trusted adult</li> <li>● Childline: 0800 1111</li> </ul> | <p><b>Being human: belong</b></p> <p>Childline, tolerance, intolerant, safe, foster parents, adopted, same sex, gender, single parent, grandparent</p>                                                                                               |
| <p><b>2. Online Relationships</b></p> <p><b>I will know that people can behave differently online</b></p> <ul style="list-style-type: none"> <li>● The internet is a good thing because you can learn, research, get help with your homework, stay in touch with people etc.</li> <li>● People can think that they can behave differently behind a screen             <ul style="list-style-type: none"> <li>○ people won't know it is me</li> <li>○ nobody can see me</li> <li>○ there are no teachers online</li> </ul> </li> <li>● What you can do if someone is rude to you online - show a trusted adult, use the report button, don't reply</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Being human: uncertain</b></p> <p>online relationship, rude, report button</p>                                                                                                                                                                 |
| <p><b>3. Bullying</b></p> <p><b>I will know the impact on victims of bullying behaviour</b></p> <ul style="list-style-type: none"> <li>● A victim is the person the unkind behaviour happens to.</li> <li>● The impact of bullying on the victim:             <ul style="list-style-type: none"> <li>○ can't sleep</li> <li>○ anxious about school</li> <li>○ do not trust anyone</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Being human: shame</b></p> <p>bullying, repetitive, victim, upsetting, deliberate, harmful, cruel, tease, impact</p>                                                                                                                           |

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| <ul style="list-style-type: none"> <li>○ can't eat</li> <li>○ outbursts (Tornado Zone)</li> <li>● Victims of bullying will have different reactions to events (thoughts and actions) because of the bullying</li> <li>● What you should do if you see bullying</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                             |
| <p><b>4. Collaboration</b></p> <p><b>I will know how to apply collaboration to complete a group task</b></p> <ul style="list-style-type: none"> <li>● Collaboration is when people work together to complete a task</li> <li>● Collaboration skills: <ul style="list-style-type: none"> <li>○ be positive</li> <li>○ communicate about the task (plan together)</li> <li>○ support and LISTEN to others</li> <li>○ avoid acting in the Tornado Zone <ul style="list-style-type: none"> <li>■ 1. <i>breathe</i></li> <li>■ 2. <i>pause before acting</i></li> <li>■ 3. <i>only act in the Chill Zone</i></li> </ul> </li> </ul> </li> <li>● Why collaboration is important</li> <li>● Children work in groups to create a board game with the resources available</li> </ul> | <p><i>Being human: invisible</i></p> <p>collaboration, sharing, support, listening, positive, communicate, Tornado Zone</p> |
| <p><b>5. Stereotyping</b></p> <p><b>I will know why stereotypes are harmful</b></p> <ul style="list-style-type: none"> <li>● A stereotype is a judgement about someone because of how they look</li> <li>● Stereotyping is a bad thing because you are judging someone before you know them and because it can stop people doing what they love to do</li> <li>● The world is full of stereotypes but we can stop them impacting our behaviour: <ul style="list-style-type: none"> <li>○ remember that everyone deserves respect</li> <li>○ focus on a person's behaviour, not what they look like</li> </ul> </li> </ul>                                                                                                                                                   | <p><i>Being human: dehumanise</i></p> <p>stereotype, judgement, judging, respect, behaviour, appearance</p>                 |
| <p><b>6. Violence</b></p> <p><b>I will know the impact of violence</b></p> <ul style="list-style-type: none"> <li>● Violence is an action that hurts or damages someone or something.</li> <li>● The impact of violence on the victim is both physical and emotional.</li> <li>● Violence can make people feel scared to do what they would usually do.</li> <li>● It is not ok to use violence when we fall into the Tornado Zone. Use the steps out of the Tornado Zone and you will be able to solve challenges in positive ways.</li> </ul>                                                                                                                                                                                                                             | <p><i>Being human: disgust</i></p> <p>violent, physical impact, Tornado Zone, causes, emotional impact, victim</p>          |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know that there are different types of family and how to recognise stereotypes</li> <li>● I know the impact of bullying on victims</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                             |

## Term 3 - Mental Wellbeing

Lesson 1 (expressing yourself) - Y3 lesson helps children identify the right person to talk to when they are feeling upset/frustrated/stressed. Y4 lesson explains the impact of bottling up emotions.

