



Year 4 Ash Grove Academy PSHE Education Curriculum

Whenever relevant, PSHE lessons in Year 4 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

Overarching objective:

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.*

Start of autumn term: Co-build class rules and Rights Respecting Class Charter

To learn how they can contribute to the life of the classroom and school

- give reasons for why it is a shared responsibility to contribute to the classroom and school life
- identify the different contributions that pupils make and how this affects the classroom
- explain how class/group rules help them to learn and make the classroom a safe place
- identify what can happen if class/group rules are not followed

Key questions:

- *Why do we need rules?*
- *How do rules help keep communities safe?*
- *Why is it important to take responsibility in a school community?*
- *Why is it important that people care for their school community?*
- *How can someone show that they are contributing to their school community in a positive way?*

First PSHE 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

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

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

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing



Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook

Co-build a Zones of Regulation wall display in the classroom during this unit.

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games.</p> <p>Explain the colours/zones and how we might be moving/feeling in each zone.</p> <p>Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’</p> <p>Finish with going through the ‘check-in’ process for the mornings.</p> <p>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game.</p> <p>Recap zones.</p> <p>Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in.</p> <p>Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in.</p> <p>End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game.</p> <p>Recap zones.</p> <p>Question: Have you ever considered how the zone you are in can impact other people?</p> <p>Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone?</p> <p>Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave?</p> <p>Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>
Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p> <p>Quick scenarios game – which zone would you put this person in?</p> <p>Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss.</p> <p>Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in.</p> <p>Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i></p> <p>Age-appropriate warm-up game</p>



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	<p>Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss. <i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i></p> <p>Ask ‘why do you need a variety of tools in a box?’ <i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i></p> <p>Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the <u>children to use to help themselves</u>. This will help them to regulate their feelings and what zone they are in.</p> <p>Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone.</p> <p>Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i></p> <p>Age-appropriate warm-up game.</p> <p>Play ‘Tools I-spy’ in pairs.</p> <p>Together co-build a class toolkit for each zone.</p> <p>Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</p>

Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document

Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Self-image and identity
	Online relationships
	Online reputation
	Online bullying
	Privacy and security



SPRING TERM

Overarching objective:

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- 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.

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

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

Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing

Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY

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

- 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

Key questions

- 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?



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

- 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)
- 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

Key questions

- *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?*

To learn that their actions affect themselves and others

- 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'

Key questions

- *How can your feelings affect the way you behave or respond to a situation?*
- *What are some examples of emotional responses?*
- *What are some healthy/unhealthy ways of coping with emotional responses?*
- *How can different responses make us feel about ourselves?*

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

- 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



Key questions

- * *What do you believe about/What is your opinion on ...?*
- * *Where do our beliefs and opinions come from (who and what influences them)?*
- * *Why might someone have a different opinion, view or belief?*
- * *How can you reconsider your own views when you've heard others?*

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

- give examples of the sorts of things that people might want to share with 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)

Key questions

- *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?*

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

- 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

How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

- differentiate between playful teasing, hurtful behaviour and bullying
- recognise that bullying and aggressive behaviour can be online as well as occurring in physical life
- 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

Key questions

- *What does discrimination mean?*
- *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?*

SUMMER TERM

Overarching objective:

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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Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.

To differentiate between the terms, 'risk', 'danger', and 'hazard'
To recognise, predict and assess risks in different situations, decide how to manage them responsibly, and use this an opportunity to build resilience
To recognise how their increasing independence brings increased responsibility to keep themselves and others safe

- 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

Key questions:

- *Who is responsible for our behaviour and choices?*
- *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?*

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

- 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)



- 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

Key questions:

- *Who is responsible for our behaviour and choices?*
- *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?*

To learn which, why and how commonly available substances and drugs (including alcohol, tobacco, vaping 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

- 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)

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

- 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

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)

- 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

To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement

- 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
- 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

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

- 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

For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty

GROWING AND CHANGING

Christopher Winter lesson plans and resources



Protective factors from *Department for Education: Mental Health and Behaviour in schools*

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.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	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		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
		The more healthy relationships the better		Fostering their interests	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope	Help the child/YP to organise her/himself	Calming down & self-soothing	
	Healthy diet	Get together people the child/YP can count on		Highlight achievements	Remember tomorrow is another day
	Exercise and fresh air	Responsibilities & obligations	Develop life skills		Lean on others when necessary
		Enough sleep		Focus on good times and places	Have a laugh
	Play & leisure	Predict a good experience of someone or something new		There are tried and tested treatments for specific problems, use them	
Being free from prejudice & discrimination	Make friends and mix with other children/YPs				
NOBLE TRUTHS					
ACCEPTING		CONSERVING	COMMITMENT	ENLISTING	

The Mental Health Continuum Model

