

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>want</b> – something desired, but not needed.</p> <p><b>need</b> – something that is vital to living an acceptable quality of life. eg. enough food, clothing, housing.</p> <p><b>respect</b> – to show consideration for.</p> <p><b>rights</b> – what someone is entitled to</p> <p><b>rules</b> - a law or direction that guides behavior or action.</p> <p><b>vote</b> - a formal expression of a choice in an election or other group decision.</p>	<p>The difference between their wants and needs.</p> <p>About the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child.</p> <p>Rights come with responsibilities and that these responsibilities affect their actions at home and at school.</p> <p>What the existing classroom or school rules are and talk about why they have been made and what they mean in practice.</p> <p>They will further develop their understanding of democratic decisions and how these affect their</p>	<p>What the difference is between wants and needs.</p> <p>What the United Nations is and its roles in their lives – linked to the Convention of the Rights of the Child.</p> <p>What their responsibilities are when it comes to their rights.</p> <p>The importance of classroom and school rules.</p> <p>What democracy is.</p>	<p><b>Relationships Education:</b></p> <p><b>RR Respectful Relationships</b></p> <p>Explain the difference between wants and needs</p> <p>Explain why rights are important and that they come with responsibilities, at home and at school</p> <p>Express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority</p>

<p><b>opinion</b> - what one thinks about something or somebody; viewpoint. An opinion is not necessarily based on facts. Feelings and experiences usually help a person form an opinion.</p> <p><b>democracy</b> – a country where the population have the right to vote for their ruler.</p> <p><b>decision</b> - the act or result of making up one's mind</p> <p><b>right</b> – what a person is entitled to living in this country.</p> <p><b>responsible</b> - expected to take care of particular duties and jobs.</p> <p><b>School Council</b> – A group of children in a school who help to make decisions.</p>	<p>everyday lives, including experiencing voting and its outcomes in the classroom.</p> <p>What an opinion is and how to share it.</p> <p>How to take part in class discussions and debates about topical issues.</p> <p>What the role of the school council is and consider ways they can be actively involved in school decision making processes.</p>	<p>How democracy is used in their everyday lives, including in the classroom.</p> <p>What a debate is and how to share their opinions in these.</p> <p>What the school council is and its impact on the school.</p>	<p>Explain why rules are needed and be able to identify those which are necessary and useful</p> <p>Participate in making class ground rules and show or explain what following the rules looks like</p> <p>Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting</p> <p>Describe what a representative does.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3/4

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>bullying</b> – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p><b>cyberbullying</b> – bullying that happens online or using electronic communication devices.</p> <p><b>verbal bullying</b> – using words to bully someone</p> <p><b>physical bullying</b> – physically hurting someone – eg. pushing, hitting, kicking</p> <p><b>prejudicial bullying</b> - includes bullying based on someone's race, religion, or other personal characteristics.</p>	<p>The definition of bullying.</p> <p>What the key characteristics of bullying are and the range of situations that bullying can occur in, including cyberbullying.</p> <p>That unkind behaviour and friendship issues are not always bullying.</p> <p>Possible reasons why bullying happens.</p> <p>That prejudice driven bullying can happen and they will begin to explore the negative role that stereotyping plays in prejudice driven bullying.</p>	<p>What bullying is and its key characteristics.</p> <p>The difference between bullying and unkind behaviour.</p> <p>What cyberbullying is and where it can take place.</p> <p>Why bullying can happen.</p> <p>What prejudice means, what a stereotype is and how these can lead to bullying of a person or group of people.</p> <p>That bullying can cause harm, both physically and mentally to those who are bullied and those who</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p><b>IS Internet Safety &amp; Harms</b></p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues</p>