Lesson 2 (thought gremlins) - Y3 lesson lists the different thought gremlins. Y4 lesson informs children on how to tackle thought gremlins.

Lesson 3 (values) - Y3 lesson challenges the children to decide the values that are most important to them. Y4 lesson challenges children to write down examples of key values to live by.

Lesson 4 (gratitude) - Y3 lesson gets children to think about the relationships that they are thankful for and why. Y4 lesson states how the use of gratitude can boost wellbeing.

Lesson 5 (challenges) - Y3 lesson pinpoints three specific challenges (failing, making a mistake and change) that happen to everyone. Y4 lesson examines the difference between embracing a challenge and a victim mentality.

Lesson 6 - (circle of kindness) Y3 lesson lists the habits that help reduce the chances of getting sick. Y4 lesson focuses on how kindness can be applied in many times/areas in school.

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| <b>End Point</b> <ul style="list-style-type: none"> <li>I know the dangers of bottling up emotions and how to positively tackle Thought Gremlins</li> <li>I know that we have a choice when dealing with challenges</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Careers</b> <ul style="list-style-type: none"> <li>Creative: TV presenter (children create their own talent shows in groups with two presenters)</li> <li>Social care: Probation officer (study on the challenges and rewards of being a probation officer)</li> </ul> |
| <p style="text-align: center;"><b>New Knowledge Content</b></p> <p style="text-align: center;">What will the pupils know at the end of this unit that they didn't know before?</p> <p style="text-align: center;"><b>Skill development</b></p> <p style="text-align: center;">How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p style="text-align: center;"><b>Vocabulary</b></p>                                                                                                                                                                                                                      |
| <p><b>1. Expressing Yourself</b></p> <p><b>I will know the dangers of bottling up emotions</b></p> <ul style="list-style-type: none"> <li>Bottling up means to keep an emotion inside instead of expressing it</li> <li>There can be different reasons to avoid expressing our emotions (<i>e.g. not wanting to appear emotional or weak, feeling it is easier to hide feelings and try to forget about the situation, parents/carers will be concerned, not knowing how to start the conversation</i>)</li> <li>It is important to express emotions:             <ul style="list-style-type: none"> <li>Bubbles of emotion get bigger and bigger if they are not expressed</li> <li>Talking to someone helps you to process what you are feeling and why</li> </ul> </li> <li>There are different ways of expressing your emotions: talking, creating, writing, moving your body</li> </ul> | <p><i>Being human: connection</i></p> <p>emotions, bottling up, express</p>                                                                                                                                                                                               |
| <p><b>2. Thought gremlins (worrying thoughts)</b></p> <p><b>I will know how to positively tackle thought gremlins</b></p> <ul style="list-style-type: none"> <li>A thought gremlin is an unhelpful thought that focuses on the negative and harms our mental health</li> <li>Steps to calm a thought gremlin:             <ul style="list-style-type: none"> <li>See the gremlin</li> <li>Click your internal pause button</li> <li>Take a deep breath and then...</li> <li>Challenge the gremlin</li> </ul> </li> <li>How to challenge the thought gremlin - put your attention on thoughts that will help</li> <li>What the loudest thought gremlins are for me and how I can challenge them</li> </ul>                                                                                                                                                                                    | <p><i>Being human: insecure</i></p> <p>thoughts, gremlins, challenge, positive</p>                                                                                                                                                                                        |
| <p><b>3. Values</b></p> <p><b>I will know key values to live by</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Being human: proud</i></p>                                                                                                                                                                                                                                          |

