**** SMSC & PSHE in Year 4

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|  | Autumn | Spring | Summer |
|  | Participation in assembly sessions with Teresa Nixon from St John’s Church  Participation in assemblies led by Hartford Primary staff – See assembly timetables  No Outsiders | | |
| Spiritual  Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | RE unit – How do Jews demonstrate their faith through their communities?  Explore beliefs in action and make connections with my own life and communities. Give thoughtful responses using different forms of expression. Discuss why worshippers choose to attend a particular place of worship and what it means to belong.  RE unit – Why do Christians think about incarnation at Christmas?  Desribe religions and world views connecting my ideas and prior learning. Consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.  Ancient Greek artwork: To investigate visual, tactile and other sensory qualities of their own and others work. To develop independent thinking that will enable pupils to develop their ideas and intentions and express these in an appropriate manner. Link this to the different Greek columns.  DT: Sewing to make a Minotaur puppet. To develop use of imagination and creativity through product design. To have a sense of enjoyment through design, development and making the product.  English Unit Gorilla: To develop empathy with the characters. To write diary entries, reflecting on the character’s life and how they feel.  English unit: Leon and the Place Between. To develop empathy with the characters. To write diary entries and letters, reflecting on the character’s experiences. To write a recount using the key features.  History and Geography – The Ancient Greeks: To understand how and why events in the past happened and their causes. To recognise the incredible significance that some individuals have had in the past (Homer) and how historical knowledge changes with new evidence and different interpretations of events. To recognise the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.  Maths: To celebrate personal achievement and achievement of others in solving problems  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others.  To listen to and learning a range of songs in assembly. To take part in services held at school and Church e.g Christmas Collective singing- classes/ key stage/whole school.  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  No outsiders Text: Dogs Don’t Do Ballet Anna Kemp - To know when to be assertive.  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning appreciating the wider world and its beauty.  Science: Uses of everyday materials - Exploring the wonder of how different materials are used for different purposes.  Computing – Awe and wonder: Comparing life in Ancient Greece and the present day. To reflect on out own and other’s lives and the impact computing has on it. Develop self-esteem through programming using Espresso independently.  Art: To investigate different art work through visual and tactile senses linked to the Ancient Greeks. To develop independent thinking skills and to express their ideas using different media, sketching and hard and soft pencils. | RE unit – How did Jesus teach about God and values through parables? Describe and understand links between stories and other aspects of the communities. Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.  RE unit - How can I understand different Easter concepts? Describe and make connections between different features of the religions and world views we have studied. Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Discuss why worshippers choose to attend a particular place of worship and what it means to belong.  English Unit: Escape From Pompeii. To develop empathy with the characters. To write diary entries and letters, reflecting on the characters’ lives.  English Unit: When the Giant Stirred. To develop empathy with the characters. To write diary entries and letters, reflecting on the characters’ experiences and write an adventure story based on true facts.  Geography and History – The Romans. To find fascination in learning about themselves and others and the world.  To understand how and why events in the past happened and their causes. To recognise the incredible significance that some individuals have had in the past (Boudicca, Julius Caesar) and how historical knowledge changes with new evidence and different interpretations of events. To recognise the similarities between people now and in the past and bringing them alive through primary and secondary sources, artefacts and visits and visitors.  DT – Mangonels: To develop an appreciation of beauty through structures and to reflect on their own work and respect others. Recognise Roman ingenuity and how they were so successful.  Maths: To celebrate personal achievement and achievement of others in solving problems  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others. To respond to different kinds of music through dance, literacy, art etc. Through listening to a range of music give opportunities to develop sense of awe and wonder. To listen to and respond to music beyond common experience.  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others).  To show imagination and creativity in dance and gymnastics. To show imagination and expression through the medium of dance. To develop self–belief and willingness to push themselves.  No Outsiders Text: The Way Back Home Oliver Jeffers. To overcome language as a barrier.  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunity to reflect on learning and appreciate the wider world and its beauty.  Science: Sound and Living Things and their Habitats - Appreciating the beauty of the world around them. Appreciate how all living things are interdependent and work together. Developing awe at the scale of living things from the smallest micro - organism to the largest tree.  Computing: Algorithms. Explore how ideas in computing have inspired others.  