



Personal Development Provision Map  
 PSHE, Spiritual, moral, social and cultural development and British Values  
 Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mindmate lesson</b>	<b>Theme – Feeling good &amp; being me</b> Feelings - Intensity <i>I can use a range a words to describe my feelings</i>	<b>Theme – friends &amp; family</b> Skills to maintain & keep positive relationships <i>I can describe a healthy relationship</i>	<b>Theme – Life changes</b> Positive & negative effects on emotional wellbeing & mental health <i>I am learning to accept that I will feel a wide range of emotions depending on the situation</i>	<b>Theme – Strong emotions</b> Resisting pressure <i>I can stand up for myself without hurting others</i>	<b>Theme – Being the same, being different</b> Know actions affect themselves & others <i>I know that discrimination can hurt people’s feelings</i>	<b>Theme – Solving problems, making it better</b> Coping with difficult situations <i>I can cope in difficult situations</i>
<b>PHSE Association core themes</b>	<b>Health and wellbeing</b>		<b>Relationships</b>		<b>Living in the wider world – economic wellbeing ad being a responsible citizen</b>	
<b>Discrete PSHE lessons</b>		<b>Knowing how to ask for help – links to mindmate</b>  <b>Antibullying workshop</b> <b>RESPECT</b>  <b>NSPCC assembly</b> <b>speak out, stay safe</b>		<b>Explore emotions name and describe a wide range of emotions recognise how emotions can be expressed appropriately in different situations</b>		<b>learn about what influences people’s choices about spending and saving money</b> <b>Pupils</b>
<b>Enrichment</b>	Harvest Visit to Church	Trip – Grand Theatre  Christmas Carols to church  Roman Day	Collage/sewing landscapes  Food tasting linked to Mayans – tacos, burritos, chocolate  Visit to Mosque	Make clay mayan masks  Road safety Training	Trip into the city	Litter Picking around local area
<b>PSHE link embedded into the curriculum</b>						
<b>English</b>	Mufaro's Beautiful daughters – John Steptoe  <b>PSHE link - Feelings – Jealousy. Positive and negative relationships. MORAL</b>  Escape from Pompei – Christina Balit  <b>PSHE Link - Experiencing</b>	The dancing Bear – Michael Morpurgo  <b>PSHE Link - Relationships - types of families. SOCIAL AND CULTURAL</b>	Variety of texts focusing on the Himalayan Mountains.  <b>PSHE Link – Consider the lives of people living in other places. CULTURAL</b>	Trolls go home – Allan McDonald  <b>PSHE Links – That similarities and difference between people arise from a number of factors – including cultural, ethnic, racial and religious. CULTURAL</b>		



Personal Development Provision Map  
 PSHE, Spiritual, moral, social and cultural development and British Values

	loss.			PSHE Link – To realise the nature and consequences of discrimination. <b>MORAL</b>		
<b>Science</b>			Living things and their habitats: Classification <b>PSHE link - Respecting and protecting the environment. SOCIAL</b>			
<b>RE</b>	How are important events remembered? <b>MORAL</b>	What faiths are shared in our country? <b>SPIRITUAL AND CULTURAL</b>	How do the 5 pillars guide Muslims? <b>SPIRITUAL AND CULTURAL</b>		Why are the Gurus at the heart of Sikh belief and practice? <b>SPIRITUAL AND CULTURAL</b>	
<b>Art/DT</b>			Mayan Masks <b>PSHE Links – That similarities and difference between people arise from a number of factors – including cultural, ethnic, racial and religious. CULTURAL</b>			Painting a bluebell forest <b>PSHE link - Respecting and protecting the environment. SOCIAL AND MORAL</b>
<b>History</b>	Why were the Romans so Powerful and what did they do for us? <b>PSHE Links – That similarities and difference between people arise from a number of factors –including cultural, ethnic, racial and religious. CULTURAL</b>			Who were the Mayans? <b>PSHE Links – That similarities and difference between people arise from a number of factors –including cultural, ethnic, racial and religious. CULTURAL</b>		
<b>Geography</b>			Investigating mountain environments <b>PSHE link - Respecting and protecting the environment. SOCIAL AND MORAL</b>		UK City Tourist: A tale of two cities <b>PSHE link - Respecting and protecting the environment. SOCIAL AND MORAL</b>  <b>PSHE Links – That similarities and difference between people arise from a number of factors –including cultural, ethnic, racial and religious. CULTURAL</b>	Weather around the world. <b>PSHE link - Respecting and protecting the environment. SOCIAL AND MORAL</b>
<b>Computing</b>	<b>E – Safety</b> <b>Cyberbullying:</b> Use technology safely, respectfully and responsibly. Recognise acceptable and unacceptable behaviour. <b>Super Searcher:</b> Use a search engine accurately. <b>Copycats!:</b>					



