

Eastbury Primary School: PSHE medium term plan Year 4

SUBJECT: PSHE						
Autumn		Spring			Summer	
<p>Topic Title: Healthy me</p> <p>Article 24</p> <p>Key knowledge: Understand how difference friendships are formed and how I fit into them and the friends I value the most. Understand the roles within friendship groups. Understand the affects of smoking. Understand the affects of alcohol. Understand when people are putting pressure on me and explain ways to resist. Understanding morals</p> <p>Key Skills: Leadership skills, making healthy choices, assertiveness, dealing with peer pressure.</p> <p>Key vocabulary:</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the diversity in our school.</p> <p>Activities:</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19 Article 31</p> <p>Topic Title: Children's Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 38 And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships</p> <p>Article 15 Article 16 Article 21 Article 22 Article 25</p> <p>Key knowledge: Understand situations that cause jealousy. Identify people they love and why they are special. Understand how to cope with people I no longer see. Understand how friendship change and how to manage a fall out with friends. Understand what is meant by boyfriend and girlfriend and special relationships</p> <p>Key Skills:</p>	<p>Topic Title: Changing me</p> <p>Article 19 Article 31</p> <p>Key knowledge: Understand the human lifecycle and the changes our bodies go through as we get older. Understand some of the changes our bodies go through during puberty. Beginning to relate puberty to reproduction.</p> <p>Key Skills: Self care, empathy towards the opposite gender.</p> <p>Key vocabulary: Baby, child, teenage, adult, elderly, puberty, hair, voice breaking, breasts, menstruation</p>	

<p>Friendship, roles, leadership, cigarette, smoking, lungs, heart, alcohol, drunk, wasted, peer pressure, assertiveness.</p>	<p>To research and create a written piece about a significant black figure</p>	<p>Activities: Depend on the theme for that year</p>		<p>Coping with jealousy, appreciation of those around me, coping with lost, conflict resolution strategies,</p> <p>Key vocabulary:</p> <p>Jealously, love, appreciate, death bereavement, loss, moved away, conflict, resolution, boyfriend, girlfriend</p>	
<p>Lesson 1:</p> <p>Objective: recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>Activity: Children to complete own friendship chart</p>				<p>Lesson 1:</p> <p>Objective: recognise situations which can cause jealousy in relationships</p> <p>Activity: Allocate one of the scenarios to each group. Set the groups a challenge to problem-solve the situation on their card. Can they</p>	<p>Lesson 1:</p> <p>Objective: To explore the human lifecycle</p> <p>Activity: Order the life cycle of a human. Take a stage and think about what you can do at that stage</p>

						suggest a way forward so the situation can be resolved? Is there a way to manage the jealousy so it doesn't result in unhelpful behaviour?	
<p>Lesson 2</p> <p>Objective: understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p> <p>Activity: children given scenarios. Children identify the roles of the people in the different scenarios. Discuss ways to resolve</p>					<p>Lesson 2</p> <p>Objective: identify someone I love and express why they are special to me</p> <p>Activity: Explain what it is like to lose someone. Think of ways to show we appreciate someone day by day. Make a memory box to remember someone you've lost.</p>	<p>Lesson 2</p> <p>Objective: To identify some basic facts about puberty</p> <p>Activity: Play body part bingo. Display 'body changes pictures' What changes have happened? Children label own picture of a body</p>	
<p>Lesson 3</p> <p>Objective: understand the facts about smoking and its</p>					<p>Lesson 3</p>	<p>Lesson 3</p>	

<p>effects on health, and also some of the reasons some people start to smoke</p> <p>Activity: Children given scenarios about peer pressure and smoking. Children act them out to show how to cope with peer pressure and smoking</p>				<p>Objective: tell you about someone I know that I no longer see</p> <p>Activity: Form the children into small groups and give them the special challenge to create something to put inside Jaz's memory box to remember Tammy.</p>	<p>Objective: To explore how puberty is linked to reproduction</p> <p>Activity: read hair in funny places. Explain about the egg and sperm. Complete body changes worksheet</p>
<p>Lesson 4</p> <p>Objective understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>Activity: Write advice for someone to not give into the pressure of alcohol.</p>				<p>Lesson 4</p> <p>Objective: recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>Activity: Go through scenarios using mend friendships techniques. Finish by</p>	<p>Lesson 4</p> <p>Objective: identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>Activity: Discuss changes that have happened that have been out the children's</p>

					<p>investigating how many of the pairs think the friendship in their scenario should continue and how many think it will have to end. If friendships end, does it have to be on bad terms or can it be an amicable agreement?</p>	<p>control. Discuss ways to cope with these changes</p>
<p>Lesson 5</p> <p>Objectives recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>Activity: Divide the class into small groups and give each group a piece of flip chart paper and a chunky pen. Ask the children to divide the paper into two columns. In one column they should list the features of a 'healthy' (positive) friendship and in the other column, the</p>					<p>Lesson 5</p> <p>Objectives understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>Activity: Look at a list of behaviours and decide whether the behaviours are appropriate for their age. Go through legal ages for marriage etc</p>	<p>Lesson 5</p> <p>Objectives identify what I am looking forward to when I move to my next class</p> <p>Activity: Assessment opportunity</p>

<p><i>features of an 'unhealthy' (negative) relationship.</i></p>					
<p>Lesson 6 Objective <i>know myself well enough to have a clear picture of what I believe is right and wrong</i></p> <p>Activity: <i>Complete assessment activity</i></p>				<p>Lesson 6</p> <p>Objective: <i>know how to show love and appreciation to the people and animals who are special to me</i></p> <p>Activity: <i>Complete assessment activity</i></p>	