Changes and Choices : PSHE : Self and Emotional Wellbeing : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To understand what mental and physical health are and why they are important.	Children will learn about the differences between physical and mental health. They will think about ways they can achieve good mental and physical health and times our health needs might change. The lesson ends by asking the children to think about their motivations and the differences between intrinsic and extrinsic motivation.	• Can children identify what mental and physical health are? • Do children understand that mental and physical health needs can change? • Do children understand that their mental and physical health are personal to them?	• Slides • Worksheet 1A/1B/1C/1D
Lesson 2	To be able to express feelings and understand that feelings are transient.	Children will gain insight about how emotions feel inside their bodies and look like to others. They will think about how feelings are transient. Children will be reminded that 'all feelings are OK, but not all behaviours are OK' and they will think about ways they regulate their emotions.	• Can children express their feelings? • Can children identify different sensations that feelings cause in their bodies? • Do children understand that feelings are transient?	• Slides • Worksheet 2A/2B/2C • Question Cards 2A (FSD…? activity only)
Lesson 3	To be able to look critically at time spent online.	Children will think about time spent online and time spent offline. They will discuss the positives and negatives of being online while thinking about screen use in general. The lesson introduces the children to the potential of screens being addictive and encourages children to think of ways to switch off screens and spend time offline.	• Can children identify the positives of time spent online? • Can children identify the negatives of time spent online? • Can children think of alternative activities for time spent online?	• Slides • Worksheet 3A/3B/3C • Leaflet Template • Prompt Cards (FSD…? activity only)
Lesson 4	To know what bullying is and be able to use a range of strategies to combat it.	In this lesson children will learn about bullying. They will think carefully about what bullying is, what is isn't and when behaviours such as banter can stop being OK. The children will explore what being an upstander means and what pressure to conform can feel like.	• Can children explain what bullying is? • Can children explain what bullying isn't? • Do children have strategies to cope with bullying?	• Slides • Worksheet 4A/4B • Leaflet Template • Scenario Cards 4A (FSD…? activity only)
Lesson 5	To know ways to seek support and when to do it.	In this lesson children explore the concept of some feelings being comfortable to hold and some being uncomfortable. They think about times their feelings have affected people around them, and times the feelings of others have affected them. They will explore when they need to ask for help with their feelings from people they trust.	• Can children identify when to ask for help? • Do children know some ways to ask for help? • Are children able to identify comfortable and uncomfortable feelings?	• Slides • Scenario Cards 5A/5B/5C • Story Sheet (FSD…? activity only) • Score Cards (FSD…? activity only)

End of Primary Phase Objectives:

Health Education - Mental wellbeing

- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- 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).

Health Education - Internet safety and harms

- 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 wellbeing.

Vocabulary

Identity, values, self, awareness, reflection, perception, challenges, setback, frustration, mindset, resilience, limiting beliefs, perseverance, fear, anxiety, reframe, flipside, negative thinking, positive self-talk, positive image, gratitude, confidence, digital well-being, digital resilience, screentime, skills, goals, qualities, strengths, weaknesses, transitions, independence, brain, exercise, neuroplasticity, metacognition, neurotype, neurodiversity, coping mechanisms, bullying, intimidate, banter, upstander

Teacher notes