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| <ul style="list-style-type: none"> <li>• A value is a type of behaviour that we would like to show</li> <li>• There are range of positive values (e.g. <i>determined, kind, resilient, respectful, honest, patient, reliable, courage, calm, positive, generous, confident, loyal, independent</i>)</li> <li>• Write an example of each value - brave is..., kind is..., resilient is... etc.</li> <li>• How to identify the most important values to me and why</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                      | <p>values, determined, kind, resilient, respectful, honest, patient, reliable, courage, calm, positive, generous, confident, loyal, independent</p> |
| <p><b>4. Gratitude</b></p> <p><b>I will know how to use gratitude to boost my well-being</b></p> <ul style="list-style-type: none"> <li>• Gratitude is being thankful for the things we have</li> <li>• Gratitude boosts our wellbeing: <ul style="list-style-type: none"> <li>○ Helps us feel positive emotions which reduces stress and improves our mood</li> <li>○ Helps us build positive relationships</li> <li>○ Helps us deal with life's challenges</li> </ul> </li> <li>• We can think with gratitude (gratitude thoughts) and without gratitude</li> </ul>                                                                                                                                                                                                                                                                                                            | <p><i>Being human: grateful</i></p> <p>gratitude, thankful, positive, relationships, gratitude thoughts</p>                                         |
| <p><b>5. Challenges</b></p> <p><b>I will know that we have a choice when dealing with challenges</b></p> <ul style="list-style-type: none"> <li>• A challenge is something new and difficult which requires effort and determination</li> <li>• We all face challenges: making a mistake / failing / change / other people</li> <li>• We can tackle challenges by embracing the challenge or with a victim mentality</li> <li>• A victim mentality is when a person thinks the world is always against them - this can be harmful for our mental health</li> <li>• To embrace the challenge, we should: <ul style="list-style-type: none"> <li>○ 1. spot the emotion</li> <li>○ 2. press pause and take three deep breaths</li> <li>○ 3. challenge the victim thoughts</li> </ul> </li> <li>• Mental health can be impacted if you live life through victim mentality</li> </ul> | <p><i>Being human: stress</i></p> <p>mistakes, changes, challenges, embrace the challenge, victim mentality</p>                                     |
| <p><b>6. Circle of Kindness</b></p> <p><b>I will know why the Circle of Kindness is important for the community</b></p> <ul style="list-style-type: none"> <li>• The Circle of Kindness is the community we <b>all</b> build to make us feel safe and happy at school</li> <li>• Kindness - like all PSHE skills - is something that we have to practice every day</li> <li>• There are many different times in school where kindness can be used – playground, classrooms, sports day, younger pupils etc.</li> <li>• The Circle of Kindness encourages people to come to school because they are coming into a community that is safe.</li> </ul>                                                                                                                                                                                                                              | <p><i>Being human: relaxed</i></p> <p>wellbeing, community, practice, encourages, absent</p>                                                        |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>• <b>I know the dangers of bottling up emotions and how to positively tackle Thought Gremlins</b></li> <li>• <b>I know that we have a choice when dealing with challenges</b></li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                     |

## Term 4 - Health Education

Lesson 1 (sleep) - Y3 lesson illustrates the difference in the behaviours between a fresh Otto and a tired Otto. Year 4 lesson shows the impact of tiredness on our thoughts. It also examines strategies to help you make good decisions when you are tired.

Lesson 2 (healthy eating) - Y3 lesson emphasises the importance of fruits and vegetables for our body and wellbeing. Y4 lesson examines what consists of a balanced diet.

Lesson 3 (exercise) - Y3 lesson explains how exercise boosts our mood and wellbeing. Y4 lesson stresses the importance of stretching and gives children a range of stretches they can do.

Lesson 4 (harmful habits) - Y3 lesson lists the dangers of spending too much time in front of screens (addiction, lack of exercise etc.). Y4 lesson focuses on the dangers of smoking.

Lesson 5 (internet safety) - Y3 lesson recaps the dangers of the internet and then provides strategies to keep safe when online. Y4 lesson explains why children should comply with age restrictions.

Lesson 6 (keeping safe) - Y3 lesson recaps the dangers in the house (Y1) and then guides children on how to reduce the risks. Y4 lesson defines an emergency and states how to respond to an emergency.

