



Medium Term Planning PSHE



Year: 4		Term: Spring 1	Topic: Mental Health and Wellbeing	
<u>Disciplinary Skills:</u> Empathasing with others Reflecting and evaluating choices Researching and synthesising new information Regulating their emotions Listening to others Respecting others	<u>Subject specific substantive theme(s)</u> Mental Health and Wellbeing	Prior Learning: <i>Year 3</i> To celebrate my own and others’ successes and achievements. To set goals and know how to deal with disappointment or put-downs. To know positive ways to deal with setbacks.	Future learning: <i>Year 5</i> To recognise and understand a range of emotions and feelings and explain how these are experienced in the body. To discuss the idea of times of change and how this might make people feel. To explore and sensitively discuss the feeling associated with loss, grief and bereavement.	
<u>Composite Knowledge (end points):</u> To know what perseverance means and understand this can lead to positive outcomes. To know strategies for perseverance and resilience that can help me achieve my goals. To understand what self-esteem is and why it is important.			Key vocabulary: Perserverance, resilience, successful, positive, negative, outcome, strategy, goal, positive, negative, self-esteem, self-worth, self-belief	
<u>Components:</u> To define perseverance and resilience. To know some examples of successful people who have persevered. To explain how perseverance can lead to positive outcomes. To know some perseverance strategies. To know what positive and negative self-esteem are. To know why having positive self-esteem is important. To know ways to improve their own self esteem. <i>Rights</i> To understand Article 42 - that there are 54 rights. To discuss which rights are important to me and why. To explore why having rights is important.			Links to other subjects: Science – Sound – As the famous inventor Thomas Edison once said, “I've never failed at anything, I've just found 10,000 ways that don't work”. Edison's statement perfectly hints at the core essence of The Strategy of Perseverance: if the result of an experiment is that a particular idea doesn't work, then the experiment is a success. History – Roman Empire – The Roman had to persevere during the invasions of other countries. Art – Sculpture – Yinka Shonibare's father did not want him to be an artist, but he persevered. "I did it for love. I couldn't have chosen anything else."	
<u>Assessment</u> End points will be assessed via: Google form or get the children to choose someone who has persevered and create a poster or presentation about them and how they became successful through resilience and perseverance.				
	Learning objective	Steps to get there (components)	Lesson plan	Resources
1	To know what perseverance means and understand how this can lead to positive outcomes.	- To define perseverance. - To know some examples of successful people who have persevered.	- Recap last year's learning with the stem sentences. (To celebrate my own and others’ successes and achievements, to set goals and know how to deal with disappointment or put-downs and to know positive ways to deal with setbacks.) - Explain to the children you are going to tell them about some famous people they might know. - Henry ford - His name is synonymous with one of the most famous American automobile companies. (introduced previously in DT) However, before his motor company took off, Henry had tried out other	- L1 Perseverance PPT - Colouring tools - PSHE books

			types of businesses and failed miserably. As a matter of fact, he had gone bankrupt a total of 5 times before finally making it with the Ford Motor Company. - Walt Disney - Few know of Mr. Disney's failures before he found fame and fortune. He had been fired from his first employment at the Kansas City Star because his cartoons were not creative enough. He didn't give up on his ambition and through Mickey Mouse and other iconic characters, Mr. Walt Disney created a cartoon universe and a global company as well. - Bethany Hamilton - Bethany came face to face with one and still got in the waters again. When she was 13, Bethany Hamilton was surfing and got attacked by a shark. It chewed off her left-arm but she survived. Believe it or not, Bethany was back in the water one month later. In two years, she was the overall winner in the Explorer Women's Division in the NSSA National competition. - Oprah Winfrey - She is the queen of television talk shows and the richest woman in the world. Oprah Winfrey overcame tragic tribulations in her life to achieve success. Growing up in Milwaukee, her family was so poor that she wore sacks as clothing. After running away from home at age 14, Oprah delivered a baby boy who passed away after birth. She didn't give up and went to public schools where she excelled. With the assistance of scholarships, Oprah went on to attend college and majored in journalism. One thing led to another and now she is in charge of a media empire that is worth \$2.9 billion dollars. - When you have finished explaining, ask the children to say what they all have in common. - The answer is perseverance. - Define the word perseverance - Perseverance is a continued effort to do or achieve something despite difficulties or failure. - Children to chant it out loud. - Show the children a range of quotes related to perseverance and discuss their meaning/the metaphors. - Tell the children you want them to design their own motivational quote about perseverance and make a poster for it. - Children to make the poster in their PSHE books. - Recap today's learning with stem sentences.	
2	To know strategies for perseverance and resilience that can help me achieve my goals.	- To define resilience. - To explain how perseverance can lead to positive outcomes. - To know some perseverance strategies.	- Recap last week's learning with stem sentences. - Recap definition of perseverance and show the definition of resilience. - Perseverance is the continued effort to do something or achieve something despite difficulties or failure. Resilience is the ability to recover quickly from difficulties. - Ask the children if they have been through anything in their life, or know of anyone who has been through anything, where they had to show perseverance and/or resilience. - Recap people who showed perseverance from last week (Bethany, Oprah, Henry, Walt) - Ask the children what they think they did to get where they are (what strategies for perseverance did they use) - Create a class list of strategies. E.g. when coming across a problem, ask for advice. When you don't know the answer to something, find out etc. (Take a photo for books and print) - To show their independent thinking, children to write into their books the perseverance/resilience strategy they are going to keep in mind this term when things get hard. "This year, I am going to persevere and be resilient by - Recap today's learning with stem sentences.	- L2 Strategies for perseverance and resilience PPT - Flipchart paper and pens - Ipad - PSHE books
3	To understand what self-esteem is and why it is important.	- To know what positive and negative self-esteem are. - To know why having positive self-esteem is important. - To know ways to improve their own self esteem.	- Recap last week's learning with stem sentences. - Ask the children if they know what self-esteem is and what good/bad self-esteem is. - Explain that self-esteem is how someone feels about themselves. - Someone with positive self-esteem will generally approach things thinking they are a good person who deserves love and support and can succeed in life. Someone with negative self-esteem will generally think they are not good at things, don't deserve love or support and that situations will work out badly for them. - Ask the children why having positive self-esteem is important and discuss.	- L3 Self-esteem PPT - Flipchart paper and pens - PSHE books - Black pens

			• Explain that to develop our own self-esteem and to improve others' self-esteem, we are going to do some self-esteem portraits. Show example on the board. This will improve our own self-esteem by thinking about what we are good at and it will also improve others' self-esteem as some people find it hard to think of good things about themselves that others see easily. • Explain that they are going to draw the outline of some shoulders and a head. • Inside the head and shoulders they can write positive things about themselves. • Around the head, other people can go round and write some positive things about them. • CT to model one onto the board. • At the end of the lesson, play the video which is to support young people to think about how their self-esteem is influenced and includes some tips on how to build a positive self-esteem . • Recap today’s learning with stem sentences.	
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