



Corporation Road Community Primary School

PSHE LTP

PSHE: Year 3/4B					
Vision: Relationships, sex and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In doing so, we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council and lessons within the programme, whilst teaching them about rights and responsibilities. Children in our school, learn to appreciate what it means to be a positive member of a diverse, multicultural society.					
Domains		Key Concepts			
Rights and Responsibilities		Living in the Wider World, Relationships and Health & Wellbeing			
Feelings and Friendships		Relationships and Health & Wellbeing			
Money		Living in the Wider World, Relationships and Health & Wellbeing			
Safety and Risk		Living in the Wider World, Relationships and Health & Wellbeing			
Health		Relationships and Health & Wellbeing			
Identity		Living in the Wider World, Relationships and Health & Wellbeing			
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Domain: Rights and Responsibilities	Domain: Feelings and Friendships	Domain: Identity	Domain: Safety and Risk	Domain: Money	Domain: Safety and Risk
Key Concepts: <ul style="list-style-type: none"> - Relationships - Living in the Wider World 	Key Concepts: <ul style="list-style-type: none"> - Health & Wellbeing - Relationships 	Key Concepts: <ul style="list-style-type: none"> - Living in the Wider World - Relationships 	Key Concepts: <ul style="list-style-type: none"> - Health & Wellbeing - Relationships - Living in the Wider World 	Key Concepts: <ul style="list-style-type: none"> - Health and Wellbeing - Living in the Wider World - Relationships 	Key Concepts: <ul style="list-style-type: none"> - Health & Wellbeing - Relationships
End Point: <u>Rights and Responsibilities</u> For children to understand that they have a role within their local and wider community and to know that, as citizens, we can work together to make the world a better place. For children to develop the necessary knowledge and skills to become good citizens, being aware of their own mental health and wellbeing as well as the mental health and wellbeing of others. Children will know that they have rights and know how to protect them.	End Point: <u>Feelings and Friendship</u> Children will be able to communicate and manage their own feelings as well as respond to a wide range of feelings in others. Children will know what constitutes healthy relationships and will have strategies to deal with negative things if/when they arise. Children will know that relationships and families can be diverse and that the important part is that they are positive and healthy. Children will have an understanding of how our bodies change, feelings which may arise and how to cope with these	End Point: <u>Identity</u> For children to have a clear sense of their own identity. Children will understand that we all have similarities and difference which make us unique. Children will have an understanding of what it means to belong to a community and that we belong to a diverse community.	End Point: <u>Safety and risk</u> Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.	End Point: <u>Money</u> Children will understand what money is and the role it plays in their own and other's lives. Children will know and have experience of how they can work with others to plan and reach given goals when raising money e.g. for school or charity.	End Point: <u>Safety and risk</u> Children will have skills and strategies which they will be able to use to keep themselves safe in school, at home, in the local and wider community as well as online. Children will know a range of people who can help to keep them safe and how they can communicate any concerns to them.

	emotions as well as how to keep themselves clean.				
How can we be a good friend?	Year 3: How can we describe our feelings? Year 4: How do we grow and change?	What is diversity?	How can we stay safe online and when using social media?	What makes us enterprising?	How can we keep safe in our local area?
