

YEAR: YEAR 4 **Theme:** Living in the Wider World (Spring)

Purpose: To understand how to be an active, respectful and safe member of the community.

Related Units:

Year 3 – Living in the Wider World (Spring)

Unit overview	Vocabulary		Knowledge, Skills and Concepts
<u>Relationships</u> Our school's PSHE planning is ambitious for all pupils and is coherently planned and sequenced to ensure that pupils build on and gain new knowledge and skills as they progress through primary school. Our curriculum is broad and balanced to ensure that pupils leave primary schools with the knowledge and skills to keep themselves physically healthy, mentally healthy and safe. We also aim to equip our pupils with the knowledge, skills and attitudes they will need to be active, respectful and engaged citizens of modern Britain. Our PSHE curriculum has a wide range of child-centred activities to ensure the learning is enjoyable for pupils. The scheme of work is based on the learning descriptors laid out in the DfE's 'Statutory Relationships, Sex and Health Education guidance'. PSHE is taught as a discrete lesson once a week but also forms an integral part of the values and ethos of our school. The impact of our PSHE curriculum is also seen in the way pupils interact with others, the way in which they keep themselves mentally and physically healthy, the respect pupils have for other people and the way in which pupils can keep themselves and people around them safe.	New Vocabulary • Spending • Essential & non-essential • Saving • Crisis • Hazards • Labelling • Spam and offensive messaging • Getting help • Seeking help • Risks online • Communicating • Trust • Emotions, Feelings • Sharing	Previously Taught (Revise) • Charity • Fundraising • Human rights • Safety • Managing risks • Stereotypes	In this unit, pupils are learning: • To choose a charity to fundraise for and to plan a charity event • To hold and evaluate a fundraising event (Links to School Council) • To understand what we spend money on • To understand ways to save and the benefits of saving • To learn about the different feelings and emotions people experience • To learn about ways of expressing feelings and emotions and why this is important • To identify and resist pressurising and manipulative behavior • To understand how a child's online actions can affect others (Links to online safety/Safer Internet Day) • To understand that not everything online is trustworthy • To make decisions on what they trust online using agreed criteria • To understand how stereotypes can label people

Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Spring > Year 4 - Suggested lesson slides - Suggested resources - Assessment opportunity resources - Use BBC bitesize videos on mental health as additional activities https://www.youtube.com/bbcteach Safer Internet Day materials released annually online around 6-8 weeks before Safer Internet Day. https://www.saferinternetday.org/web/sid/home	LEPS Links - MindUp - Zones of regulation - Worry boxes <u>School Council</u> - Collective worship School Council Pupils in Years 1-6 are involved in fortnightly whole class meetings in which they discuss, collaborate and vote on initiatives related to the school as well as local/global charities to support. Safer Internet Day (Tuesday 9th February, 2021) - Lessons 7 and 8 - Also taught during Computing External Links and Themed Weeks - Fair Trade Fortnight - International Women's Day - NSPCC Speak out Stay Safe - Careers Day - Invite Fire Brigade, Police, Ambulance - Collect for Ealing Foodbank Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	<u>Assessment Opportunities</u> Lesson 1 (Baseline): Draw/write what you know about spending money, getting money etc. Lesson 6 (Summative): Revisit assessment from Lesson 1. Add new learning about money, in different colour. Lesson 7 (Formative): How I can keep myself safe? Lesson 12 (Summative): Responding to a stereotyping scenario (Speech Bubbles) <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.