

Year 4

Whenever relevant, PSHE lessons will make explicit reference to linked **British Values** and to **‘protective factors’** - the things that children have or can build in their lives that create a ‘protective shield’ against known risks. The **Resilience Framework** (Hart & Blincow) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM *Living in the Wider World – Belonging to a community; Money, work and aspirations*

November: Anti-Bullying Week

Overarching objective:

- L1** 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.
- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
 - PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).
 - Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of autumn term:

- * Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.
- * Introduce the term *protective factors* and explain in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs Respectful, Caring, Curious and Co-operative

What gives us our identity?



L9 To learn what being part of a community means, and about the varied institutions that support communities locally and nationally




L11 To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

- To explain what is meant by ‘community’
- recognise that we all belong to different communities as well as our school community
- describe the skills and attributes that help to support communities and where they see these in action (school/local community)
- identify individuals and groups that have helped their local community
- explain why people may ‘volunteer’ or choose to work for / with the community
- describe what difference this makes to others
- To identify that the UK is made of people from different religious and ethnic identities and recognise that this makes the UK a richly diverse community
- identify reasons why people might move from one place to another
- recognise that this has happened for many thousands of years (people have always moved from one place / country to another)

British Values
Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance of faiths and beliefs

Ash Grove Values
Respectful
Caring
Curious
Co-operative

- Which groups do you belong to – at school, at home, in the wider community?
- What similarities and differences are there between different groups in the community?
- What gives us our identity?
- What do we mean by a ‘multicultural’ and ‘diverse’ society?
- What are the benefits of living in a diverse society?
- How/what have different groups contributed to the UK’s culture?
- What cultural customs do we all share?

		<ul style="list-style-type: none"> • identify some of the ways people can show respect for different cultures and identities • participate in a celebrating the range of different identities and cultures in the UK 	
Online Safety - Media literacy and digital resilience - How much does the media and online world reflect reality? + Computing curriculum autumn term			
<p>How much does the media and online world reflect reality?</p>  	<p>L18 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</p> <ul style="list-style-type: none"> • To describe the different ways people find out information and news about people, places and events • give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase) • identify how this is done (e.g. emotive language in adverts) • identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip) • suggest some important questions we should ask when we see images, programmes or articles in the media <p>Online Safety Class Charter to be made and signed by whole class (including adults) during autumn term, and regularly referred to throughout the year.</p>	<p>British Values</p> <p><i>Democracy</i> <i>Rule of law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance of faiths and beliefs</i></p> <p>See Education for a Connected World document, column 2 Pages 7 <i>Self image and identity</i> 12 <i>Online relationships</i> 17 <i>Online reputation</i> 22 <i>Online bullying</i> 33 <i>Health, wellbeing and lifestyle</i> 38 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of critiquing and questioning online images and information and staying safe online See Be Internet Legends curriculum for activity ideas.</p>	<p>Ash Grove Values</p> <p><i>Respectful</i> <i>Caring</i> <i>Curious</i> <i>Co-operative</i></p>
<p>What decisions can people make with money?</p> 	<p>L13 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</p> <p>L14 For pupils to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</p>	<ul style="list-style-type: none"> • To explain the importance of money in people's lives • identify a range of forms of payment the reasons for using these (other than coins and notes) • explain different ways of keeping track of money and why this is important • identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value') • describe how shops, service, banks and manufactures try to persuade people to buy their products • make decisions about whether something is better 'value for money' than something else <ul style="list-style-type: none"> • To identify situations where someone might want or need to 'save' or 'borrow' money • explain what is meant by 'interest' in relation to saving and borrowing • identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want • describe some of the feelings someone might have about doing this 	<p>British Values</p> <p><i>Democracy</i> <i>Rule of law</i> <i>Individual liberty</i> <i>Mutual respect</i> <i>Tolerance of faiths and beliefs</i></p> <p>Ash Grove Values</p> <p><i>Respectful</i> <i>Caring</i> <i>Curious</i> <i>Co-operative</i></p>

SPRING TERM Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others

February: Safer Internet Day

Overarching objective:

- L1** 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.
- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
 - PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).
 - Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of spring term:

- * Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.
- * Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.
- * Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.
- * Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

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How can friends communicate safely?



R21 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

R9 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’

R12 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

EMOTIONS WALL to be co-created and displayed during Spring Term 1 and referred to throughout the year.

