
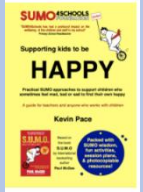






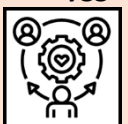



Core Theme	Year 4	PD book	British values	SUMO	Articles	PD Award
<p>Health and Wellbeing</p> <p><b>Big Questions</b></p> <p><i>What strengths, skills and interests do we have?</i></p> <p><i>How can we manage our feelings?</i></p> <p><i>How will we grow and change?</i></p> <p><i>How can we manage risk in different places?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<p>Identify the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe.</p> <p>Differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>Know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>Understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>Develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p> <p>Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>Explore what positively and negatively affects their physical, mental and emotional health.</p> <p>Consider how to look after my mental health.</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>Discuss change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p> <p>First aid Asthma, choking, fainting, first aid kit and the recovery position.</p> <p>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</p>	<p><b>Comic strip:</b> create a storyboard for ways to keep safe online and how personal information is to be protected. Consider the consequences of what could happen if...</p> <p><b>Deeper:</b> consider why people may take these risks online and how we can ensure people are better informed.</p>	<p><b>Liberty</b></p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p> <p>What is the difference between wants &amp; needs? How do we balance different people's wants and needs? What freedoms do we have? When should we compromise to ensure everyone's needs are met?</p>	 <p><b>Same Difference (page 64):</b> here children label different parts of the body in how they feel when they are experiencing different emotions e.g. if they are nervous they may have a rumbling tummy or headache.</p>	 <p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p><b>Zone 1 – Bien-être</b></p>  <p>. make links between PE lessons and exercise.</p> <p>. take part in a yoga session or a mindfulness break.</p> <p>. design or create your own healthy meal.</p>
		<p><b>Mind map:</b> create a mind map for different risks, dangers and hazards based on a given situation. Provide a definition of each term. <b>Deeper:</b> explain how these are linked and how these can be reduced.</p>	<p><b>Worth-it v worthless worries (page 71):</b> this activity gives children a perspective on how over-focussing on a problem or worry can be detrimental to their mental and physical wellbeing.</p>		 <p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>	<p><b>Zone 2 – Egalitate</b></p>  <p>. making new friends</p> <p>. buddying with a new pupil in school.</p> <p>. help a peer with their learning.</p> <p>. Take part in a religious celebration with others.</p>
		<p><b>Continuum</b> – use a washing line to examine the intensity of different feelings and emotions i.e. distraught/over joyed. Place different scenarios on the line. <b>Deeper:</b> examine the reasons why peoples' feelings may differ in these situations. Consider multiple view points.</p>	<p><b>This is me (page 51):</b> this activity encourages children to focus on how to be the best they can be. The sheet provided can be adapted to focus on different qualities or attributes. Extensions from this could be carried out as discussions or art projects.</p>	<p><b>Law</b></p>  <p>Rules are there to help protect myself and others. They must be respected.</p> <p>Who makes the laws? How are laws decided? What rights do I have? What responsibilities do I have?</p>	 <p><b>Change skills toolbox (page 51):</b> this helps children focus on things that help calm them down when they are anxious or upset. Some of these things are physical, others are more metaphorical or in the mind.</p>	 <p>17</p> <p>ACCESS TO INFORMATION</p>
		<p><b>Drama:</b> create an instructional video of what to do when someone is choking/ having an asthma attack.</p> <p><b>Deeper:</b> branch out into different ways of presenting this information and evaluate.</p>				

No Outsiders in a Faith Community

When Sadness Comes to Call – Eva Eland - <https://www.youtube.com/watch?v=tSH9DXNLWf8>










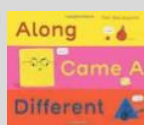


Core Theme	Year 4	PD Book	British values	SUMO	Articles	PD Award
<p><b>Relationships</b></p> <p><b>Big Questions</b></p> <p><i>How do we treat each other with respect?</i></p> <p><i>How do my behaviours, and the behaviours of others, affect me and others around me?</i></p> <p><i>What are my rights and how are they protected?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<p>Understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <p>Recognise and manage 'dares'.</p> <p><b>Know when to be assertive.</b></p> <p>Recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>Recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>Understand that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.</p> <p>Know that differences between people arise from a number of factors- family, cultural, ethnic, racial or religious diversity, age, sex, gender identity, sexual orientation &amp; disability.</p> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Respond to a scene:</b> give pictures/brief descriptions of scenarios relating to unhealthy relationships. Pull out what is wrong/not wrong i.e. 'friendly teasing'</p> <p><b>Deeper:</b> discuss what are the next steps. Considers both points of view in the relationship. Create a recipe for a healthy relationship.</p> <p><b>Role play:</b> demonstrate what it means to be assertive and how this looks. Provide situations where this may be needed and where it may not.</p> <p><b>Deeper:</b> explain what assertive is not and what it does not look like. Why might there be confusion?</p> <p><b>Sorting activity:</b> sort different scenarios into different categories of bullying. Examine real-life consequences actions. <b>Deeper:</b> discuss the overlap between these. Is there any other way of classifying these? Make links to healthy relationships and the need to be assertive.</p> <p><b>Explain to an alien</b> – explain what the term 'differences' means in this context. How is this brought about by the mentioned characteristics. <b>Deeper</b> – give examples of how this has shaped key events in history and what how did this change things. What was the result?</p>	<p><b>Respect</b></p>  <p>What stereotypes do we know? Are these ever fair? How do we avoid stereotyping other individuals and groups?</p> <p><b>Responsibility</b></p>  <p>What is a responsibility? Who has them? Why? Am I always responsible for my actions? How responsibilities also afford rights. What responsibilities do we share? What should we not be responsible for?</p>	<p><b>Good friends (page 17):</b> use the bullet points here to discuss and agree on what constitutes a 'good friend'. This could be extended to include both the image included on the page as well as the 'remember the beach ball' principle.</p> <p><b>Why some children struggle with relationships (page 19):</b> this page will need to be adjusted and put into child talk, but this will allow pupils to realise the challenges that others may face when making connections with peers.</p> <p><b>Friendship Traits (page 85):</b> this allows for a discussion based on traits. Children then look at traits they have and examine how they can be used to form and maintain positive and healthy relationships. This could then be extended to look at the phrase which is given below in point 3.</p> <p><b>Avoid worry cycles (page 65):</b> use the information on this page to discuss 'what if...' thinking and how this can be detrimental. Discuss feeling of worry and stress and how to manage these i.e. grading them on a scale and looking at the bigger picture.</p>	<p><b>3</b></p>  <p><b>5</b></p>  <p><b>18</b></p> 	<p><b>Zone 4 – Omhyggeelig</b></p>  <p>. helping a peer who might be struggling with their learning. . Think of ways we can help reduce waste within school, strengthening our relationship with the environment.</p> <p><b>Zone 6 – Deris</b></p>  <p>. act as a special person for someone in your community. . talk about the different communities you are part of. . Show how special you are!</p>

