


# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

| <b>SUBJECT: PSHE</b><br>  |  | <b>YEAR 4</b> | <b>AUTUMN TERM</b><br><b>UNIT 1:</b> 1a LWW – Rules<br>1b EHW – Target-setting<br>1c LWW – Identity and values  | <b>UNIT 2:</b><br>2a R – Respect & peer pressure<br>2b LWW – Money doesn't grow on trees!  |
|--|--|---------------|---|--|
| Knowledge Focus  | Core Theme 1: Health and Wellbeing<br>(Emotional Health & Wellbeing Physical Health & Wellbeing)   |               | Core Theme 2: Relationships   | Core Theme 3: Living in the Wider World  |
| <u>PSHE Education Primary Toolkit 2020</u><br><br>Relationships<br><i>R1 – H34</i><br><br>Health and Wellbeing<br><i>H1 – H50</i><br><br><i>Living in the Wider World</i><br><i>L1 – H32</i> | Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)<br><br>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)<br><br>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks). |               | Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).<br><br>Empathy and compassion (including impact on decision-making and behaviour)<br><br>Managing feelings.<br><br>How we should we treat others people?<br><br>How does our behaviour and choices impact on others? | Clarifying own values<br><br>Strategies for identifying and accessing appropriate help and support   |
| <b>Year 4</b><br><b>Autumn 1</b>   | <b>Target-setting</b> <ul style="list-style-type: none"> <li>To know my worth as an individual.</li> <li>To identify positive things about myself.</li> <li>To recognise my achievements.</li> <li>To know the importance of setting personal goals.</li> </ul>  |               |   | <b>Rules</b><br>To know the School rules and why we have rules.<br>To know what happens if we do not follow the rules – consequences.<br>To know it is the responsibility of all to follow the rules.<br>To understand we all contribute to the class and school life.<br><br><b>Identity and Values</b> <ul style="list-style-type: none"> <li>To know that UK is made of people from different religious and ethnic identities.</li> <li>To recognise that this makes the UK a richly diverse community.</li> <li>To identify reasons why people might move from one place to another.</li> <li>To recognise that this has happened for many thousands years (people have always moved from one place / country to another).</li> <li>To identify some of the ways people can show respect for different cultures and identities.</li> </ul> |

## ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

|  |  |   |   |
|--|--|---|---|
| <p><b>Year 4</b><br/><b>Autumn 2</b></p> |  | <p><b>Respect and Peer Pressure</b></p> <ul style="list-style-type: none"> <li>• To identify the types of relationship they have with those who are important to them.</li> <li>• To describe how people in different relationships show they care for and value each other.</li> <li>• To identify what makes a friendship good and how they know.</li> <li>• To be able to describe or demonstrate ways of showing respect to people who are different to them.</li> <li>• To identify peaceful ways to solve problems that might arise in friendships.</li> <li>• To describe how one person's actions can affect another person, or a group of people.</li> <li>• To identify actions that would affect others and themselves.</li> </ul> | <p><b>Money doesn't grow on trees!</b></p> <ul style="list-style-type: none"> <li>• To know why it is important to manage money and track spending carefully.</li> <li>• To know the importance of money in people's lives.</li> <li>• To know my spending decisions can have an impact on my own and others' wellbeing.</li> <li>• To know about risks associated with money.</li> </ul> |
|--|--|---|---|