Art: To investigate different art work – through visual and tactile senses linked to the topic of Romans. To develop independent thinking skills and to express their ideas using different media, including tints and shades. | RE unit – How do Hindus worship? Describe and make connections between different features and world views we have studied. Talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas. Explore and describe a range of beliefs, symbols and actions so that I understand different ways of life and ways of expressing meaning. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all and respond thoughtfully to ideas about community, values and respect.  RE unit – Free Choice. Humanism. Can kindness change the world?  English Unit: Where the Forest Meets the Sea. To develop empathy with the characters. To write diary entries and letters, reflecting on the characters experiences. To look at non-chronological writing and how zoos have changed over the year. Research different animals and have an empathy with our changing world.  Geography and History – Salt. To find fascination in learning about themselves and the local area in which we live. How did salt change our local landscape and what lasting effects have these changes had on our local area?  Maths: To celebrate personal achievement and achievement of others in solving problems.  Music: To explore emotions through music. To reflect on different types of music- including own performance and observed performances of others. To compose own music reflecting on own preferences/likes/beliefs/values  P.E. - To develop a sense of enjoyment and fascination in learning about themselves and what they can achieve (and others). To show imagination and creativity in extending/making up games. To develop self–belief and willingness to push themselves.  MFL (Spanish): To use imagination and creativity. To promoting self esteem and self belief. To have opportunities to reflect on learning and appreciating the wider world and its beauty.  Science: Animals including humans -  Developing awe at the scale of living things from the smallest micro - organism to the largest tree.  Appreciating the beauty of the world around them. Recognising how amazing the human body is and how it works. Exploring the wonder about what is special about human life. Appreciating the beauty of the world around them. Appreciate how all living things are interdependent and work together.  Computing: Coding - Explore how ideas in computing have inspired others. Feel a sense of achievement when locating faults within a computer algorithm.  Art: To investigate different art work through visual and tactile senses linked to the topic of Salt (Andy Galsworthy and use of natural materials within a landscape). To develop independent thinking skills and to express their ideas using different media. |
| Moral  Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values  PSHE  drug education, financial education, sex and relationship education (RSE) and the importance of physical activity and diet for a healthy lifestyle. | English unit: Gorilla.  To understand the consequences of our actions on ourselves and others, to develop understanding that we are all different and to reflect on diversity, to understand what it means to belong.  English unit: Leon and the Place Between. To understand the consequences of our actions in overcoming fears.  History and Geography – The Ancient Greeks. Understanding the consequences of their behaviours and actions.  To discuss moral questions and dilemmas from the past. To empathise with the decisions which ordinary people made at the time, based on their historical situation. To develop open mindedness when considering the actions and decisions of people from the past.  Music: To show respect for others and creating a safe environment where opinions and efforts are encouraged and valued. Music as part of celebrations and annual ceremonies eg Christmas, Remembrance Day.  P.E. Rules – To develop skills for fair play. To understand consequences of behaviour and actions and show an understanding of viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  No Outsiders Text: The Flower John Light. To understand how we share the world  MFL: To develop respect for others, their language and their culture.  Science: Uses of everyday materials  To understand the importance of how decisions made about using different materials can impact on the environment.  Computing: To understand how important it is to stay safe on the internet including mobile devices.  Art: To learn about different artists and the meaning in their work. | English Unit: Escape From Pompeii. To understand what it means to belong. To understand right and wrong and the impact of our actions on ourselves, others and the world around us.  English Unit: When the Giant Stirred. To recognise decisions need to be made and followed.  Internet Safety – To understand the consequences of our actions on the internet. To be aware of the dangers and exciting opportunities of the internet. To know how to behave respectfully and carefully when using the internet.  LGBTQ+ month – To appreciate that everyone is different, all families are different and everyone should be treated fairly and respectfully.  History and Geography – The Romans. Understanding the consequences of their behaviours and actions.  To discuss moral questions (was it right to have slaves/gladiators?) and dilemmas from the past. To empathise with the decisions which ordinary people made at the time, based on their historical situation. To develop open mindedness when considering the actions and decisions of people from the past.  Music: To show respect for the musical instruments. To exploring the role of music in our society and links to India.  P.E. Rules – To develop skills for fair play, to understand consequences of behaviour and actions and show an understanding viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  MFL: To develop respect for others, their language and their culture.  Science: Sound and Living things and their habitats - To understand the importance of how decisions made by humans can impact on living things and their habitats and the environment.  Computing: Algorithms – To work as a team and respect other people’s views and opinions. To express their own responses and opinions of the work of others with a justification for their view.  