### End Point

- I know how to be healthy and how smoking is unhealthy
- I know why we should comply with age restrictions on the internet
- I know how to respond to an emergency

### Careers

- Business and finance: Accountant (Given a budget to create a new hotel chain - location, chef, hotel cars etc)
- Law and legal: Equalities officer (scenarios that show the importance of tolerance/diversity in the workplace)

### New Knowledge Content

What will the pupils know at the end of this unit that they didn't know before?

### Skill development

How they will show and apply their new knowledge

### Vocabulary

### 1: Sleep

#### I will know how tiredness impacts our thinking

- School children need between 9-11 hours of sleep each night
- If we don't get enough sleep, we are irritable, fall out with our friends and are more likely to fall into the Tornado Zone, we struggle to concentrate and focus, we get ill, and be tired and 'can't be bothered' or give up easily
- Tiredness also affects the way we think: a tired person will think differently to a fresh person
- When we feel tired, we should:
  - catch the tiredness
  - give yourself more time before you act
  - make sure you go to bed early tonight!

### Being human: gloomy

sleep, tiredness, fresh, behaviour, attitudes

**2. Healthy Eating****I will know how to identify a balanced diet**

- Each of the different food groups helps us to stay healthy
  - Fats and sugars give us energy but are high in fat and too much fat leads to obesity
  - Dairy helps to build and maintain bones, keep healthy teeth and maintain a healthy blood pressure
  - Fish and meat provide protein, which helps to build and repair the body; meat does also contain fat
  - Fruit and vegetables help with a healthy digestion, powerful immune system, a healthy weight and healthy skin
  - Grains provide energy (carbohydrates) and fibre which helps the digestion system
- It is important to have a balanced diet so that our body gets the nutrients it needs
- A balanced diet can help to boost your mental health

**Being human: perfectionism**

diet, healthy, balanced, obesity, grain, fruit and vegetables, dairy, fish and meat, fats and sugars, digestion, weight, protein, energy, carbohydrate, digestion, fibre, immune system

**3. Exercise****I will know why stretching is important**

- There are different types of exercise (e.g. stretching, strength, running)
- Stretching is important
  - flexibility - this allows you to move well
  - relaxes your body - it can relax any tense muscles that you have
  - helps to warm up the body - it will increase blood flow to the muscles and prepare them for physical activity and prevent injury
  - posture - improves posture: standing tall rather than arched back and forward head
- Poor posture leads to back pain, digestive problems and breathing problems
- Stretching makes you feel relaxed and good about yourself
- Children participate in a stretching session

**Being human: empowered**

stretch, flexibility, strength, relax, muscles, tense, blood flow, injury, posture, neck, shoulders, back, hamstrings, quads, ankles

**4: Harmful Habits****I will know the dangers of smoking.**

- Smoking is one of the biggest causes of death and illness in the UK
- Dangers of smoking:
  - The heart - smoking causes plaque to build up in your blood vessels so the heart has to work harder and this puts it under pressure
  - The lungs - smoking damages the cilia (tiny hairlike structures which keep the lungs clean) which leads to lungs being filled with tar
  - The skin - smoking reduces the amount of oxygen that gets to your skin so it ages more quickly and looks grey and dull. It also slows the healing process, causes wrinkles and premature ageing, can cause hair loss, and stains the teeth.
  - The cost - it is now £12.50 for a pack of 20 cigarettes
- People are warned about the dangers but still smoke - causes include peer pressure and addiction
- When you smoke you inhale a chemical called nicotine which immediately rushes to the brain, producing a short feeling of pleasure and reducing stress and anxiety - the more you smoke, the more your brain becomes used to the nicotine so you have to smoke more to get the same effect

**Being human: anxious**

smoking, dangers, heart, plaque, blood vessels, lungs, cilia, tar, skin, oxygen, wrinkles, premature ageing, hair loss, expense, peer pressure, addiction, nicotine, chemical