<ul style="list-style-type: none"> - R1 - to recognise and respond appropriately to a wider range of feelings in others - R2 - to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships - R12 - 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 - L8- to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> - H6- to 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 - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H8 - about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement - R1 - to recognise and respond appropriately to a wider range of feelings in others <p><u>Year 4</u></p> <ul style="list-style-type: none"> - H7 - to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these - H12 - that bacteria and viruses can affect health and that following simple routines can reduce their spread - H18 - how their body will, and their emotions may, change as they approach and move through puberty 	<ul style="list-style-type: none"> - L11 - to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom - L12 - to consider the lives of people living in other places, and people with different values and customs - R16 - to recognise and challenge stereotypes 	<ul style="list-style-type: none"> - H22 - strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others - H25 - how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request - H24 - the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) - R21 - to 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 - L17 - to explore and critique how the media present information - L 18 - to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others 	<ul style="list-style-type: none"> - H15 - to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals - L16 - what is meant by enterprise and begin to develop enterprise skills - R11 - to work collaboratively towards shared goals 	<ul style="list-style-type: none"> - H9 - to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’ - H10 - to recognise, predict and assess risks in different situations and decide 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 - H11 - to recognise how their increasing independence brings increased responsibility to keep themselves and others safe - H13 - how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media - H14 - to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong - H21 - strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety) - H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe - R7 - that their actions affect themselves and others - R19 - how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
<p><u>Year 3</u></p> <p>R1:</p> <ul style="list-style-type: none"> - give examples of a wider range of feelings (building on learning in years 1 and 2) - identify how people’s bodies and faces can show their feelings - describe how different feelings can make people behave - suggest how to respond to others to help them with their feelings - identify when someone might need help with their feelings and who to talk to <p>R2:</p> <ul style="list-style-type: none"> - identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc) - describe how people in different relationships show they care for and value each other - describe how people can make friends with others - identify what makes a friendship good and how they know - identify peaceful ways to solve problems that might arise in friendships <p>R12:</p> <ul style="list-style-type: none"> - give examples of causes of arguments in the classroom, playground or other 		<p><u>Year 3</u></p> <p>L11:</p> <ul style="list-style-type: none"> - identify that people living in the UK come from different origins - recognise that people have moved to the UK from all around the world at different times and for different reasons - recognise that people also move from the UK to other places in the world - identify some of the different religious and ethnic identities of people living in the UK - participate in celebrating the range of different identities and cultures in the UK <p>L12:</p> <ul style="list-style-type: none"> - give examples of their own family/community customs or traditions - explain why these are important or special - identify different traditions that relate to birth, growing up and food - compare their own traditions to those of people in other places and say how they are similar or different - identify how we show respect for the views and beliefs of others <p>R16:</p> <ul style="list-style-type: none"> - give a simple definition of what is meant by ‘stereotype’ 	<p><u>Year 3</u></p> <p>H22/25:</p> <ul style="list-style-type: none"> - recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online - give examples of online safety rules and practices - recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others) - recognise the sorts of images that are ok to photograph to share with others and what might not be appropriate - recognise that an image (or text) might be shared to many people, even though it was only sent to one person - identify who to tell and how to report it if they see something upsetting or something feels unsafe when online <p>R21:</p> <ul style="list-style-type: none"> - give examples of the sorts of things that people want share with others - identify things people might want to keep private - identify times when people want and need privacy - identify why it is important to respect someone’s privacy 	<p><u>Year 3</u></p> <p>H5:</p> <ul style="list-style-type: none"> - reflect on their achievements and describe what they are proud of - describe the different ways achievements can be celebrated - describe aspirations for the end of term/school year and how they will know if they have achieved them - describe steps they can take to improve - explain how making mistakes along the way can help them to learn <p>L16:</p> <ul style="list-style-type: none"> - recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so - give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events) - describe or demonstrate some of the skills that are needed to help to raise / make money at these events <p>R11:</p> <ul style="list-style-type: none"> - describe what a shared goal means in terms of group and class shared goals - give examples of skills needed by individuals to co-operate when working with others in groups 	<p><u>Year 3</u></p> <p>H9/10/11:</p> <ul style="list-style-type: none"> - give examples of what is meant by risk, danger and hazard - identify potential risk in different familiar situations - identify whether a risk is appropriate for them to manage themselves - describe or demonstrate how to manage risk safely (e.g. crossing the road) - identify where they can get help if they feel a situation is risky or dangerous <p>H13/14:</p> <ul style="list-style-type: none"> - recognise that pressure to do something can come from others or from within themselves - recognise that there can be positive and negative pressure - explain that negative pressure is when someone feels pressured to do something that is or may become unhealthy, dangerous or that feels wrong - identify ways that negative pressure can be resisted - identify when they might need to ask for help and who they can ask <p>H21:</p>