<p><b>indirect bullying</b> – trying to ruin someone’s reputation by spreading rumours and gossiping behind someone’s back. Purposely excluding someone from an activity or game.</p> <p><b>repetition</b> – when something happens again and again</p> <p><b>intentional</b> – carried out on purpose</p> <p><b>prejudice</b> - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p><b>assertiveness</b> - Boldly self-assured; confident without being aggressive</p> <p><b>bystander</b> – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p><b>emotions</b> - A person's internal state of being and response to an object or a situation</p> <p><b>strategy</b> - A plan of action intended to accomplish a specific goal.</p> <p><b>defend</b> - to support by words or writing; to vindicate, talk in favour of.</p>	<p>The possible feelings of children who are bullied, those that witness bullying and those who bully others.</p> <p>The possible long term impact that bullying often has on people’s mental wellbeing.</p> <p>How the behaviour and response of bystanders can improve or worsen a situation.</p> <p>That there are strategies that they can use to keep themselves safe from bullying and that they can befriend and support children who have been bullied.</p> <p>Where bullying may occur in their school and in the local community and develop strategies to ensure that the school is a safe place where positive relationships are fostered.</p>	<p>witness bullying. What the possible feelings of this are.</p> <p>Who a bystander is and the role that they can play in a bullying situation: that this can be positive or negative.</p> <p>That someone can keep themselves safe from bullying and how they can do this.</p> <p>Where bullying may happen in school and the local area.</p> <p>What they can do to help to ensure that the school is a safe place.</p>	<p>relating to their identity e.g. ethnicity, religion, culture or family life</p> <p>Describe how those involved in bullying including those who bully others may feel</p> <p>Describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation</p> <p>Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</p>
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<p><b>stereotype</b> - a standardised and usually oversimplified and inaccurate conception held in common by many people.</p> <p><b>online</b> – actively connected to the Internet or to some other communications service.</p> <p><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>relationship</b> – a connection between people</p>			
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Autumn 2



Unit: My Emotions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>overwhelming</b> - to feel burdened with too much of something.</p> <p><b>stress</b> - a condition of strain or tension</p> <p><b>boredom</b> - the state of being bored or of not feeling interested.</p> <p><b>anxious</b> - feeling worried, nervous, or afraid about something uncertain</p> <p><b>anger</b> - a strong emotion brought on by a person or thing that causes one great pain or trouble.</p> <p><b>manage</b> - help to control</p> <p><b>strategy</b> - A plan of action intended to accomplish a specific goal.</p>	<p>How to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable</p> <p>How to understand what is meant by "mental health" or "mental wellbeing" and why this is as important as physical wellbeing.</p> <p>Some of the ways emotions may affect our interactions, and to show care towards others and their emotions.</p> <p>How to identify their worries and decide what they might do about them.</p> <p>How to get support when they need it.</p>	<p>The importance of recognising and communicating both comfortable and uncomfortable emotions</p> <p>What mental health and mental well-being are. That it is as important as physical well-being.</p> <p>Our emotions may affect our interactions.</p> <p>How it will help them to identify their worries and how to get support for these.</p>	<p><b>Relationships Education:</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Recognise and communicate how they are feeling</p> <p>Recognise and describe feelings in others, and show care towards them</p> <p>Develop some strategies to be able to move from an uncomfortable state to a more positive one</p>

<p><b>assertiveness</b> - Boldly self-assured; confident without being aggressive</p> <p><b>emotions</b> - A person's internal state of being and response to an object or a situation</p> <p><b>mixed emotions</b> – more than one feeling about something.</p> <p><b>network of support</b> – A group of people who someone trusts.</p> <p><b>trusted adult</b> – a person over the age of 18 who someone knows well and can trust.</p> <p><b>trust</b> - a belief in the strength or truth of a person or thing</p> <p><b>mental health</b> - includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices</p> <p><b>physical health</b> - describes the condition of your body. This includes whether you have an illness, injury or a health condition.</p>	<p>How to recognise some of the strengths and personal qualities of themselves and others.</p> <p>How we feel can affect how we tackle things and whether or not we find them difficult.</p> <p>What is meant by “over-reacting” and to be able to show myself and others understanding.</p> <p>Some strategies to move from an uncomfortable state to a more positive one.</p> <p>What assertiveness is.</p>	<p>We all have strengths and how to identify these in ourselves and others.</p> <p>Our feelings impact our reactions to situations and that this can result in people reacting in different ways.</p> <p>What over-reacting is.</p> <p>That there are strategies that they can use to feel more positive.</p> <p>What it means to be assertive and to be able to act assertively.</p>	<p>Explain what is meant by ‘mental wellbeing’</p> <p>Know who to approach and how to get support with their emotions</p> <p>Recognise their own personal strengths and qualities</p> <p>Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive</p> <p>Understand what is meant by “over-reacting”, and to be able to show understanding towards themselves and others</p> <p>Know what it feels and looks like to be assertive and when it might be appropriate.</p>
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