**5: Internet Safety****I will know why we should comply with age restrictions on the internet****Being human: bored**

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| <ul style="list-style-type: none"> <li>● Comply means to follow a set of rules or laws</li> <li>● Age restrictions help us to recognise that something on the internet is harmful</li> <li>● Children might watch age-restricted videos or films with older siblings or to show off. Peer pressure might also push children to watch inappropriate content</li> <li>● Age restricted content can be harmful for children to use: <ul style="list-style-type: none"> <li>○ anxiety - you are your brain are not ready to watch the age restricted content and this leads to anxiety and can affect your sleeping</li> <li>○ stranger danger - people might not be who they say they are online <ul style="list-style-type: none"> <li>■ It is important to report stranger danger to a trusted adult - be honest, be clear, be thorough</li> </ul> </li> <li>○ copying negative behaviour - this can lead to others being hurt</li> </ul> </li> </ul> | <p>internet, danger, images, inappropriate, comply, age-restricted, harmful, anxiety, stranger danger, report, negative behaviour</p> |
| <p><b>6: Keeping Safe</b></p> <p><b>I will know how to respond to an emergency</b></p> <ul style="list-style-type: none"> <li>● An emergency is a serious and often dangerous situation requiring immediate action.</li> <li>● Call 999 in an emergency.</li> <li>● Emergencies shock us and create red mist which can make it hard to make the right decision.</li> <li>● Dealing with an emergency (<i>e.g. fire alarm, someone with a weapon, getting lost, someone hurt, violence</i>): <ul style="list-style-type: none"> <li>○ 1. Stop and take two long deep breaths. This blows away some of the red mist. If someone is shouting, make sure you listen.</li> <li>○ 2. Check your own safety before you act.</li> <li>○ 3. Look around to see whether an adult can help.</li> <li>○ If it is an emergency, dial 999</li> </ul> </li> <li>● Deciding if scenarios are an emergency and you should phone 999 or not.</li> </ul>                | <p><b>Being human: surprised</b></p> <p>emergency, ambulance, red mist, respond, violence, dial, 999</p>                              |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● I know how to be healthy and how smoking is unhealthy</li> <li>● I know why we should comply with age restrictions on the internet</li> <li>● I know how to respond to an emergency</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>● PHSE Journals and class discussions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                       |

## Term 5 - Caring Friendships

Lesson 1 (friendships) - Y3 lesson pinpoints the difference between a healthy and unhealthy friendship. Y4 lesson explains how to apply boundaries to relationships.

Lesson 2 (empathy) - Y3 lesson builds empathy skills to recognise how someone is feeling. Y4 lesson highlights how people respond to events in different ways.

Lesson 3 (reporting) - Y3 lesson builds on Y2 by asking children to decide whether to report someone in a range of scenarios. Y4 lesson gets children to decide which response option to select when someone makes a bad choice (report, talk to a friend, ignore).

Lesson 4 (honesty) - Y3 lesson unpicks why people are not always honest (to avoid trouble or to impress someone). Y4 lesson examines why people cheat and the consequences of not playing fairly.

Lesson 5 (peer pressure) - Y3 lesson examines what peer pressure looks like. Y4 lesson unpicks why our thoughts can be influenced in response to peer pressure.  
Lesson 6 (conflict) - Y3 lesson provides strategies to manage moments of conflict. Y4 lesson states the differences between calm and stormy conflict and provides ways of responding with calm conflict.

