



PSHEEE & Citizenship Scheme of Work  
**Year 4**  
 Spring Term 2019

**Visiting Speakers**

*Safer Internet Day – 5<sup>th</sup> February*

**Childnet Internet Safety Talk – Tuesday 15 January - Ark**

*NB One PSHEEE lesson to be used once a year for each class to prepare for their class assembly*

Content (Number of lessons in brackets)	Learning Focus	Resources
<b>New Year's Resolutions (1)</b>  Look at why different people want to make a fresh start at new year. Work with the pupils to set targets for home, school and leisure time	To recognise their own worth by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting <b>personal targets</b> . These targets can be short or long term, or both, but they must be achievable.  Display in classroom?	Middle School record of achievement book  Poster creation
<b>Internet Safety (1-2)</b>  <i>Safer Internet Day – 5<sup>th</sup> February</i>  <b>Childnet Internet Safety Talk - 15 January Ark</b>	To understand how the internet works and how to stay safe online. To understand the permanence of the internet. To identify any dangerous or alarming situations whilst using the internet. To learn and surf by the Childnet SMART stay safe rules.  In ICT lessons pupils will be studying the Childnet internet safety advice and looking specifically at digital footprints.	1. Please discuss what they have learnt in ICT 2. Show this video about internet safety and discuss its content:  <a href="#">Safe Surfing Video</a>  3. Go to <a href="#">The Adventures of Kara, Wiston and the SMART crew</a> for 5 short animations illustrating each SMART rules and a quiz.  <a href="http://www.saferinternetday.org">www.saferinternetday.org</a>
<b>Bullying (2)</b> To encourage pupils to consider how bullying affects all people involved and to provide the opportunity for the pupils to discuss their understanding/experiences of bullying.	Follow up discussions from the Anti-Bullying workshop with Robert Higgs from last term. Please spend the following PSHEE session practicing and following up on what they have learnt.  3. Use the following link to a video which contains pauses for you to stop any talk about the issues raised.  3. This book contains stories and	1 Follow up on the workshop, practicing techniques learnt  2. <a href="#">Bullying Clip</a> NB Go to the bottom of the page and download mov – check it works on your computer first! This is a 13 min bullying clips with stops for discussion  3. Book: Bully Janine Amos (1 copy in PSHEEE box – with HoY)

	<p>discussion ideas dealing with different people's experiences, to help children understand why people behave badly and what they can do about it.</p> <p>5. This lesson is designed to help pupils:</p> <ul style="list-style-type: none"> <li>• realise the nature and consequences of bullying behaviors.</li> <li>• explore strategies for coping with fear and pressure and know how to respond and ask for help if bullying situations arise.</li> <li>• know that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.</li> </ul>	<p>4. PPT and resources from the <a href="#">Anti Bullying Alliance</a> Use the powerpoint presentation alongside the notes to facilitate discussion.</p> <p>5. There are a number of <a href="#">books on bullying</a> in the library for you to borrow and copy in order to facilitate discussion. You could use these to make an anti-bullying poster for the classroom.</p>
<b>Road Safety (2)</b>	To develop the pupils' understanding of Road Safety. This follows on from work in years 2 and 3 about road use, and focuses on the dangers of speeding cars.	<a href="#">Raod Safety PPT</a> Power point – work through and discuss issues raise.
<b>British Values</b>	To find out what the British values are and what they mean	<a href="#">M:\Main School\Curriculum\PSHEE\Schemes of Work and Resources\Resources\General PSHEE resources\British Values\BritishValues-middle school.pptx</a>
<b>Child Protection (2)</b>	<p>1. This quiz is designed to raise issues about child protection and find out what pupils would do in different circumstances, it should be used as an opener for discussion, then followed with:</p> <p>2. Read and discuss the UNICEF 'Rights of the Child' document. This is designed to help pupils to:</p> <ul style="list-style-type: none"> <li>• understand that it is every child's right to feel safe and secure.</li> <li>• learn strategies for keeping safe.</li> <li>• know where to go for support and advice if feeling unsafe and insecure.</li> </ul>	<p>1. <a href="#">How safe are you quiz</a>– <i>print off the quiz and answer sheet</i>, pupils work through alone then in pairs. Then give out the score sheet, they mark then discuss their answers and issues raised.</p> <p>2. <a href="#">M:\Main School\Curriculum\PSHEE\Schemes of Work and Resources\Resources\Year 4\Spring Term\UNICEF right of the child.pdf</a><i>Read through and discuss some of the points. Do the children agree with the points made? What would they include if they made up their own 'Rights of the Child'? Poster creation?</i></p>
<b>Prejudice and Difference (1)</b>	<p>This lesson is designed to help pupils to:</p> <ul style="list-style-type: none"> <li>• accept that as human beings we are all unique and special.</li> <li>• develop positive strategies for supporting each other.</li> <li>• be able to develop the skill of empathy.</li> </ul>	<p><a href="#">BBC Preudice and Difference 'Look at Me' video</a> helping children understand what it is like to be hearing impaired. Discuss how it would feel to be hearing impaired. How could you support him? LEARNING EMPATHY PPT Work through these slides to put yourself in other people's shoes.</p>
<b>Global Citizenship</b>	1. Imagine the World as a village of 100 people, how many speak English, how many are hungry...	1. The World as a Village scanned copy <a href="#">If all the world were a village book</a>
<b>PSHEEE Issues (as required)</b>	Following requests from Year 4 teachers, these books have been put together for teachers to use as issues arise in their class	<p>These books are all in the Year 4 PSHEEE box to be kept in the staff room.</p> <p>* The Hyena Why Lost Her Laugh <i>A story about</i></p>

	<p>which require discussion. They are designed to be read to the class as stimuli for discussion. There are also lots of books on the PSHEEE shelf in the library.</p>	<p><i>changing your negative thinking</i> Jessica Lamb-Shapiro  * <i>The Penguin Who Lost Her Cool A Story about controlling Your Anger</i> Marla Sobel  * <i>The Huge Bag of Worries</i> Virginia Ironside  * <i>Potter Pig in Control (4 stories and worksheets on anger management)</i> Diane Kooser  * <i>Moody (3 stories and advice to help pupils understand why people might be moody and what can be done about it)</i> Janine Amos  * <i>Thief (3 stories and advice to help pupils understand why people might steal others property and what can be done about it)</i> Janine Amos (1 copy)  * <i>Potter Pig</i> – 4 books are scanned, each with a story followed by questions for discussion and activity sheets you can print as required:  <a href="#">Potter pig - angry feelings</a>  <a href="#">Potter pig - fights fair</a>  <a href="#">Potter pig - empathy machine</a>  <a href="#">Potter pig - solve problems</a></p>
<p><b>Target Review (1)</b></p>	<p>Review Autumn Term targets – What Went Well, and Even Better If.</p>	<p>Record of Achievement books</p>