**PSHE/C Curriculum – Year 4 - Spring Term 1**

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| **Theme: Citizenship - Working Together** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To be able to identify skills they need to and would like to develop.  2. To be able to understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills. (RR)  3. To be able to know how different people can contribute in different ways to a group task.  4. Financial Capability - To know that there are different ways to gain money, including paid work, and different ways to keep it safe.  5. No Outsiders – Aalfred and Aalbert (Citizenship) – To find common ground | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Respectful Relationships (RR)  • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  • practical steps they can take in a range of different contexts to improve or support respectful relationships.  • the conventions of courtesy and manners.  • the importance of self-respect and how this links to their own happiness.  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect to  others, including those in positions of authority. | |
| confidence | a feeling of having little doubt about yourself and your abilities – believing in yourself | earn | to receive money as payment for work that you do, or to get something that you deserve because of your abilities or actions | |
| communicator | someone who is able to talk about their ideas and emotions in a way that other people understand | saving | the money that one has saved, especially in a bank or a building society | |
| expression of opinion | the act of saying what you think or showing how you feel using words | Building Society | a business which will lend you money when you want to buy a house. You can also invest money in a building society | |
| contribute | to help to cause an event or situation | income | money that is earned from doing work or received from investments | |
| budgeting | the process of calculating how much money you must earn or save during a particular period of time, and of planning how you will spend it | account | a record of money paid out and money received | |
| team | to work together in order to achieve a shared aim | common ground | shared interests, beliefs, or opinions between two people or groups of people who usually disagree | |
| **Prior Learning (Year 3)**  In Year 3, children explored what makes up their identity and began to understand aspects of other people’s identities. They learnt about different communities that exist in the UK and considered some of the different views, lifestyles and beliefs people have. They developed their understanding surrounding what stereotyping is and the importance of challenging it. They explored the different groups and communities they  belong to and looked at the roles of different people in the community. They learnt about their local environment and how they can help to care for it. | | | | **Future Knowledge (Year 5)**  In year 5, children will develop their sense of personal identity and self-worth, as well as the needs and views of others. The children will begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make-up of both the local and national community and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the possible effects of racism, sexism, heterosexism and homophobia.  They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. What new skills would I like or need to develop? | * Know what skills I already have and be able to tell someone else about a skill and how to learn it * Know that we can always learn more about or become better at a skill * Able to choose a skill to develop and know how to move forward with it | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. How well can I listen to other people? (RR)  How do I ask open questions? (RR) | * Know how to show I am listening using my body and know how it feels when someone listens well and when they don’t * Have the confidence to tell someone else my opinion * Know how to ask open questions and why these are useful. | | | | |
| 3. How can different people contribute to a group task? | * Know some skills which are useful in a team * Know how to take turns and different ways of managing this * Plan a group task and choose people to take on each individual job | | | | |
| 4. Financial Capability - What different ways are there to earn and spend money?  What do saving, spending and budgeting mean to me? | * Know people can receive money in many different ways, including paid work * Begin to understand some of the advantages of regular income * Begin to understand that there are a number of things we can do with our money, some involving risk * Know that it is possible to keep money safe by putting it into an ‘account’ in a Building Society or bank. | | | | |
| **No Outsiders**  5. Aalfred and Aalbert (Citizenship) – To find common ground | * I know there are more things we have in common than divide us | | | | |