

PSHE/SMSC Overview

Year 4

Connaught Values – Confident, Caring, Committed

	Connaught Curriculum Drivers	PSHEC and British Values	SMSC
Aut 1 The Tudors	Enterprise: Develop investigative strategies to work collaboratively as effective researchers.	- School rules about health and safety, basic emergency aid procedures, where and how to get help (repeat) Democracy and The Rule of Law and Individual Liberty and Responsibility	Social Easter Celebration at Church for parents In class group work, tour groups eg. Robot Building Class charter Peer assessment Debates Understanding religions. Eg Hinduism Monitors/helpers/volunteers Voting in class eg. music, heads down, hands up, class book. Residential to Liddington
	Global Citizens: Consider the impact of religious discord, the politics of the time and the consequences of the monarchy's actions.	-To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (repeat) Individual Liberty and Responsibility	
	Wellbeing: We will explore the living conditions on each side of the class divide. We will consider how leisure activities impacted on people's well being.	- To recognise and respond appropriately to a wider range of feelings in others (repeat) Mutual Respect and Tolerance of those of different cultures, faiths and beliefs - To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (repeat) Mutual Respect - To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. (repeat)	
	Communities: Compare and contrast different community groups including religious groups and look at the varying lives of people according to their position in society.	-To be aware of different types of relationship, including those between acquaintances, friends, relatives and families, (repeat) -That their actions affect themselves and others (repeat) Individual Liberty and Responsibility -To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view (repeat) Democracy and Mutual Respect -To work collaboratively towards shared goals (repeat) Democracy and Mutual Respect -To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (repeat) Mutual Respect -Why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (repeat) Democracy and The Rule of Law -To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. Mutual Respect	
Aut 2 Active	Enterprise: Understand the importance of contributions from charitable organisations who raise money to help people in times of	-To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people -To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities (Anti-bullying) The Rule of Law	Moral Behaviour ladder Choice and consequence

<p>Planet</p>	<p>stress to alleviate suffering. We will pass on what we have learnt to others.</p>	<p>Individual Liberty and Responsibility</p> <p>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment. The Rule of Law</p> <p>-To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</p>	<p>Core values</p> <p>ELSA/Lego Therapy</p> <p>Debates linked to topics</p> <p>PSHEC – Fairtrade (India Topic)</p> <p>Myths and Fables (With moral lesson)</p>
	<p>Global Citizens: Learn about how important the help from other countries is and the impact it can have on the well being of a nation that has suffered at the hands of nature.</p>		
	<p>Wellbeing: Understand how the devastation caused by natural disasters can impact on everyday standards of living.</p>		
	<p>Communities: Learn how to support each other following a disaster and combine forces to make the situation a time to show true community spirit despite the tragic circumstances experienced by all.</p>		
<p>Spr 1 Incredible India</p>	<p>Enterprise: Understand the importance of Fair Trade goods and the impact this has for producers around the world and consequently the effect on world.</p>	<p>- What positively and negatively affects their physical, mental and emotional health, including the media. (E-safety).</p> <p>-The importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others (E-safety)</p> <p>-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’ (E-safety) to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help) E-safety and The Rule of Law and Tolerance of those of different cultures, faiths and beliefs</p> <p>-What being part of a community means, and about the varied institutions that support communities locally and nationally (tea farms and Fair trade) Democracy</p> <p>-To think about the lives of people living in other places, and people with different values and customs. Tolerance of those of different cultures, faiths and beliefs</p> <p>-That civil partnerships and marriage are examples of stable, loving relationships and 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>-To appreciate the range of national, regional, religious and ethnic identities in the UK</p>	<p>Spiritual</p> <p>Hinduism and Christianity</p> <p>Easter Celebration</p> <p>WWW/EBI</p> <p>Yoga/meditation/Go Noodle</p> <p>Mindfulness jars</p> <p>Spa music –relaxing whilst working</p>
	<p>Global Citizens: Learn about the different lifestyles experienced in India and compare and contrast this to life in the United Kingdom.</p>		
	<p>Wellbeing: Learn to celebrate religious and cultural differences to foster an understanding of the importance of equal opportunity.</p>		
	<p>Communities: Understand that by working together and supporting each other we can achieve more within the local community and globally.</p>		
<p>Spr 2 Meet the Robots</p>	<p>Enterprise: Develop a plan to design a prototype of a robot that embodies the three core values.</p>	<p>-To differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ (electricity). Individual Liberty and Responsibility</p>	<p>Cultural</p> <p>India – Gandhi</p> <p>Pupil Parliament</p> <p>Atefatcs – (Tudors/India)</p> <p>RE – Hinduism/Chritianty</p> <p>Temples</p>
	<p>Global Citizens: Consider the impact that robotic technology has had on the world and how our lives have changed as a result.</p>		

	Wellbeing: Learn about the importance of electrical safety and consider ways to protect ourselves and others.		Diwali Hampston Court Bhangra/Tudor Dancing Indian Food/Art Egypt Tim Peake – current affairs Stories from other cultures Writing the date in different languages Speaking to the children in different languages.
	Communities: Discuss how technology has developed and how it benefits school life.		
Sum 1 and 2 Exhilarating Egypt	Enterprise: Understand the importance of social status by learning about burial rights and why wealth and prosperity were equally important in life and death.	- To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet (teeth etc) Individual Liberty and Responsibility To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (Liddington) Individual Liberty and Responsibility	
	Global Citizens: Understand how the legacy of the Ancient Egyptians has had an impact around the world and has influenced how we live today.	-To recognise their increasing independence brings increased responsibility to keep themselves and others safe (Liddington). Individual Liberty and Responsibility	
	Wellbeing: Learn to celebrate religious and cultural differences. We will discuss materialism and its impact on both rich and poor Egyptians.	-How their body will, and emotions may, change as they approach and move through puberty About human reproduction (RSE)	
	Communities: Understand how important living in a community was to the Ancient Egyptians and make comparisons to our own roles in our community.		

RSE

4.1 – Know about changes in my body and how others are changing.

Feeling positive about growing up.

4.2 – Know about changes in my body and the necessity for personal hygiene.

Manage associated hygiene.

4.3 – Being able to feel good about helping others

Understand how to make friends

Understand and recognise how our behaviour affects others.