



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 4

Term : Autumn

Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do																		
Define the word and include etymology if useful.	<table border="1"> <tr> <th data-bbox="573 586 732 618">Learning</th> <th data-bbox="732 586 892 618">Teaching</th> <th data-bbox="892 586 1052 618">Assessment</th> </tr> <tr> <td data-bbox="573 618 732 651">Remembering</td> <td data-bbox="732 618 892 651">Telling</td> <td data-bbox="892 618 1052 651">Testing</td> </tr> </table>	Learning	Teaching	Assessment	Remembering	Telling	Testing	<table border="1"> <tr> <th data-bbox="1052 586 1211 618">Learning</th> <th data-bbox="1211 586 1371 618">Teaching</th> <th data-bbox="1371 586 1530 618">Assessment</th> </tr> <tr> <td data-bbox="1052 618 1211 651">Practising</td> <td data-bbox="1211 618 1371 651">Coaching</td> <td data-bbox="1371 618 1530 651">Observing</td> </tr> </table>	Learning	Teaching	Assessment	Practising	Coaching	Observing	<table border="1"> <tr> <th data-bbox="1530 586 1690 618">Learning</th> <th data-bbox="1690 586 1850 618">Teaching</th> <th data-bbox="1850 586 2009 618">Assessment</th> </tr> <tr> <td data-bbox="1530 618 1690 651">Reflecting</td> <td data-bbox="1690 618 1850 651">Facilitating</td> <td data-bbox="1850 618 2009 651">Evaluating</td> </tr> </table>	Learning	Teaching	Assessment	Reflecting	Facilitating	Evaluating
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<p>Family - A group of people who are closely related to one another</p> <p>Friend - A person other than a family member whose company one enjoys and towards whom one feels affection.</p> <p>Similarity - The relation of sharing properties or appearance</p> <p>Difference - A characteristic of something that makes it unlike something else</p> <p>Change - To make something into something else; to become something different</p> <p>Conflict - A clash or disagreement between two or more opposing groups or individuals.</p> <p>Network – An interconnected directory of people maintained for support</p>	<p>Know how good friends behave towards each other</p> <p>Know how to listen to and support my friends</p> <p>Know some of the similarities and differences between me and my Classmates</p> <p>Know who is now in my network of special people, and how we affect each other</p> <p>Know some ways to resolve conflict and other issues in friendships</p>	<p>Understand how I cope when relationships change</p> <p>Understand and cope with changes in friendship patterns</p> <p>Understand that people live in different family patterns.</p>	<p>To describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <p>To identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</p> <p>To be able to identify special people in their support networks, and know from whom and how to access support.</p>																		
<p>Rights - Complying with justice, correctness or reason</p> <p>Responsibility - The state of being responsible, accountable, or answerable.</p> <p>Rule - A regulation, law or guideline.</p> <p>Representative – a person who may speak for others in a particular capacity, especially in negotiation</p>	<p>Know why we need rules at home and at school</p> <p>Know what part I can play in making and changing rules</p> <p>Know what we mean by rights and responsibilities</p> <p>Know what my responsibilities at home and at school are</p>	<p>Understand what a representative does</p> <p>Understand that rights come with responsibilities and understand how these responsibilities affect their actions.</p> <p>Understand why rules are needed</p> <p>Understand why rules are necessary and useful.</p>	<p>To be able to explain the difference between wants and needs.</p> <p>To be able to explain why rights are important.</p> <p>To participate in making class ground rules and show or explain what following the rules looks like.</p>																		

			
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<p>Democratic – decisions based upon the principle of government by the choice of the majority of the people.</p> <p>Elect - One chosen or set apart by others</p>	<p>Know what is a representative and how do we elect them</p>	<p>Understand how do we make democratic decisions in school</p>	<p>To suggest different ways of making a decision and ways they can influence decision making in school.</p> <p>To take part in simple debating and voting</p>
<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>Cyber- Bullying – Bullying taking place online via the internet or via a mobile device</p> <p>Bystander – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p>Safety/safe - The condition or feeling of being away from harm.</p> <p>Assertiveness - Boldly self-assured; confident without being aggressive</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p>	<p>Know how can I keep myself safe if I am being bullied</p> <p>Know how bystanders might intervene and help someone who is being bullied</p> <p>Know strategies to use to support those being bullied and to prevent bullying</p>	<p>Understand how bullying affects the way we think, feel and behave</p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</p>	<p>To be able to describe the feelings of those involved in bullying including those who bully others.</p> <p>To be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</p> <p>To be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</p>