No Outsiders in a Faith Community

Dogs don't do ballet – Anna Kemp & sarah Oglivie  
<https://www.youtube.com/watch?v=KrAWpkerZRY>



Summer Term

Core Theme	Year 4	PD Book	British values	SUMO	Articles	PD Award
<p>Living in the Wider World</p> <p><b>Big Questions</b></p> <p><i>How can our choices make a difference to others and the environment?</i></p> <p><i>How do people have a shared responsibility to help protect the world?</i></p> <p><i>How do I carry out responsibilities in a caring and compassionate way?</i></p> <p><b>PSHE Lesson</b>  <b>PSHE Assembly</b>  <b>Visitor Assembly</b>  <b>No Outsiders in a Faith Community</b>  <b>Across the Curriculum</b></p>	<p>Know what being part of a community means, and about the varied institutions that support communities locally and nationally.</p> <p>To be proud of who you are.</p> <p>Explore why and how rules and laws are made and enforced, why different rules are needed in different situations.</p> <p>Exchange dialogue and express an opinion.</p> <p>Understand these universal rights are there to protect everyone and have primacy both over national law and family and community practices (Rights Respecting).</p> <p>Develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT).</p> <p>Explain why I'm not afraid of difference.</p> <p>Explore artistic freedom.</p> <p>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</p>	<p>Personal flag: focus on their own positive strengths and uniqueness. How could this be represented. As each country has their own flag, each child can create their own flag to represent themselves. Deeper: explore each other's flags and investigate the meaning. Can they draw inspiration from artists that they know of and use this?</p> <p><b>Respond to a picture:</b> give a picture stimulus and talk about the laws which are either being used or infringed on in the image or scenario. <b>Deeper:</b> what laws or rights are less visible than others? Are there some that we take for granted?</p> <p><b>Debate:</b> use oracy skills and techniques to debate a controversial issue given to students. This could be videoed. <b>Deeper:</b> consider both sides of the debate and make a reasoned judgement based on a summary of the points given.</p>	<p><b>Tolerance</b></p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p><b>Democracy</b></p>  <p>The Origins of Democracy &amp; Other Systems of Governance          UK Parliament workshop/assembly tbc          Amnesty international assembly</p>	<p><b>Self-compassion letter (page 48):</b> use this activity to highlight children's qualities, strengths and values. This could even be altered so that pupils could write the letters to each other.</p> <p><b>Taking the 'con' out of self-confidence (page 25):</b> this information will need to be synthesised for pupils. The aim is to look at what is self-confidence and how do we manage disappointments. What is competence and how does it help us succeed?</p> <p><b>Marvellous me (page 39):</b> children create a collage which celebrates themselves (qualities, uniqueness, strengths). This can then be used at home or at school, to reminded them they are marvellous.</p>	<p><b>15</b>            SETTING UP OR JOINING GROUPS</p> <p><b>2</b>            NO DISCRIMINATION</p> <p><b>30</b>            MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p><b>Zone 3 – Yawstok</b></p>  <ul style="list-style-type: none"> <li>. Taking part in an assembly.</li> <li>. Lead a prayer or thought piece.</li> <li>. Bring in something precious to you and share it with your class.</li> </ul> <p><b>Zone 5 – Nisaab</b></p>  <ul style="list-style-type: none"> <li>. developing life skills.</li> <li>. develop beyond school and outside of the school day.</li> <li>. take part in a school event or help run a special day at school.</li> </ul>
No Outsiders in a Faith Community						
Along came a different - Tom McLaughlin		The Way Back Home – Oliver Jeffers <a href="https://www.youtube.com/watch?v=5bCevkUH_Go">https://www.youtube.com/watch?v=5bCevkUH_Go</a>		Red: A Caryon's Story -Michael Hall <a href="https://www.youtube.com/watch?v=aWhO6LY4Lbs">https://www.youtube.com/watch?v=aWhO6LY4Lbs</a>		Mixed – Aree Chung <a href="https://www.youtube.com/watch?v=mn0ep5u0kZo">https://www.youtube.com/watch?v=mn0ep5u0kZo</a>