- To give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)
- identify things / times when people might want or need to keep privacy and explain why it is important to respect this
- describe ways people can keep personal boundaries / privacy in different contexts (including online)
- To explain what it means to keep something confidential or secret
- give reasons for when we should/should not agree to keeping something confidential/secret
- describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about and explain why no one should ask us to do this
- identify strategies for speaking up if a secret should not be kept
- give examples of when it is right to change our minds, and when it is ok, or even really important, to break a confidence
- To explain what it means to negotiate
- give examples of compromise that occur in school and home
- demonstrate negotiating a ‘win-win’ outcome
- give examples of where strategies have worked well/not worked in class/the playground
- describe or demonstrate how to give someone feedback and support





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- How should we expect to be treated within a healthy relationship?
- What are our responsibilities towards others to maintain a healthy relationship?
- What do we mean by ‘boundaries’ in friendships and relationships?
- What does ‘consent’ mean in a friendship or other relationship?
- How do you feel if someone doesn’t respect your boundaries?
- How can you make your boundaries clear to other people?
- How can you show respect towards others’ boundaries?
- Where can you get help if someone is not respecting your boundaries?

Online Safety - Media literacy and digital resilience - How much does the media and online world reflect reality?			
<p>How much does the media and online world reflect reality?</p>  	<p>L17 To explore and critique how the media present information</p> <p>L18 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</p> <ul style="list-style-type: none"> To identify different types of media and their different purposes eg to entertain, inform, persuade or advertise Basic strategies to assess whether content online (eg research, news, reviews, blogs) is based on fact, opinion, or is biased That some media and online content promote stereotypes How to assess which search results are more reliable than others To recognise unsafe or suspicious content online How devices store and share information 		<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>See Education for a Connected World document, column 2</p> <p>Pages 7 <i>Self image and identity</i></p> <p>12 <i>Online relationships</i></p> <p>17 <i>Online reputation</i></p> <p>22 <i>Online bullying</i></p> <p>33 <i>Health, wellbeing and lifestyle</i></p> <p>38 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of critiquing and questioning online images and information and staying safe online</p> <p>See Be Internet Legends curriculum for activity ideas.</p>
			<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
<p>How do our choices affect others?</p>  	<p>R7 To learn that their actions affect themselves and others</p>	<ul style="list-style-type: none"> To explain how their actions or choices can hurt others on the outside and on the inside explain steps that can be taken to solve problems where actions have impacted on others identify and demonstrate behaviours and actions that show respect for self and others explain why it is important to 'think before we act' 	
	<p>R10 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</p> <p>R18 How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in</p>	<ul style="list-style-type: none"> To describe what it means to listen well to others explain why it is important to consider other people's point of view recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree identify ways to constructively challenge other peoples' points of view To differentiate between playful teasing, hurtful behaviour and bullying recognise that bullying and aggressive behaviour can be online as well as occurring in physical life 	
		<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p>	<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p> <p><i>How can your feelings affect the way you behave or respond to a situation?</i></p> <ul style="list-style-type: none"> <i>What are some examples of emotional responses?</i> <i>What are some healthy/unhealthy ways of coping with emotional responses?</i> <i>How can different responses make us feel about ourselves?</i> <p><i>* What do you believe about/What is your opinion on ...?</i></p> <p><i>* Where do our beliefs and opinions come from (who and what influences them)?</i></p> <p><i>* Why might someone have a different opinion, view or belief?</i></p> <p><i>* How can you reconsider your own views when you've heard others?</i></p> <ul style="list-style-type: none"> <i>What does discrimination mean?</i>

	<p>person, online and through social media)</p>	<ul style="list-style-type: none"> • recognise what is meant by discrimination and some types of discrimination that exist • identify how this can negatively affect people (e.g. their feelings and aspirations) • explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied • explain where people can get advice and help 	<ul style="list-style-type: none"> • What might people say or do if they are discriminating against someone? (apply to on- and offline behaviour) • Who might experience discrimination? Why? • How might people feel when they experience discrimination? • How can you respond to discriminatory language or behaviour? (apply to behaviour on- and offline) • What does inclusion mean? • How can communities be inclusive?
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SUMMER TERM Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

May: Mental Health Awareness Week

Overarching objective:

L1 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.

- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.

- PSHE discussions may use the structure **A** (Agree with the point made, saying why), **B** (Build on the point with further explanation), **C** (Challenge the point with a counter-argument).

- Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of summer term:

* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.

* Revise the terms *physical health*, *emotional health*, *mental health* and what each of these mean.

* Revise the term *protective factors* in terms of a ‘protective shield’ of things in our lives that help us stay safe, happy and healthy.

* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

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What is risk?

What is danger?



H9 To differentiate between the terms, ‘risk’, ‘danger’, and ‘hazard’

H10 To recognise, predict and assess risks in different situations, decide how to manage them responsibly, and use this an opportunity to build resilience

H11 To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

H21 To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the

- To explain what is meant by risk, danger and hazard
- identify risk in a range of situations
- describe steps that can be taken to reduce the risk or avoid danger
- assess whether they are able to manage the risk themselves and if not, who is responsible
- identify if, when and how to report potential risks, dangers and hazards to others

- To explain why there are rules about safety in different places
- recognise potential consequences of safety rules not being followed
- give examples of when remembering to keep the safety rules might be more challenging, and what people should consider in these situations (eg peer influence)

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Key questions:

- Who is responsible for our behaviour and choices?