# Personal Development Provision Map

## PSHE, Spiritual, moral, social and cultural development and British Values

	Understand the term 'plagiarism' and how to avoid it. <b>Cyber Superheroes:</b> Create an online safety superhero character.					
--	--	--	--	--	--	--



## Personal Development Provision Map

### PSHE, Spiritual, moral, social and cultural development and British Values

#### Appendix 1

#### British Value

**British Values are embedded in our curriculum and School Values, we provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHE/ SRE/ RE**

**Democracy** – We provide pupils with a broad general knowledge of and promote respect for public institutions and services through lessons, Assemblies, speaker events and curriculum programmes: PSHE/ SRE/ RE . Pupils have the opportunity to have their voices heard through our School Council, pupil Interviews and pupil questionnaires. The elections of the school council representatives are based on pupil votes. The School Council is used to teach pupils how they can influence decision making through democratic process. We Include information about the advantages and disadvantages of democracy and how it works in Britain and abroad through the PSHE, History, Geography, RE and English Curriculum. Pupil voice was decisive in the creation of the school Playground Code. We encourage students to be aware of injustice, perceived or real and think about ways in which this can be challenged through school processes or in the wider world, Charity Fundraising initiatives and awareness raising campaigns. Children have the opportunity to take on several roles and responsibilities - Buddies, School Council Reps, House Captains and class monitors with specific class based job roles. Events such as Hawksworth Wood's Got Talent also allow pupils to experience the democratic voting process. Assemblies are used to explore themes relating to democracy in this country and around the world.

**Rules of law** – The importance of Laws, whether those which govern the class, the school, or the country, are consistently reinforced throughout school, through in-class discussions and assemblies. Rules and expectations are transparent, clear and fair. Pupils are helped to distinguish right from wrong. Pupils are taught the value and reasons behind rules and laws and the consequences when laws are broken. Visits to school by the Police, Prison Service and Fire Service help reinforce this message. Pupils have the opportunity to meet local authority councillors and school Governors. We help pupils to understand that the law and living under the rule of law is intended to protect individuals. We use opportunities in lessons to review understanding of the rule of law and its effects upon individuals and groups. We help pupils to understand that the law is to be respected through upholding and adhering to it as a community and to our own school rules. Our school behaviour system is set against agreed rules. Our rewards system in school reinforces our expectations of behaviour choices.

**Individual Liberty** – Pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for pupils to make choices safely. Pupils are encouraged to know, understand and exercise their rights and are advised how to exercise these safely, for example through our E-Safety and PHSE lessons. We support all pupils to develop positive self-esteem, self-confidence and self-awareness and self-knowledge. Our pupils are encouraged to assume responsibility for their own behaviour and acknowledge the effects it may have on others. Children are encouraged to participate in our numerous extra-curricular clubs and opportunities, pupils are given freedom to make choices. Through the curriculum we challenge stereotypes and promote individuality at every opportunity, modelled by staff and older children setting positive examples through the school for example the Playtime Buddying system. We



## Personal Development Provision Map

### PSHE, Spiritual, moral, social and cultural development and British Values

work tirelessly through our PHSE, e-safety and anti-bullying curriculum to establish and maintain a climate in which all students feel safe and bullying is not tolerated.

**Mutual respect and Tolerance of those of Different Faiths and Beliefs.** – Part of our school ethos is the core value of 'Respect'. Pupils have been part of discussions and assemblies related to what this means and how it is shown. This is reiterated through our classroom and school rules, as well as our behaviour policy. Children are recognised for their great respect, great manners or helpfulness. Celebration assembly often pays tribute to Stars of the Week who have shown elements of our school values, including respect. We promote respect for individual differences using Curricular and extracurricular opportunities to expose pupils to British and other cultures, their ways of life and faiths We encourage and support pupils in growing their understanding and appreciation of these through Assemblies and visits to places of worship. These are used as a vehicle to embrace and accept different ways of worship and different perspectives on faith. We use curricular opportunities: PHSE, RE and English debating to encourage critical thinking and deeper understanding of difference and beliefs. We discuss differences between people: ethnicity, gender, faith, disability, sexuality and family situations such as young carers or looked after children ensuring that pupils can understand these different elements within British society. We define roles within the school for children that promote respect for example Playground Buddies, Class Monitor roles, Reading Buddies. We recognise the diversity of our school and community through school displays and photographs