

PSHE Year 4 and 5

The aim of our PSHE curriculum is to develop the concepts, skills and attributes set out below. It is vital that pupils have the opportunity to explore their attitudes, values and beliefs about these issues and to develop the skills, language and strategies necessary to *manage* such issues should they encounter them. These concepts, skills and attributes are taught under the themes Health and Well Being, Relationships and Living in the wider community.

- Identity
- Relationships,
- A healthy and balanced lifestyle
- Risk and Safety
- Diversity and Equality
- Rights, responsibilities and consent
- Change and Resilience
- Power
- Career

SMSC

We promote spiritual development:

Through our well-planned Collective Worship programme children are given opportunities to discuss relationships, wellbeing issues and understand how lives are different across the world

Pupils attend church regularly for a variety of different services and work alongside the church and community members
Walled garden – reflection area

We promote moral development:

Through the teaching of our school values on a rolling programme

The use of the 4R's across school

Classroom charters are decided upon each new year and agreed by class members

Through a rolling programme that supports different charities
E safety sessions

We promote social development:

Through the development of playground leaders and school Council children have opportunities to 'have a voice'

The use of Circle time within curriculum subjects as a platform to talk and share ideas,

Visits to Patchett Lodge to work alongside other people in the community

Through the Forest schools sessions children are given opportunities to work collaboratively.

We promote cultural development:

Through the teaching of PSHE children learn to show empathy for others and understand different social and cultural backgrounds,

Children will develop an awareness of different faiths and cultures.

WOW days. Visits.

Autumn 1 and 2

Health and Well being

- about what makes a ‘balanced lifestyle’ • about making choices in relation to health
- about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food
- that images in the media do not necessarily reflect reality
- to recognise their achievements and set personal targets for the future
- about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time • about describing their feelings to others
- about the kinds of change that happen in life and the feelings associated with this
 - about managing risk in familiar situations and keeping safe
- that simple hygiene routines can prevent the spread of bacteria and viruses
- about feeling negative pressure and how to manage this
- about the importance of school rules for health and safety • about how to get help in an emergency about what is meant by a habit • how habits can be hard to change about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) about the changes that happen at puberty
- about keeping safe online
- about people who help them stay healthy and safe
- about different influences on behaviour, including peer pressure and media influence (Y5)
- how to resist unhelpful pressure and ask for help (Y5)
- about the right they have to protect their body (Y5)
- about strategies for managing personal safety – online (Y5)
- what to consider before sharing pictures of themselves and others online (Y5)
- about who is responsible for their health and wellbeing (Y5)
- where to get help advice and support (Y5)
- how to keep safe and well when using a mobile phone (Y5)

Spring 1 and 2

Relationships

Pupils will learn:

- To recognise a wider range of feelings in others
- about responding to how others are feeling that images in the media do not necessarily reflect reality
- about what makes a positive, healthy relationship, including friendships
- how to maintain good friendships
- how actions can affect ourselves and others
- about the difference between acceptable and unacceptable physical contact
- how to respond to unacceptable physical contact
- about the concept of keeping something confidential or secret
- about when they should or should not agree to keeping a secret
- how to listen and respond respectfully to a wide range of people

	<ul style="list-style-type: none"> • about sharing their points of view • about working collaboratively toward shared goals • about solving disputes and conflict amongst themselves and their peers • about differences and similarities between people, but understand everyone is equal about differences and similarities between people, but understand everyone is equal • to recognise bullying • how to respond and ask for help • to recognise and manage dares • about what is meant by 'stereotypes' • about the importance of keeping personal boundaries and the right to privacy • about different types of relationships (friends, families, couples, marriage, civil partnership) (Y5) • about what constitutes a positive, healthy relationship (Y5) • to recognise when a relationship is unhealthy (Y5) • about the skills to maintain positive relationships (Y5)
<p>Summer 1 and 2</p> <p>Living in the wider world</p>	<p>Pupils will learn:</p> <ul style="list-style-type: none"> • to discuss and debate issues concerning health and wellbeing • about the ways in which rules and laws keep people safe • to take part in making and changing rules • that everyone has human rights (and that children have their own set of human rights) • about the UN declaration on the Rights of the Child • what anti-social behaviour is and how it can affect people • how to get help or support • about their responsibilities, rights and duties (home, school and the environment) • about resolving differences – agreeing and disagreeing • about being part of a community • about who works with the local community • To appreciate difference and diversity (people living in the UK) • about the values and customs of people around the world • about the role of money • ways of managing money (budgeting and saving) • about the role of money • ways of managing money (budgeting and saving) • about what is meant by 'interest' and 'loan' • about the sustainability of the environment across the world • What it means to be 'enterprising' • that information presented in the media can be misleading

- | | |
|--|---|
| | <ul style="list-style-type: none">• how anti-social behaviours can affect wellbeing (Y5)• how to handle, challenge or respond to anti-social or aggressive behaviours (Y5)• To appreciate the range of national, regional, religious and ethnic identities of people living in the UK (Y5)• about the lives, values and customs of people living in other places(Y5)• about what is meant by 'interest', 'loan', 'debt' (Y5)• about the importance of looking after money, including managing loans and debts (Y5)• that people pay 'tax' to contribute to society (Y5) |
|--|---|