



BRACKENHILL PRIMARY SCHOOL
CREATIVE CURRICULUM - MEDIUM TERM PLANNING



Year group: Year 4 PSHE

Term:	By the end of Autumn term	
Topic & key Learning Challenge	Health and Wellbeing (Core theme 1)	
Safe, online safety zone.	Using computers at Brackenhill	<p style="text-align: center;">Year 4 LESSON 1: Online Relationships and Online Bullying</p> <p>Online Relationships</p> <ul style="list-style-type: none">• I can describe strategies for safe and fun experiences in a range of online social environments (e.g. live streaming, gaming platforms)• I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours• I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs <p>Online Bullying</p> <ul style="list-style-type: none">• I can recognise when someone is upset, hurt or angry online• I can describe ways people can be bullied through a range of media (e.g. image, video, text chat)• I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation) <p style="text-align: center;">Year 4 LESSON 2: Health, Well-being and Lifestyle</p> <ul style="list-style-type: none">• I can explain how using technology can be a distraction from other things, in both a positive and negative way• I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time



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British Values	Rule of Law	Democracy
Dimension objectives.	Themes	Success steps for pupils to achieve the outcome:
	<p>Core Theme 1 Unit 6 Safety LESSON 5: Internet Use Online Usage</p> <p>Core Theme 1 Unit 6 Safety LESSON 6: Internet Use Age Limits</p> <p>Core Theme 1 Unit 5 Emotions LESSON 5: Feelings Overreacting</p> <p>Core Theme 1 Unit 3 Nutrition and Food LESSON 3: Working with Food MasterChef</p> <p>Core Theme 1 Unit 3 Nutrition and Food LESSON 4: Working with Food Our Food Hall</p> <p>Core Theme 1 Unit 5 Emotions LESSON 6: Self-Respect Let's R.O.C.K!</p> <p>Core Theme 1 Unit 5 Emotions LESSON 3: Loss / Separation Left Behind</p>	<ul style="list-style-type: none"> • Know that for most people the internet is an integral part of life and has many benefits • Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being • To know why social media, some computer games and online gaming, for example, are age restricted • To know where and how to report concerns and get support with issues online • Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • I can develop strategies for managing and controlling strong feelings and emotions • I can recognise how my behaviour and that of others may influence people both positively and negatively • Know the principles of planning and preparing a range of healthy meals • I can work collaboratively towards common goals • I can reach agreements, make decisions and manage discussions to achieve positive results • I can recognise stereotyping and discrimination • I can identify the range of jobs carried out by the people I know • I can reflect on the range of skills needed in different jobs • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • I can begin to make informed lifestyle choices • Learn to prepare and cook a variety of dishes • I can work co-operatively, showing fairness and consideration to others • I can identify the range of jobs carried out by the people I know • I can reflect on the range of skills needed in different jobs • I can face new challenges positively and know when to seek help • I can behave safely and responsibly in different situations • I can form and maintain appropriate relationships with a range of different people • Learn about the importance of self-respect and how this links to their own happiness • I can recognise what I am good at • I can recognise, name and manage my feelings in a positive way • Know that isolation and loneliness can affect children and that it is very important for children to



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		<p>discuss their feelings with an adult and seek support</p> <ul style="list-style-type: none">• I can develop strategies for managing and controlling strong feelings and emotions• I can identify strategies to respond to negative behaviour constructively and ask for help
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Subject Term:	By the end of Spring term	
Topic & key Learning Challenge	Relationships (Core theme 2)	
Safe, online safety zone.	<p align="center">Year 4 LESSON 3: Online Reputation and Managing Online Information</p> <p>Online Reputation</p> <ul style="list-style-type: none"> • I can describe how to find out information about others by searching online • I can explain ways that some of the information about anyone online could have been created, copied or shared by others <p>Managing Online Information</p> <ul style="list-style-type: none"> • I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others • I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites) • I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online • I can explain why lots of people sharing the same opinion or beliefs online do not make those opinions or beliefs true • I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be • I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't 	<p align="center">Year 4 LESSON 4: Self-Image and Identity</p> <ul style="list-style-type: none"> • I can explain how my online identity can be different to my offline identity • I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them • I can explain that others online pretend to be someone else, including my friends, and can suggest reasons why they might do this
BV	Mutual respect	Individual liberty
	Themes	Success steps for pupils to achieve the outcome:



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	owner e.g. videos, music, images	and who I can ask if I am not sure <ul style="list-style-type: none"> I know what the digital age of consent is and the impact this has on online services asking for consent
Top up Theme	Rule of law	Acceptance
	Themes	Success steps for pupils to achieve the outcome:
Dimension objectives.	Core Theme 3 Unit 3 Discrimination LESSON 1: Gender Stereotypes His and Hers	<ul style="list-style-type: none"> Know what a stereotype is, and how stereotypes can be unfair, negative or destructive Know and understand the terms 'discrimination' and 'stereotype' Challenge stereotypes relating to gender and work I can show awareness of issues affecting communities and groups I can recognise the importance of local organisations in providing for the needs of the local community I can reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally I can work independently and in groups, taking on different roles and collaborating towards common goals I can recognise how new relationships may develop



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