	<p>environment (including rail, water and fire safety)</p> <p>H17 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</p>	<ul style="list-style-type: none">• describe and demonstrate how to keep themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks)• identify when, how and who to alert if there is danger• To explain what a drug is (give a definition of ‘drug’)• describe how drugs change the way people feel (for example, more relaxed or more energised)• identify some of the risks associated with drugs common in everyday life• identify some of the laws relating to drugs seen in everyday life• explain someone might choose or not choose to use a drug• identify alternatives to using drugs• identify different behaviours around drug use and when a drug can become harmful• identify where people can get help and support (e.g. smoking cessation services)	<ul style="list-style-type: none">• Who is responsible for our own wellbeing?• Who is responsible for the wellbeing of those around us?• What kinds of actions and choices might affect those around us in positive or harmful ways?• What kind of effects might our actions and choices have on other people?• What do you need to consider when you behave in a certain way or make a particular choice?
Online Safety - Media literacy and digital resilience - How much does the media and online world reflect reality?			
<p>How much does the media and online world reflect reality?</p>  	<p>H4 To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves</p> <ul style="list-style-type: none">* To know about the benefits of safe internet use eg learning, connecting and communicating* how and why images online might be manipulated, altered or faked* how to recognise when images might have been altered* why people choose to communicate through social media, and some of the risks and challenges of doing so* the reasons why social media sites have age restrictions and regulations for use	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>See Education for a Connected World document, column 2</p> <p>Pages 7 <i>Self image and identity</i></p> <p>12 <i>Online relationships</i></p> <p>17 <i>Online reputation</i></p> <p>22 <i>Online bullying</i></p> <p>33 <i>Health, wellbeing and lifestyle</i></p> <p>38 <i>Privacy and security</i></p> <p>Explore and discuss some/all of these issues in the context of critiquing and questioning online images and information and staying safe online</p> <p>See Be Internet Legends curriculum for activity ideas.</p>	<p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>
<p>How will our body and emotions change as we get older?</p>	<p>H8 To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement</p>	<ul style="list-style-type: none">• To describe changes that happen at school, and in life, recognising that change is a natural part of life• describe the feelings that might be associated with change and loss and some ways people express their feelings when there is change	<p>British Values</p> <p>Democracy</p> <p>Rule of law</p> <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of faiths and beliefs</p> <p>Ash Grove Values</p> <p>Respectful</p> <p>Caring</p> <p>Curious</p> <p>Co-operative</p>

	<p>H6 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</p> <p>H18 For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty</p>	<ul style="list-style-type: none"> • explain what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better • demonstrate empathy towards others and their feelings <p><i>Ongoing work this half term around transition/move up day etc and the feelings and behaviours associated with this.</i></p> <ul style="list-style-type: none"> • To describe a range of different feelings (good and not so good) • describe feelings according to their intensity • identify when feelings (good or not so good) might be overwhelming and describe how this can feel • explain that people can also feel lots of different emotions all at once (such as at times of change) • explain the importance of noticing different feelings • describe some positive ways of sharing feelings, recognising that this can help manage them 	<p>GROWING AND CHANGING</p> <p>Christopher Winter lesson plans and resources</p>
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Protective factors from *Department for Education: Mental Health and Behaviour in schools 2018*

PROTECTIVE FACTORS	
INDIVIDUAL FACTORS	
<ul style="list-style-type: none"> * A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others. 	
FAMILY FACTORS	
<ul style="list-style-type: none"> * Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence 	
COMMUNITY FACTORS, INCLUDING SCHOOL	
<ul style="list-style-type: none"> * Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need 	

Resilience Framework: adapted from Hart & Blincow 2007 www.boingboing.org.uk See also pack of related resources linked to five areas.

SPECIFIC APPROACHES	BASICS	BELONGING	LEARNING	COPING	CORE SELF
	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
	Enough money to live	Help child/YP understand their place in the world		Being brave	
		Being safe	Tap into good influences	Engage mentors for children/YP	Solving problems
	Access & transport	Keep relationships going	Map out career or life plan		Putting on rose-tinted glasses
		The more healthy relationships the better		Fostering their interests	Help the child/YP to know her/himself
	Healthy diet	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	
	Exercise and fresh air	Get together people the child/YP can count on		Highlight achievements	Remember tomorrow is another day
		Responsibilities & obligations	Lean on others when necessary		
	Enough sleep	Focus on good times and places	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
Play & leisure	Make sense of where child/YP has come from				
Being free from prejudice & discrimination	Predict a good experience of someone or something new				
		Make friends and mix with other children/YPs			
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

The Mental Health Continuum Model