Art: To learn about different artists and the meaning in their work – linked to the topic of The Romans. | English Unit: Blue John – What can we find deep within the ground? Look at different rocks and formations of these to write a letter explaining the difference between them. To investigate and discuss moral and ethical issues around looking after the environment on nature and humans. To be aware of our role in this.  To make their own decisions about right and wrong and how decisions are not always agreed.  DT - Encourage respect for others and their work (design/products) To work co-operatively, respecting the classroom environment and equipment  To encourage sustainability through recycling and up cycling.  Music: To show respect for other people’s choice of music. To develop understanding in the ways music can change mood and behaviour  P.E. Rules – To develop skills for fair play, to understand consequences of behaviour and actions and show an understanding viewpoints of others. To listen to the referee/person in charge of event and abide by their rules. To understanding that there must be rules, how to accept and follow them.  To develop the ability to listen and respect even if you don’t agree.  MFL: To develop respect for others, their language and their culture.  Science: Animals including humans - To understand the importance of how humans can help each other by understanding each other. How do our bodies work both physically and emotionally? To understand how there are similarities and differences between humans.  Computing: Coding - To understand how important it is to stay safe on the internet including mobile devices. To work as a team and respect other people’s views and opinions.  To respect in the use of digital equipment and its impact on the environment – ink and paper wastage.  Art: To learn about different artists and the meaning in their work – linked to the topic of Salt in our environment. (Andy Galsworthy). |
|  |  | Relationship and Sex Education –  To introduce the concept of puberty. What happens to our bodies. What’s different during puberty for both males? Why does the body go through puberty? What changes will happen and will it happen at the same time for everyone? Understand what changes will happen so we are prepared for them. |
| Social  Investigate and moral issues; moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with fundamental values of democracy.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Celebrate success with class displays, newsletters, parent afternoons and year groups  To share food as a social event – Christmas Dinner  English Unit: Gorilla and Leon and the Place Between. To develop the skills of sharing ideas and understanding how to co-operate in group work. To show respect when participating in speaking and listening activities, group activities and decision making.  History and Geography – The Ancient Greeks. To reflect on what past societies have contributed to our culture today (e.g. architecture) To explore the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  P.E. – To participate in different sports. To develop an understanding of acceptance of defeat and being positive for winners – showing respect.  To working as a team. To play to their strengths and support all team members.  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Uses of everyday materials – Group practical work provides opportunities for pupils to develop team working skills and to take responsibility. To take responsibility for their own and other people’s safety when undertaking practical work.  Computing – Internet safety: The children are taught good practice and respect in the use of social networking (Anti-bullying week – Cyber bullying)  Art: The children’s work is celebrated throughout the school and displayed in many areas. To learn about different artists and their techniques. To discuss range of artists and art work, encouraging and developing communication skills. | Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  Celebrate success with class displays, newsletters, parent afternoons and year groups  Internet Safety – To know how to use the internet sensibly and safely. To show respect for others when using the internet. To be aware of how to solve a problem or ask for help when using the internet.  LGBTQ+ month – To appreciate that everyone should be treated fairly and respectfully. To explore what we can do to make people feel welcomed.  English Units: Escape From Pompeii and When the Giant Stirred. To show respect when participating in speaking and listening activities, group activities and decision making – especially when decisions are not agreed.  Geography (Italy): To learn about dress and diet in a distant locality and its links with Britain.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect. Learn the song Stop! To recognise that bullying is unkind.  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Sound and Living things and their habitats - To consider their impact on the world around them and start to look at what we can do to help the next generation have a habitable planet. Group practical work provides opportunities for pupils to develop team working skills and to take responsibility.  Computing – Algorithms: To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when creating algorithms.  Art: The children’s work is celebrated throughout the school and displayed in many areas. To learn about different artists and their techniques. To discuss range of artists and art work, encouraging and developing communication skills. | Tattenhall residential – teamwork, resilience, meeting and working with new people, perseverance and participating in new experiences.  Maths: Voting within the classroom to make fair decisions eg. Class treat. Recording results as a tally chart and interpreting the data.  The Northwich Art Trail: Develop public and community artworks that express relationships between the pupils and local community. Displays of pupil’s art work in the local community.    English Unit: Blue John. To recognise that many changes have happened in our local area due to mining and the impact that this has had.  History and Geography – Salt. To recognise how the change in the landscape effects not just humans but animals aswell and what we could and should do about it. To reflect on what past societies have contributed to our culture today (e.g. the businesses in our local area) To explore the similarities and contrasts between past and present and be made aware of how, in the main, we are very fortunate to live in ‘the modern world’.  