

	Year 4	PSHE		Provision Audit across Key Stage 1 and 2
	Autumn	Spring	Summer	
	<p>Class and Assembly Time Values for Life School Values: Creativity, Faith Independence and Teamwork To be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals To understand that their actions affect themselves and others To learn about class and school rules To take part in marking and changing rules.</p> <p>Wolves To have the opportunity to learn about what positively and negatively affects their physical, mental and emotional health (including the media) To have opportunities to learn about how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>Invaders and Raiders Resolve conflict without confrontation To judge what kind of physical contact is acceptable or unacceptable and how to respond To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.</p>	<p>Full Steam Ahead Compassion, Kindness and sharing in society To look at the work of the Samaritans To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing To recognise and respond appropriately to a wider range of feelings in others.</p> <p>From Britain to Bollywood Ghandi and explore his theory of non – violent conflict To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</p> <p>Computing Acceptable User Policy To have the opportunity to learn why different rules are needed in different situations. To realise the nature and consequences of cyber bullying, how to respond and ask for help The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and other</p>	<p>Return of the Pharaohs Joseph and his Technicolor Dream coat To be aware of different types of relationship, including those between acquaintances, friends, relatives and families, To understand that their actions affect themselves and other</p> <p>Enable Me Anti-Bullying Week To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) 14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p>	<p>Core theme 1: Health and Wellbeing In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> • what is meant by a healthy lifestyle • how to maintain physical, mental and emotional health and wellbeing • how to manage risks to physical and emotional health and wellbeing • ways of keeping physically and emotionally safe • about managing change, such as puberty, transition and loss • how to make informed choices about health and wellbeing and to recognise sources of help with this • how to respond in an emergency • to identify different influences on health and wellbeing. <p>Core theme 2: Relationships • In Key Stages 1 and 2, pupils should be taught:</p> <ul style="list-style-type: none"> • how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts • how to recognise and manage emotions within a range of relationships • how to recognise risky or negative relationships including all forms of bullying and abuse • how to respond to risky or negative relationships and ask for help • how to respect equality and diversity in relationships. <p>Core theme 3: Living in the Wider World In Key Stages 1 and 2 pupils should focus on 'economic wellbeing and being a responsible citizen' and be taught:</p> <ul style="list-style-type: none"> • about respect for the self and others and the importance of responsible behaviours and actions • about rights and responsibilities as members of families, other groups and ultimately as citizens • about different groups and communities • to respect equality and to be a productive member of a diverse community • about the importance of respecting and protecting the environment • about where money comes from, keeping it safe and the importance of managing it effectively • how money plays an important part in people's lives • a basic understanding of enterprise.