

Y4 Medium Term Plan PSHCE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>What makes me ME! (formerly Diversity World)</p> <p><u>Making choices (formerly Conformatron control)</u></p> <p><u>SCARF Hotel (formerly Diversity World Hotel)</u></p> <p><u>Harold's Seven Rs</u></p> <p><u>My school community (1)</u></p> <p><u>Basic first aid</u></p>	<p><u>Danger, risk or hazard?</u></p> <p><u>Picture Wise</u></p> <p><u>How dare you!</u></p> <p><u>Medicines: check the label</u></p> <p><u>Know the norms (formerly Tell Mark II)</u></p> <p>Keeping ourselves safe</p> <p>Raisin challenge (2)</p>	<p><u>An email from Harold!</u></p> <p>Ok or not ok? (part 1)</p> <p>Ok or not ok? (part 2)</p> <p><u>Human machines</u></p> <p><u>Different feelings</u></p> <p>When feelings change</p> <p>Under pressure</p>	<p><u>Can you sort it?</u></p> <p>Islands</p> <p>Friend or acquaintance?</p> <p><u>What would I do?</u></p> <p><u>The people we share our world with</u></p> <p>That is such a stereotype!</p>	<p>Who helps us stay healthy and safe?</p> <p><u>It's your right</u></p> <p><u>How do we make a difference?</u></p> <p><u>In the news!</u></p> <p><u>Safety in numbers</u></p> <p><u>Logo quiz</u></p> <p><u>Harold's expenses</u></p>	<p><u>Moving house</u></p> <p>My feelings are all over the place!</p> <p>All change!</p> <p>Period positive</p> <p>Secret or surprise?</p> <p>Together</p>
<p>L1</p> <ul style="list-style-type: none"> Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>L2</p> <ul style="list-style-type: none"> Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. <p>L3</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate). 	<p>L1</p> <ul style="list-style-type: none"> Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. <p>L2</p> <ul style="list-style-type: none"> Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. <p>L3</p> <ul style="list-style-type: none"> Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares. <p>L4</p> <ul style="list-style-type: none"> Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). 	<p>L1</p> <ul style="list-style-type: none"> Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. <p>L2</p> <ul style="list-style-type: none"> Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. <p>L3</p> <ul style="list-style-type: none"> Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. <p>L4</p> <ul style="list-style-type: none"> Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. <p>L5</p> <ul style="list-style-type: none"> Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. 	<p>L1</p> <ul style="list-style-type: none"> Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. <p>L2</p> <ul style="list-style-type: none"> Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. <p>L3</p> <ul style="list-style-type: none"> Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. <p>L4</p> <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; 	<p>L1</p> <ul style="list-style-type: none"> Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. <p>L2</p> <ul style="list-style-type: none"> Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these. <p>L3</p> <ul style="list-style-type: none"> Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. <p>L4</p> <ul style="list-style-type: none"> Define the word <i>influence</i>; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. <p>L5</p>	<p>L1</p> <ul style="list-style-type: none"> Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change. <p>L2</p> <ul style="list-style-type: none"> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. <p>L3</p> <ul style="list-style-type: none"> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens. <p>L4</p> <ul style="list-style-type: none"> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. <p>L5</p> <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference

<div>L4</div> <div><ul style="list-style-type: none">Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</div> <div>L5</div> <div><ul style="list-style-type: none">Define what is meant by the word 'community';Suggest ways in which different people support the school community;Identify qualities and attributes of people who support the school community.</div>	<div>L5</div> <div><ul style="list-style-type: none">Understand some of the key risks and effects of smoking and drinking alcohol;Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)</div> <div>L6</div> <div><ul style="list-style-type: none">Describe stages of identifying and managing risk;Suggest people they can ask for help in managing risk.</div> <div>L7</div> <div><ul style="list-style-type: none">Understand that we can be influenced both positively and negatively;Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</div>	<div>L6</div> <div><ul style="list-style-type: none">Demonstrate a range of feelings through their facial expressions and body language;Recognise that their feelings might change towards someone or something once they have further information.</div> <div>L7</div> <div><ul style="list-style-type: none">Give examples of strategies to respond to being bullied, including what people can do and say;Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</div>	<div>L5</div> <div><ul style="list-style-type: none">Suggest strategies for dealing with someone who is behaving aggressively.</div> <div>L6</div> <div><ul style="list-style-type: none">List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</div> <div>L6</div> <div><p>Understand and identify stereotypes, including those promoted in the media.</p></div>	<div>L6</div> <div><ul style="list-style-type: none">Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;Recognise that they can play a role in influencing outcomes of situations by their actions.</div> <div>L6</div> <div><ul style="list-style-type: none">Understand some of the ways that various national and international environmental organisations work to help take care of the environment;Understand and explain the value of this work.</div> <div>L7</div> <div><ul style="list-style-type: none">Define the terms 'income' and 'expenditure';List some of the items and services of expenditure in the school and in the home;Prioritise items of expenditure in the home from most essential to least essential.</div> <div>L8</div> <div><ul style="list-style-type: none">Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';Understand how a payslip is laid out showing both pay and deductions;Prioritise public services from most essential to least essential.</div>	<div></div> <div><ul style="list-style-type: none">between a safe and an unsafe secret;Recognise how different surprises and secrets might make them feel;Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</div> <div>L6</div> <div><ul style="list-style-type: none">Understand that marriage is a commitment to be entered into freely and not against someone's will;Recognise that marriage includes same sex and opposite sex partners;Know the legal age for marriage in England or Scotland;Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</div>
PSHCE Visits and Visitors					

