

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Spring 1



Unit: Working Together



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>persevere - to continue steadfastly in a task or course of action or hold steadfastly to a belief or commitment, esp. when met with opposition or difficulties; persist.</p> <p>behaviour - the way a person acts or behaves.</p> <p>self-worth – the internal sense of feeling good enough</p> <p>strength – something someone is particularly good at</p> <p>skill - the power or ability to perform a task well, especially because of training or practice</p>	<p>What self reflection is.</p> <p>How to recognise their own worth and identify positive things about themselves and others</p> <p>What a goal is and the steps that they can take to achieve their own goals.</p> <p>Everyone has skills, that each person's strengths are individual to them and how to identify their own and others' strengths</p> <p>The different skills that can be brought to a group task</p> <p>What kind of tasks can be completed in group situations</p>	<p>It is important to reflect upon their own behaviours</p> <p>The importance of recognising their own and others' strengths and positive attributes.</p> <p>The importance of setting goals and how these can impact their lives.</p> <p>The benefits of working in group situations and that different people may contribute to group work differently, depending on their skills and strengths</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>RR Respectful Relationships</p> <p>Identify their own strengths and skills and those of others.</p> <p>Identify skills they would like to develop.</p> <p>Take part in a class learning challenge.</p> <p>Show they are listening using their body, express opinions confidently and ask open questions.</p>

<p>reflect – to look back on something and consider its success</p> <p>goals – targets to hold for possible future achievements</p> <p>ground rules - basic rules governing the behaviour in a given situation</p> <p>communication - the sharing or exchange of messages, information, or ideas.</p> <p>evaluate – to reflect upon what has happened or a task carried out</p>	<p>The importance of being able to listen and communicate effectively in group situations.</p> <p>What it means to reflect upon their own behaviour in a group situation.</p> <p>What ground rules are and how they are important when working in a group.</p> <p>The meaning of perseverance.</p> <p>That this is needed for some task and is an important skill to possess</p>	<p>What effective listening and communication is.</p> <p>How to reflect upon their own behaviour in a group situation</p> <p>The importance of ground rules when working in a group.</p> <p>What perseverance is and how to persevere at a task.</p>	<p>Work as a group to make decisions and solve a problem.</p> <p>Know how different people can contribute to a group task.</p> <p>Persevere at a task.</p> <p>Evaluate a group task, including giving and receiving feedback.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Spring 2



Unit: Managing Risk



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>risk - a chance of getting hurt or losing something.</p> <p>positive – bringing something good, or giving some kind of advantage</p> <p>negative - damaging or undesirable; bad.</p> <p>strategy - a plan, method, or series of actions meant to perform a particular goal or effect.</p> <p>responsibility - expected to take care of particular duties and jobs.</p> <p>emergency - a serious situation or sudden crisis that calls for fast action.</p>	<p>There are possible physical and emotional reactions to different risks.</p> <p>The possible decision making strategies for risky situations.</p> <p>That there might be pressure to act in a risky situation and who this might come from.</p> <p>Who to suggest when asked for known and unknown people they would ask for help in risky situations.</p> <p>How to identify further benefits and risks with road traffic and have strategies to stay safer and get help.</p>	<p>What the possible physical and emotional reactions to different risks.</p> <p>How to develop decision making strategies for risky situations.</p> <p>Pressure to act in a risky way might come from people they know.</p> <p>The different people who they could ask for help in a risky situation</p> <p>There are benefits to using roads, but that there are also risks. There are strategies that they can put in</p>	<p>Relationships Education:</p> <p>BS Being Safe</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>BFA Basic First Aid</p> <p>Describe some physical and emotional reactions to risk</p> <p>Describe how friends might influence them in risky situations</p> <p>Explain strategies for staying safer near roads and water</p> <p>Describe ways they could safely act in an emergency</p>

<p>accident- an event that happens by chance, especially a harmful one.</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>safety - the condition of being safe from danger.</p> <p>familiar - known by many people; easily recognised.</p> <p>risky situation – a situation that can feel unsafe</p>	<p>How to identify further benefits and risks of being near water and have strategies to stay safer and get help.</p> <p>How to identify different risks with fire and have strategies to stay safer and respond to an accident.</p> <p>How to recognise an emergency and take suitable action.</p> <p>How to identify risks when joining in with activities and visits and have strategies to stay safer and offer help.</p> <p>Some causes of accidents in familiar settings, actions which could prevent them and ways to offer help.</p>	<p>place to stay as safe as possible on the roads.</p> <p>There are benefits of being near water, but that there are also risks. There are strategies that they can put in place to stay as safe as possible near water.</p> <p>The different risks involved with fire and the strategies they can use to stay safe. How to respond to an accident.</p> <p>What constitutes an emergency and what action to take.</p> <p>How to identify risks on trips and visits and what they can do to help to stay safe.</p> <p>Possible accidents that could take place in familiar settings and how to prevent these. How to help.</p>	<p>Carry out a simple first aid procedure</p> <p>Explain ways to prevent accidents in familiar settings.</p>
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