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| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>I know how to maintain effective relationships with boundaries, empathy and support</li> <li>I know how peer pressure influences my thoughts</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>Social care: Nurse (Scenarios that elicit the challenges and rewards of working as a nurse)</li> <li>Transport: Air traffic controller (British Airways have asked for an on-flight video on the role of an ATC)</li> </ul> |
| <p><b>New Knowledge Content</b></p> <p>What will the pupils know at the end of this unit that they didn't know before?</p> <p><b>Skill development</b></p> <p>How they will show and apply their new knowledge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Vocabulary</b></p>                                                                                                                                                                                                                                                                 |
| <p><b>1. Friendships</b></p> <p><b>I will know how to apply relationship boundaries</b></p> <ul style="list-style-type: none"> <li>Identify unhealthy actions in a friendship through Grace's Story</li> <li>Discussion about unbalanced relationships</li> <li>A friendship boundary is a calm and clear statement of your needs</li> <li>Setting friendship boundaries <ul style="list-style-type: none"> <li>press pause, deep breath and listen carefully</li> <li>make your point clearly and calmly</li> <li>hold your boundary</li> </ul> </li> <li>Explain that setting boundaries is hard but a crucial element of healthy relationships</li> </ul> | <p><b>Being human: boundaries</b></p> <p>relationship, healthy, abuse, statement, beliefs, boundaries, unhealthy, unbalanced, needs</p>                                                                                                                                                  |
| <p><b>2. Empathy</b></p> <p><b>I will know that people respond to events in different ways</b></p> <ul style="list-style-type: none"> <li>Empathy is knowing how someone else is feeling</li> <li>Act out the following emotions - shame, jealous, excited, joy</li> <li>Example of how two people feel opposite emotions for the same event.</li> <li>Children use knowledge of facial expressions (y2 and y3) to explain why someone is feeling the emotion stated.</li> <li>Empathy is important because it helps us show compassion and consequently improves our relationships.</li> </ul>                                                              | <p><b>Being human: lonely</b></p> <p>empathy, thoughts, anxious, reactions, emotions, frustrated, relationships</p>                                                                                                                                                                      |
| <p><b>3. Reporting</b></p> <p><b>I will know what to do when someone makes the wrong decision</b></p> <ul style="list-style-type: none"> <li>Reporting is when you tell someone about something</li> <li>Dissect the problems associated with reporting every small thing <ul style="list-style-type: none"> <li>you may not be right</li> <li>friends will stop trusting you</li> <li>some mistakes are accidents and not that important</li> </ul> </li> <li>Three possible options when someone makes a mistake <ul style="list-style-type: none"> <li>report</li> <li>talk to a friend</li> </ul> </li> </ul>                                            | <p><b>Being human: heartbreak</b></p> <p>empathy, report, accident, justify, trusted, ignore, explain</p>                                                                                                                                                                                |

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| <ul style="list-style-type: none"> <li>○ ignore</li> <li>● Discussion on why it is important to report an incident when someone has made a really poor choice, which has caused harm to someone else</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                         |
| <p><b>4. Honesty</b><br/> <b>I will know how to play games honestly</b></p> <ul style="list-style-type: none"> <li>● Being honest is when we are truthful in what we say and do</li> <li>● Elicit the opposite to honesty.</li> <li>● Discuss examples of dishonesty</li> <li>● Children act out examples of cheating</li> <li>● People cheat because they are: <ul style="list-style-type: none"> <li>○ desperate to win</li> <li>○ unmotivated and can't be bothered</li> <li>○ anxious about losing/failing</li> </ul> </li> <li>● Consequences of cheating <ul style="list-style-type: none"> <li>○ punishment</li> <li>○ people will not want to play with you</li> <li>○ guilt</li> </ul> </li> <li>● Steps to avoid cheating <ul style="list-style-type: none"> <li>○ recognise that you are about to do it</li> <li>○ press pause and breathe</li> <li>○ remind yourself of the consequences</li> </ul> </li> </ul> | <p><i>Being human: trust</i></p> <p>honest, cheating, desperate, guilty, dishonest, anxious, impress, unmotivated</p>   |
| <p><b>5. Peer Pressure</b><br/> <b>I will know how peer pressure influences my thoughts</b></p> <ul style="list-style-type: none"> <li>● Elicit the definition of peer pressure</li> <li>● Peer pressure is when people your age try to make you act in a certain way</li> <li>● Children act out examples of peer pressure</li> <li>● Peer pressure triggers thought gremlins</li> <li>● Discuss positive thought and thought gremlin triggered by the scenarios.</li> <li>● Steps to manage peer pressure <ul style="list-style-type: none"> <li>○ recognise the peer pressure and breathe</li> <li>○ identify the right action</li> <li>○ calmly and kindly hold the boundary</li> </ul> </li> <li>● Some will resent you for making the right decision but people who are pushing you to make the wrong decision are not friends.</li> </ul>                                                                            | <p><i>Being human: fitting in</i></p> <p>peer pressure, negative, triggers, boundary, positive, influence, identify</p> |
| <p><b>6. Conflict</b><br/> <b>I will know that there are two types of conflict</b></p> <ul style="list-style-type: none"> <li>● Conflict is a disagreement between people</li> <li>● Elements of stormy conflict <ul style="list-style-type: none"> <li>○ shouting</li> <li>○ poor listening</li> <li>○ insults</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><i>Being human: defensive</i></p> <p>stormy, disagreement, solution, trigger, calm, empathise, jealous, regret</p>   |

