


ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

SUBJECT: PSHE 	YEAR 4	SPRING TERM UNIT 3: 3a PHW – Keeping Healthy – Body 3b E/PHW – Internet Safety	UNIT 4: 4a EHW – Mental health 4b LWW – Future aspirations
Knowledge Focus	Core Theme 1: Health and Wellbeing (Emotional Health & Wellbeing Physical Health & Wellbeing)		Core Theme 3: Living in the Wider World
<u>PSHE Education Primary Toolkit 2020</u> Health and Wellbeing H1 – H50 Living in the Wider World L1 – H32	Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting) Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).		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
Year 4 Spring 1	Keeping Healthy - Body <ul style="list-style-type: none"> To identify what is meant by health: physical, mental and emotional health To explain what can affect health and wellbeing To identify the everyday choices people can make to help take care of their body and mind To know the benefits of a balanced lifestyle To know what people might consider when making decisions about what to eat and drink and how these impact choices (e.g. peers, parents/carers, adverts) To describe situations when making a healthy choice can be more challenging Internet Safety <i>Pupils should know</i> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not. 		

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	<ul style="list-style-type: none"> • <i>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</i> • <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i> 	
Year 4 Spring 2	<p>Mental Health</p> <ul style="list-style-type: none"> • To know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health • To know about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing • To recognise that feelings can change over time and range in intensity • To know about everyday things that affect feelings and the importance of expressing feelings • To develop a range of strategies to respond to feelings, including intense or conflicting feelings; • To know how to manage and respond to feelings appropriately and proportionately in different situations • To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others • To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult 	<p>Future Aspirations</p> <ul style="list-style-type: none"> • To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them • To know about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)