



Y4 PSHE overview 2022-23

PSHE Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Listening Exploring	Debating Evaluating	Reflecting Evaluating
Listening	<ul style="list-style-type: none"> To take it in turns when speaking To actively listen to classmate's contributions 	<ul style="list-style-type: none"> Class guidance Teacher led input Positive reinforcement 	<ul style="list-style-type: none"> Knowledge of school rules and an understanding why we have them Understanding that mental health and wellbeing is a normal part of daily life, in the same way as physical health Understanding the concept change and loss; including death, and how these can affect feelings; ways of expressing and managing grief and bereavement Understanding of mental health and wellbeing Knowledge of some emotional and physical changes that happen during puberty Understanding of discrimination and how to challenge it Awareness that friendships change over time, including making new friends and having different types of friends that people feel included within healthy friendships; recognise when others may feel lonely or excluded Awareness of privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) Understanding the concept of 'keeping something confidential or secret' when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' Knowledge of how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they know and also whom they do not know 	<ul style="list-style-type: none"> Class teacher led presentations Group work-writing/drawing school rules together Role playing and modelling kind play Class differentiated tasks Concrete resources available to support understanding Use of outdoors when suitable 	TERM1: Mental Health and Wellbeing Rights and Responsibilities Persuasion and pressure Media and Me TERM2: Healthy Lifestyles Friendships / Inclusion Local Community – shared responsibilities TERM3: Growing and Changing Drug Education - Alcohol and Decision making Types of relationships Aspirations Managing Money	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Debating	<ul style="list-style-type: none"> To be able to actively listen to contributions and comment For children to be able to form their own opinion 	<ul style="list-style-type: none"> Class guidance Role play Partner work 						
Reflecting	<ul style="list-style-type: none"> To be able to think about similarities and differences between self and others To reflect on certain emotions and feelings 	<ul style="list-style-type: none"> Class activities Videos Social stories 						
Exploring	<ul style="list-style-type: none"> To be able to think of questions relating to a certain topic To recognise how their behaviour affects other people To be able to recognise and name different feelings 	<ul style="list-style-type: none"> Variety of visual stimulus Hands on activities Role Play Partner Work Group Work 						
Critically Evaluating	<ul style="list-style-type: none"> Critically evaluating choices and behaviour 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Exploring different faiths and cultures Resolving conflicts should they arise Working with others from a variety of different religious, ethnic and socioeconomic backgrounds Use of imagination and creativity 	<ul style="list-style-type: none"> Plan in collaboration, teamwork, problem-solving and investigating opportunities Provide opportunities for children to research in pairs 						