Maths: To work together to solve problems.  Music: To work individually and as part of a group or class on musical projects. To participate through whole school, national projects e.g The BBC Ten pieces, assemblies.  To celebrate school, choir and individual musical successes by children performing in assembly and celebrating grades /certificates awarded. To develop singing games both in classroom and playground to develop early musical concepts as well as co-ordination and respect.  No Outsiders Text: Red; A Crayon’s Story Michael Hall. I know why people sometimes don’t speak up and I know everyone in my school should be proud of who they are.  MFL – To communicate for a purpose- people with other social and cultural backgrounds. To learn something new together as a class.  Science: Animals Including Humans. To understand the importance of how humans can help each other by understanding each other. How do our bodies work both physically and emotionally? To understand how there are similarities and differences between humans.  Computing: Coding - To work as a team to assist each other when problem solving. To use appropriate social behaviours and to interact respectfully with others in the team when using Espresso Coding, Scratch and Kodu. |
| To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group | To participate in the daily Golden Mile activity.  To participate in daily Wake and Shake  To encourage group/class discussions to resolve conflicts – promoting group work/accept roles within the group |
| Cultural  Appreciate cultural influences; appreciate the role of British parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.  PSHE  drug education, financial education, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle. | Story – Gorilla. To respect and celebrate diversity  Armistice Day: To understand why the poppy is important in British history.  Black History Month: To celebrate diversity in our local area, nationally and internationally  Reading - To read a variety of cultural texts.  Music: To taking part in a range of cultural traditions /celebrations e.g Diwali, Christmas, Hannukah  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals. To learn about differences and similarities between cultures Promoting international events/celebrations around school.  Science: Uses of everyday materials – To understand that scientific development comes from all across the world, from people of all backgrounds and cultures.  Computing: To use digital technology safely and sensibly in the classroom and to do the same at home.  Art: To develop knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed. | LGBTQ+ month – To celebrate the diversity of people in our community and around the world. To remember and celebrate the successes of the LGBTQ+ community.  World Book Day – To celebrate diversity in books and to participate in different opportunities.  Reading - To read a variety of cultural texts. E.g. Varjak Paw, The Train to Impossible Places. To develop understanding of different cultures. To celebrate and respect diversity.  Art and DT – to understand own heritage and how other cultures influence design.  Reading - To read a variety of cultural texts.  Geography and History – The Romans: To develop a better understanding of our multicultural society through studying links between England and Italy. To gain an understanding of and empathy with, people from different cultural backgrounds. To explore how other cultures have had a major impact on the development of ’British’ culture.  Maths: To explore pattern and shape in Indian culture.  Music: To show respect for the diversity found in music. To learn about the musical heritage of different cultures- learning to name and play percussion instruments from India. To taking part in a range of cultural traditions /celebrations e.g Learn the song Lean on Me which is to recognise the importance of friendship.  P.E. The Romans - to participate in dance from other countries and cultures. To develop an awareness of different games and their origins.  Computing - Respect and develop an awareness and appreciation of how differing cultural, spiritual and religious views might differ towards the use of digital technology.  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals. To learn about differences and similarities between cultures Promoting international events/celebrations around school.  Science: Science Week: Through the study of famous scientists an understanding that some of science’s most important discoveries have come from other parts of the world.  Art: Through the topic of the Romans, children will be exposed to a wide variety of cultural influences, beliefs and religions. To study the designs of Roman mosaics and to create their own. | RE unit – Free Choice. Humanism. Can kindness change the world?  What are the golden rules of humanism? Invite the Humanist lady in to explain all about her beliefs and how this helps her to life her life well. Recognise the beliefs of others and that some ways of life are not looked upon as a certain religion. Children will be exposed to a wide variety of cultures, beliefs and religions. Through their investigations they will research and explore the religious and non-religious beliefs adopted by a variety of cultures from around the world.  Art – To develop knowledge and understanding of artist’s ideas and concepts identifying how meanings are conveyed.  MFL – To develop a respect for others including their culture/ heritage and history. To celebrate cultural festivals. To learn about differences and similarities between cultures promoting international events/celebrations around school.  Science: Plants and Animals including humans. To understand how different needs in other parts of the world mean different scientific projects and developments occur.  Relationship and Sex Education – See curriculum outline.  Art: Through the topic Explorers, Children will be exposed to art from a variety of cultures, beliefs and religions. Hindu deities and Humanist symbols) |
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| Additional PSHE |  |  |  |