**PSHE/C Curriculum – Year 4 Autumn Term 2**

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| **Theme: Myself and My Relationships – My Emotions** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. To be able to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable. (MW)2. To begin to understand what is meant by “mental health” or “mental wellbeing” and why this is as important as physical wellbeing. (MW)3. To understand some of the ways emotions may affect our interactions, and to show care towards others and their emotions. (MW)4. -To be able to identify their worries and decide what they might do about them. (MW)and-To be able to get support when they need it. (MW)5. No Outsiders – When Sadness Comes to Call – To look after my mental health | **Keyword** | **Definition** | **Keyword** | **Definition** | Health EducationMental Wellbeing (MW)• that mental wellbeing is a normal part of daily life, in the same wayas physical health.• that there is a normal range of emotions (e.g. happiness, sadness,anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.• how to recognise and talk about their emotions, including having avaried vocabulary of words to use when talking about their own andothers’ feelings.• how to judge whether what they are feeling and how they arebehaving is appropriate and proportionate.• simple self-care techniques, including the impact of relaxation,time spent with friends and family and the benefits of hobbies andinterests.• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seeksupport.• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online).• it is common for people to experience mental ill health. For many people who do, the problems can resolve if the right support is made available and accessed, especially if they access support as early as possible. |
| anxious | worried and nervous | personal qualities | attributes and characteristics that you have – things that make you special |
| mental health | how we think, feel and act – good mental health helps you to think positively, feel confidently and act calmly | unique | something individual and special - the only one of its kind |
| physical wellbeing | the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities | state of mind | a person's mood and the effect that mood has on the person's thinking and behaviour |
| ‘mentally healthy’ | state of mental wellbeing that enables people to cope with the stresses of life, realise their abilities, learn well and work well, and contribute to their community | realistic worriesunrealistic worries | worrying in response to an identifiable threat or dangerfeeling nervous and worried about things that might happen - having a wrong idea of what is likely to happen or of what you can really do; not based on facts |
| irrationally | not using reason or clear thinking | strategies | general plans or set of plans intended to achieve something |
| **Prior Learning (Year 3)**In Year 3, the children developed their understanding of the importance of relationships and friendships. They developed their awareness of and ability to form and maintain healthy relationships. They explored how to value and empathise with others, manage conflict and learnt ways to recognise how we affect and are affected by others. They revisited their networks of special people and identified those they could talk to about their concerns. They explored how to get support in situations involving friendships and relationships. | **Future Knowledge (Year 5)**In Year 5, children will consider their networks of people who are special to them, and how they are changing and developing in online and offline contexts as they get older. They will continue to develop their skills in making new friendships, and in maintaining and coping withchallenges in existing friendships and other relationships. They will explore how communication, empathy and compromise can be employed to sustain healthy relationships and reduce conflict. They will explore again concepts of trust and loyalty, considering howthese principles apply to healthy online and offline relationships. They will consider ways in which families support each other through periods of change. They will explore why and how to seek support from people they trust, and how they themselves can support others. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How can I communicate my emotions? (MW) | * Able to use a range of words to explain how I and others are feeling
* Explain how strong the emotion is and whether it is comfortable or uncomfortable
* Make suggestions about the causes of emotions
* Identify feelings in others using body language, tone of voice etc.
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
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| 2. Why is mental wellbeing as important as physical wellbeing? (MW) | * Describe what “mental wellbeing” is
* Explain why mental wellbeing is important
* Able to give examples of ways in which I look after my mental wellbeing.
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| 3. How do my actions and feelings affect the way I and others feel? (MW)How do I care for other people’s feelings? (MW) | * Understand how I and others express emotions
* Talk about how people might misunderstand me and react to me, based on how I express my emotions
* Identify links between feelings, thoughts and actions in myself and others.
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| 4. Can I recognise some simple ways to manage difficult emotions? (MW)Who can I talk to about the way I feel? (MW)4.1 – 5.2 | * Identify a worry and know some strategies to deal with it
* Begin to understand how strong feelings may make me act impulsively or irrationally
* Understand how thinking or talking things through might help.
* Know who they can go to for support

• Have some strategies for seeking help from others |
| **No Outsiders**5. When Sadness Comes to Call – To look after my mental health | * I know what mental health is
* I know that situations can affect my mental health
* I have strategies to look after my mental health
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