



# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE		YEAR 4	SUMMER TERM	
			UNIT 5: 5a R – Healthy relationships 5b PHW – Keeping safe	UNIT 6: 6a LWW – Community and equality 6b EHW – Moving on
Knowledge Focus	Core Theme 1: Health and Wellbeing (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> Relationships R1 – H34 Health and Wellbeing H1 – H50 <i>Living in the Wider World L1 – H32</i>	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)</p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).</p>	<p>Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Managing feelings.</p> <p>How we should we treat others people?</p> <p>How does our behaviour and choices impact on others?</p>	<p>Empathy and compassion (including impact on decision-making and behaviour). Build and maintain healthy relationships of all kinds. Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses). Identification, assessment (including prediction) and management of positive and negative risk to self and others. Respect for others' right to their own beliefs, values and opinions, Making decisions. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping) Valuing and respecting diversity Identify links between values and beliefs, decisions and actions.</p>	
Year 4 Summer 1 Unit 5	<b>Keeping safe</b> <ul style="list-style-type: none"><li>To know that drugs are common in everyday life (medicines, caffeine, alcohol and tobacco) and identify some of the risks associated with these drugs.</li><li>To explain what a drug is (give a definition of 'drug') and describe how drugs change the way people feel (for example, more relaxed or more energised).</li><li>To identify some of the laws relating to drugs seen in everyday life.</li><li>To explain why someone might choose or not choose to use a drug and to identify alternatives to using drugs.</li><li>To identify different behaviours around drug use and when a drug can become harmful.</li><li>To explain what a habit is and identify habits that help us and habits that do not.</li><li>To suggest ways that less helpful habits can be changed or stopped, and where people can get help and support.</li></ul>	<b>Healthy relationships</b> <ul style="list-style-type: none"><li>To identify different types of relationships they have and know about.</li><li>To know what makes friends and other people they care about (family or 'special people') important to them.</li><li>To describe the qualities of a good friendship.</li><li>To describe how problems that might arise in friendships can be approached in a positive way.</li><li>To identify the responsibilities we share in maintaining positive friendships.</li><li>To explain how their actions or choices can hurt others on the outside and on the inside.</li><li>To recognise that physical contact that is aggressive or hurtful is not acceptable.</li><li>To explain that everyone has a right to have their 'body space' respected and that they should respect others body space.</li></ul>		

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<b>Year 4 Summer 2 Unit 6</b>	<p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</li> </ul>		<p><b>Community and equality</b></p> <ul style="list-style-type: none"> <li>To know about the different groups that make up their community; what living in a community means.</li> <li>To value the different contributions that people and groups make to the community.</li> <li>To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li> <li>To explain why people may 'volunteer' or choose to work for / with the community and what difference this makes to others.</li> <li>To explain how we show respect and appreciate the traditions of other cultures.</li> </ul>