<ul style="list-style-type: none">- describe feelings when disputes and conflicts occur- identify what can help and not help when trying to arguments- demonstrate strategies for solving arguments with peers- give examples of when they have helped give useful feedback or support to others <p>L8:</p> <ul style="list-style-type: none">- identify situations where people might think or feel differently from their friends- explain that disagreeing with your friends doesn't mean you don't like them or care for them- explain the importance of seeing and respecting others' points of view and how we show we are doing this- recognise that sometimes you may not be able to reach an agreement – it is ok to disagree- describe skills they could use to resolve a difference		<ul style="list-style-type: none">- recognise some different kinds of stereotypes (such as gender stereotypes)- give examples of when stereotypes are challenged- identify why stereotyping can lead to problems	<ul style="list-style-type: none">- identify how people can keep privacy in different contexts (including online) <p>L17/18:</p> <ul style="list-style-type: none">- identify how people find out information and news, about people, places and events- recognise that not everything they see/read is true- give examples of when things might seem like they must be true may not be (e.g. internet scams, 'really good deals', advertising, gossip, stories)- explain why we need to be cautious about things we read or hear in the media	<ul style="list-style-type: none">- demonstrate essential attributes that are needed to work collaboratively	<ul style="list-style-type: none">- recognise there is advice and guidance to help keep people safe in different places and situations- identify some of the risks that may occur- describe and demonstrate ways they and others can keep physically safe in different places and situations (such as near roads, railways, water, building sites, around fire/fireworks) identify who can help if something is, seems or may become unsafe <p>H23:</p> <ul style="list-style-type: none">- identify people who help them to stay healthy and stay safe- give examples of how they are helped to stay healthy and stay safe in a variety of places and situations- give examples of how they help to keep themselves (or others) safe- recognise that they should always report things that mean they or others may not be safe- identify different ways asking for help – including online- identify appropriate people to tell or talk with about their concerns <p>R7:</p> <ul style="list-style-type: none">- describe how one person's actions can affect another person, or a group of people- identify actions that would affect others positively- identify actions that would affect others negatively- describe how a person's actions can affect the person themselves- identify why it is important to 'think before we act' <p>R18:</p> <ul style="list-style-type: none">- describe what changes when 'joking' or 'playful teasing' becomes hurtful to another- give a definition of 'bullying'- identify how, where and when where hurtful teasing and bullying can happen (including online)- describe how teasing, bullying and aggression can make someone feel- describe some ways of responding if they experience or witness bullying- explain the importance of telling someone if they know (or think they know) this is happening- identify who to ask for help or report to, what to say and what will happen next
<p><u>Year 4</u></p> <p>R1:</p> <ul style="list-style-type: none">- describe a wide range of different feelings- give examples of how to recognise feelings in others- describe how feelings can affect thoughts and behaviour- explain what makes feelings better or worse/what helps/doesn't help- discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively) <p>R2:</p> <ul style="list-style-type: none">- identify different types of relationships they have and know about- explain what makes friends and other people they care about (family or 'special people') important to them- describe the qualities of a good friendship		<p><u>Year 4</u></p> <p>L11:</p> <ul style="list-style-type: none">- identify that UK is made of people from different religious and ethnic identities- recognise that this makes the UK a richly diverse community- identify reasons why people might move from one place to another- recognise that this has happened for many thousands of years (people have always moved from one place / country to another)- identify some of the ways people can show respect for different cultures and identities- participate in a celebrating the range of different identities and cultures in the UK <p>L12:</p> <ul style="list-style-type: none">- describe customs or traditions celebrated their own families / community	<p><u>Year 4</u></p> <p>H22/25:</p> <ul style="list-style-type: none">- explain that there are rules to help keep people safe online and the importance of following these- recognise potential consequences of online safety rules not being followed- explain why it is important not to share personal information online (such as passwords, where they live, personal pictures of themselves or others)- identify the sorts of images that are ok to photograph to share with others and what might not be appropriate- recognise that an image (or text) might be shared to many people, even though it was only sent to one person- explain the importance of reporting something unsettling, upsetting or unsafe to an adult they trust	<p><u>Year 4</u></p> <p>H5:</p> <ul style="list-style-type: none">- recognise their worth by identifying positive things about themselves and what they are proud of- identify aspirations for the end of term/school year- identify personal strengths that will help them achieve their goals- identify what personal actions they can take to improve- describe how learning from mistake and working with others can help them to achieve their goals <p>L16:</p> <ul style="list-style-type: none">- explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality	<p><u>Year 4</u></p> <p>H9/10/11:</p> <ul style="list-style-type: none">- explain what is meant by risk, danger and hazard- identify risk in a range of situations- describe steps that can be taken to reduce the risk or avoid danger- assess whether they are able to manage the risk themselves and if not, who is responsible- identify if, when and how to report potential risks, dangers and hazards to others <p>H13/14:</p> <ul style="list-style-type: none">- recognise feelings that suggest there is negative pressure - something may be unhealthy or dangerous- recognise that pressure to do something someone feels unsure about can come from others, but also from within themselves and/or from wanting approval from others