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<p>Lifecycle – The course of stages through which an organism passes from fertilized egg until maturity, reproduction and death.</p> <p>Responsibility - A duty, obligation or liability for which someone is held accountable.</p> <p>Adult – A person who has reached the legal age of majority</p>	<p>Know human lifecycle stages</p> <p>Know the differences between babies, children and adults</p> <p>Know what responsibility means at different ages</p>	<p>Understand the main stages of the human lifecycle</p> <p>Understand what it means to be 'grown up'</p> <p>Understand that babies need care and how parents and carers offer this</p> <p>Understand what am I responsible for now and how will this change</p>	<p>To be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy.</p> <p>To be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood.</p> <p>To be able to identify an area for which they can take more responsibility.</p> <p>To be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>
<p>Budget - The amount of money or resources available for a particular activity or time-frame.</p> <p>Manage - To direct or be in charge of.</p> <p>Effective - To produce a required outcome</p> <p>Debt - The state or condition of owing something to another.</p> <p>Charity - An organization, the objective of which is to carry out a charitable purpose.</p>	<p>Know that we receive money through a variety of means, including paid work.</p> <p>Know ways to keep money safe, including saving it.</p> <p>Know about the work of a charity and why we might need it.</p>	<p>Understand what saving, spending and budgeting mean</p> <p>Understand what a budget is and how to plan one</p> <p>Understand that some of the ways we use money can make it grow or involve risk</p> <p>Understand that we make choices about spending for many different reasons.</p>	<p>To be able to manage money effectively in real life situations</p> <p>To be able to identify and discuss different feelings about money</p> <p>To be able to explain different ways of earning and spending money</p> <p>To be able to plan a budget</p> <p>To be able to explain the need for and work of a charity</p>



									
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<p>The goods or money given to those in need.</p> <p>Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.</p>				<p>Understand that the choices we make affect us, our communities and the wider world.</p> <p>Understand that money may have different value and meaning to different people at different times and in different cultures.</p> <p>Understand and manage the sometimes uncomfortable and changing feelings we have about money</p>					
<p>Drug – A substance used to treat an illness, relieve a symptom, or modify a chemical process in the body for a specific purpose.</p> <p>Medicine – A substance which specifically promotes healing when ingested or consumed in some way; a treatment</p> <p>Risk – The probability of a negative outcome to a decision or event.</p> <p>Persuade – To successfully convince someone to agree to, accept, or do something</p> <p>Influence – The power to affect, control or manipulate something or someones conduct, thoughts or decisions.</p> <p>Choice – An option; a decision; an opportunity to choose or select something</p> <p>Safe/safety - The condition or feeling of being away from harm.</p>	<p>Know that nicotine and alcohol are drugs and describe some of their effects.</p> <p>Know about medical and legal drugs and their effects</p> <p>Know why some people need medicine and who gives it</p> <p>Know the safety rules for storing medicine and other risky substances</p>			<p>Understand about how friends and the media can influence you</p> <p>Understand how a drug can enter the body and the bloodstream</p> <p>Understand medicine safety and have some ideas for keeping safe and asking for help.</p>			<p>To be able to name some medical and legal recreational drugs.</p> <p>To be able to explain some ways in which medicines are used and describe some of the professionals who work with them.</p> <p>To be able to consider why some people choose to use nicotine and alcohol.</p> <p>To be able to discuss how influence and persuasion can influence choices and demonstrate some skills to counter these.</p>		



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<p>Change – when something or someone becomes different</p> <p>Emotion - A person's internal state of being; how they feel</p> <p>Cope - To deal effectively with something, especially if difficult.</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p>	<p>Know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</p> <p>Know what helps or hinders when they are experiencing difficult emotions.</p> <p>Know that change happens to everyone throughout their lives</p>	<p>Understand how someone who experiences bereavement might feel.</p> <p>Understand that changes affect people in different ways and that some changes are positive and can be planned for</p> <p>Understand that change can be managed in different ways and that there are a range of ways to cope with change</p>	<p>To be able to identify changes that they and other children may experience in their lives.</p> <p>To be able to name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p> <p>To be able to plan to make a chosen change happen.</p>
<p>Money – A currency maintained by a state or other entity which can guarantee its value</p> <p>Saving – A reduction in cost or expenditure.</p> <p>Spend – to pay out money for an item or service</p> <p>Effective – Having the power to produce a required response or answer</p>	<p>Know ways to keep money safe, including saving it.</p> <p>Know that money may have different value and meaning to different people at different times and in different cultures.</p> <p>Know about the work of a charity and why we might need it.</p>	<p>Understand that some of the ways we use money can make it grow and may involve risk.</p> <p>Understand that we make choices about spending for many different reasons.</p> <p>Understand that the choices we make affect us, our communities and the wider world.</p>	<p>To be able to manage money effectively in real life situations.</p> <p>To be able to explain the importance of savings</p> <p>To be able to decide how to spend money and what to spend money on, the effect of our spending - including giving to charity</p> <p>To be able to discuss the feelings you have around having and not having money</p>



									
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Risk - A possible adverse event or outcome	Know that having and not having money can elicit a range of feelings for different people.			Understand and manage the sometimes uncomfortable and changing feelings we have about money.					
<p>Safety/safe - The condition or feeling of being looked after.</p> <p>Trust – Confidence in or reliance in a person</p> <p>Network – Any interconnected group or system; of people</p> <p>PSHE/Science RSE vocabulary – Penis, vulva, vagina, breast, testicles, scrotum, pubic hair, puberty.</p>	<p>Know names of body parts including scientific names for sexual parts.</p> <p>Know the difference between good and bad touch</p> <p>Know who there safenetrk of adults are</p> <p>Know what assertive means</p>			<p>Understand what their 'sixth sense' is and how this contributes to assessing different levels of risk.</p> <p>Understand that you are able to say 'no' and tell someone on their Network of Support if they feel unsafe</p> <p>Understand that body language plays a part in communication</p>			<p>To be able to contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language</p> <p>To be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a 'no' or 'I'm not sure' feeling.</p> <p>To be able to identify the difference between good and bad secrets and tricks as well as 'yes' and 'no' touches.</p> <p>To be able to identify and name body parts, including the sexual parts.</p>		