- no solution
- Not all conflict needs to be stormy. Conflict is also an important part of healthy relationships.
- Stormy conflict happens when two Tornado Zones meet and can lead to anger, guilt, shame, regret
- Elements of calm conflict:
  - breathe - conflict can trigger your Tornado Zone so take a deep breath to give yourself the time to respond calmly
  - active listening - listen carefully to the other person and try not to interrupt them
  - empathise - put yourself in their shoes to help decide whether they are being fair
  - find a solution - if you can't, agree to disagree

**End Point**

- I know how to maintain effective relationships with boundaries, empathy and support
- I know how peer pressure influences my thoughts

**Assessment**

- PHSE Journals and class discussions

## Term 6 - Living in the Wider World

Lesson 1 (tolerance) - Y3 lesson highlights the reason that everybody should be treated equally. Y4 lesson highlights the benefits of living in a diverse area.

Lesson 2 (care for community) - Y3 lesson asks children to describe the difference between a caring and uncaring community. Y4 lesson explains the impact of living in an uncaring community.

Lesson 3 (wellbeing online) - Y3 lesson identifies children's rights online. Y4 lesson identifies the risks on online gaming.

Lesson 4 (money) - Y3 lesson explains the difference between needs and wants when it comes to spending money. Y4 lesson shows the risks associated with money (money stolen, lending money etc.).

Lesson 5 (winning and losing) - Y3 lesson examines why some people make bad decisions when they lose (envy, let family down etc.). Y4 lesson is a rock, paper, scissors tournament where children examine their emotions and thoughts when they win or lose.

Lesson 6 (change) - Y3 lesson highlights what happens to emotions/thoughts when there is change. Y4 lesson encourages children to describe a resilient response to change.

**End Point**

- I know that diversity is a good thing
- I know how to manage change in a resilient manner

**Careers**

- Creative - Film director (Direct a film from a storyboard that is provided - Lion and the Mouse)
- Social Care - Diver (Story that elicits the different roles in the job)

**New Knowledge Content**

What will the pupils know at the end of this unit that they didn't know before?

**Skill development**

How they will show and apply their new knowledge

**Vocabulary****1. Appreciating Difference / Tolerance****I will know the benefits of diversity**

- Diversity means difference. People can be diverse in many ways.
- Diversity in the population