<ul style="list-style-type: none">- describe how problems that might arise in friendships can be approached in a positive way- identify the responsibilities we share in maintaining positive friendships- identify some ways in which relationships can be recognised, celebrated or ‘marked’ by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers’ Day) <p>R12:</p> <ul style="list-style-type: none">- explain what means to negotiate- give examples of compromise that occur in school and home- demonstrate negotiating a ‘win-win’ outcome- give examples of where strategies have worked well/not worked in class/the playground- describe or demonstrate how to give someone feedback and support <p>L8:</p> <ul style="list-style-type: none">- describe how it can feel to agree / disagree with someone- suggest different ways to demonstrate that we value the others’ points of view- explain how sometimes resolving differences means ‘agreeing to disagree’- explain the concept of compromise and how both parties may need to ‘give a little’ to get a ‘win-win’- describe the skills we need to practise to resolve differences		<ul style="list-style-type: none">- identify different traditions that relate to entry into adulthood / adolescence and different celebrations- describe different traditions from cultures other than their own- explain how they are similar or different to their own traditions- explain how we show respect and appreciate the traditions of other cultures <p>R16:</p> <ul style="list-style-type: none">- explain what is meant by stereotyping- give some examples of stereotypes (such as gender stereotyping)- identify when stereotypes are challenged and explain how this helps to break down the stereotype- explain why it is important for stereotypes to be challenged	<p>R21:</p> <ul style="list-style-type: none">- give examples of the sorts of things that people want share with others – (including special people, classmates, everyone)- identify things / times when people might want or need to keep privacy- explain why it is important to respect privacy- describe ways people can keep personal boundaries / privacy in different contexts (including online)- recognise what happens when a privacy may need to be broken and when this would be important <p>L17/18:</p> <ul style="list-style-type: none">- describe the different ways people find out information and news, about people, places and events- give reasons for why the media tries to influence people’s choices and decisions (e.g. to persuade people to purchase)- identify how this is done (e.g. emotive language in adverts)- identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip)- suggest some important questions we should ask when we see images, programmes or articles in the media	<ul style="list-style-type: none">- describe ‘real life’ examples of enterprise in school (e.g. PTA, friends of the school, governors - car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)- describe or demonstrate what personal skills or attributes might be needed to start an enterprise <p>R11:</p> <ul style="list-style-type: none">- explain what a ‘goal’ is and why having a clear goal can be helpful- demonstrate negotiating a shared goal or working collaboratively- explain the individual attributes required to work with a partner and in a team (e.g. listening, cooperating, contributing, encouraging, presenting, leading)- explain practical steps that can be taken to include others in our groups/work co-operatively- identify ways of managing conflict or disagreements that might arise	<ul style="list-style-type: none">- describe some different ways to manage or resist pressure- identify who they can talk to if feeling under pressure <p>H21:</p> <ul style="list-style-type: none">- explain why there are rules about safety in different places- recognise potential consequences of safety rules not being followed- give examples of when remembering to keep the safety rules might be more challenging and what people should consider in these situations- describe and demonstrate how to themselves safe in the local environment (such as near roads, railways, water, building sites, around fire/fireworks)- identify when, how and who to alert if there is danger <p>H23:</p> <ul style="list-style-type: none">- explain the different roles that people in school and the wider community have to help them stay healthy and safe- describe the different ways they receive help to stay healthy and safe- identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe- recognise their responsibility to report things that mean they or others may not be safe- give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust <p>R7:</p> <ul style="list-style-type: none">- explain how their actions or choices can hurt others on the outside and on the inside- explain steps that can be taken to solve problems where actions have impacted on others- identify and demonstrate behaviours and actions that show respect for self and others- explain why it is important to ‘think before we act’ <p>R18:</p> <ul style="list-style-type: none">- differentiate between playful teasing, hurtful behaviour and bullying- recognise that bullying and aggressive can be online as well as occurring in physical life- recognise what is meant by discrimination and some types of discrimination that exist- identify how this can negatively affect people (e.g. their feelings and aspirations)- explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied- explain where people can get advice and help
Ongoing	<p>Relationships:</p> <ul style="list-style-type: none">- 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 others’ points of view				