***Being human: compassion***

benefits, compassion, diversity, traditions, permission, tolerance, beliefs

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| <ul style="list-style-type: none"> <li>○ height</li> <li>○ race</li> <li>○ age</li> <li>○ religion</li> <li>○ gender</li> <li>○ language</li> <li>○ family</li> <li>○ disability</li> <li>● Ways of showing tolerance</li> <li>● Benefits of living in a diverse place - food, pop singers and footballers, share and learn about traditions, increase in tolerance etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |
| <p><b><u>2. Care for Community</u></b></p> <p><b>I will know the impact of an uncaring school community</b></p> <ul style="list-style-type: none"> <li>● Community is a group of people living or working together in the same area.</li> <li>● Caring for our school community includes: <ul style="list-style-type: none"> <li>○ hanging coats up</li> <li>○ putting books away</li> <li>○ respecting school resources</li> <li>○ showing empathy to others</li> </ul> </li> <li>● Welcome to Uncaring Primary School <ul style="list-style-type: none"> <li>○ vandalism</li> <li>○ no resources to use</li> <li>○ selfish attitude to one another</li> <li>○ messy corridors and classrooms</li> </ul> </li> <li>● Describe what Caring Primary School looks like in comparison</li> <li>● Children create a tour of Caring and Uncaring Primary Schools</li> <li>● How would being a student at Uncaring Primary School impact your well-being?</li> </ul> | <p><i>Being human: focused</i></p> <p>community, environment, resources, selfish, empathy, vandalism, compassion</p>                                                          |
| <p><b><u>3. Wellbeing Online</u></b></p> <p><b>I will know the risks of online gaming</b></p> <ul style="list-style-type: none"> <li>● The reason why people use the internet <ul style="list-style-type: none"> <li>○ communication</li> <li>○ learning</li> <li>○ entertainment</li> </ul> </li> <li>● Internet entertainment includes: <ul style="list-style-type: none"> <li>○ videos</li> <li>○ games</li> </ul> </li> <li>● The risks of online gaming <ul style="list-style-type: none"> <li>○ communicating with strangers</li> <li>○ cyberbullying and trolling</li> <li>○ scams</li> <li>○ screen addiction</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                   | <p><i>Being human: inspired</i></p> <p>Communication, entertainment, cyberbullying, scams, screen addiction, purchases, critically consider, report, Press Pause, process</p> |

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| <ul style="list-style-type: none"> <li>○ in-game purchases</li> <li>● Children develop skills to critically consider their choices online and learn the importance of reporting anything that makes them feel uncomfortable.</li> <li>● Press Pause, process and then report to a trusted adult.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                       |
| <p><b>4. Money</b></p> <p><b>I will know the risks associated with money</b></p> <ul style="list-style-type: none"> <li>● Different ways to pay for things           <ul style="list-style-type: none"> <li>○ cash</li> <li>○ debit card</li> <li>○ credit card</li> </ul> </li> <li>● A credit card allows you to use money that you are borrowing from the bank.</li> <li>● A debit card uses money that you already have in the bank.</li> <li>● Benefits of having money           <ul style="list-style-type: none"> <li>○ options</li> <li>○ security</li> </ul> </li> <li>● Dangers/risks of money           <ul style="list-style-type: none"> <li>○ lying about how much you have</li> <li>○ lending money and not being paid back</li> <li>○ having money stolen</li> <li>○ gambling - risking money in a game, contest or activity where the end result depends on chance. Some get addicted to gambling.</li> </ul> </li> </ul> | <p><i>Being human: tense</i></p> <p>tense, reduce, credit card, gambling, risk, debit card, addicted</p>              |
| <p><b>5. Winning and Losing</b></p> <p><b>I will know how winning and losing impact my emotions</b></p> <ul style="list-style-type: none"> <li>● Children participate in a rock, paper, scissor championships</li> <li>● Identify the actions of a resilient loser and an empathetic winner.</li> <li>● During the event children write down the different emotions that they feel.</li> <li>● Is it ok to be angry when you lose?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p><i>Being human: frustrated</i></p> <p>tournament, empathetic, resilient, shame, emotional awareness</p>            |
| <p><b>6. Change</b></p> <p><b>I will know how to describe a resilient response to change</b></p> <ul style="list-style-type: none"> <li>● Examples of change           <ul style="list-style-type: none"> <li>○ new school</li> <li>○ moving house</li> <li>○ new sibling born</li> <li>○ having a different teacher</li> </ul> </li> <li>● Change is hard because it triggers lots of emotions in us</li> <li>● Our job is to give ourselves time and space so that we can deal with change in a resilient manner.</li> <li>● Children are then given a scenario and they have to write a resilient response to change and a reaction that lacks resilience.</li> </ul>                                                                                                                                                                                                                                                                    | <p><i>Being human: embarrassed</i></p> <p>change, screen time, nervous system, triggers, emotion, stress, signals</p> |
| <p><b>End Point</b></p> <ul style="list-style-type: none"> <li>● <b>I know that diversity is a good thing</b></li> <li>● <b>I know how to manage change in a resilient manner</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                       |

**Assessment**

- PHSE Journals and class discussions