

# PSHE Curriculum Overview

## Year 4

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	VIPs	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>	<p>I can explain the importance of respecting my VIPs.</p> <p>I can explain how to make and keep fabulous friends.</p> <p>I can identify my own support network.</p> <p>I can demonstrate strategies for resolving conflicts.</p> <p>I can identify what bullying is.</p> <p>I know what to do if someone is being bullied.</p> <p><i>Deliver Pol-Ed - What is bullying?</i></p>	<p>acquaintances</p> <p>alternatives</p> <p>anonymous</p> <p>cyber</p> <p>equity</p> <p>prejudiced</p>

	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</p> <p>R26. about seeking and giving permission (consent) in different situations</p> <p>R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>		
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Working towards

End of unit assessment

Working at

Working above

<p>2</p>	<p><b>Safety First</b></p>	<p>H35. about the new opportunities and responsibilities that increasing independence may bring</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p> <p>H38. How to predict, assess and manage risk in different situations</p> <p>H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</p> <p>H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p> <p>H43. about what is meant by first aid; basic techniques for dealing with common injuries</p> <p>H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</p> <p>H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break</p> <p>H47. to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others</p> <p>H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines)</p> <p>H49. about the mixed messages in the media about drugs, including alcohol and smoking/vaping</p>	<p>I can be responsible for making good choices to stay safe and healthy.</p> <p>I can identify a risky situation and act responsibly.</p> <p>I understand that I can choose not to do something that makes me feel uncomfortable.</p> <p>I know how to stay safe when out and about.</p> <p>I know about dangerous substances and how they affect the human body.</p> <p>I know how to respond in emergency situations.</p> <p><i>Deliver Pol-Ed - What are emergency services?</i></p> <p><i>Deliver Pol-Ed - How can we keep safe on the road?</i></p>	<p>casualty inhaler injection paramedic peer pressure vaccine</p>
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<p><b><u>End of unit assessment</u></b></p>				
	<b><u>Working towards</u></b>	<b><u>Working at</u></b>		<b><u>Working above</u></b>
<b>3</b>	<b>One World</b>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>	<p>I can discuss ways in which people's lives are similar and different and give reasons for these differences.</p> <p>I can explore differences of opinion and identify if I feel these are fair.</p> <p>I can think about the lives of people living in other places, make considered</p>	<p>compassion</p> <p>dilemma</p> <p>empathy</p> <p>Fairtrade</p> <p>inequality</p> <p>organisation</p> <p>shared responsibility</p>

		<p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p>	<p>decisions and give reasons for my opinions.</p> <p>I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.</p> <p>I can explain what climate change is and how it affects people's lives as well as identify what I can do to help.</p> <p>I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.</p>	urban
<p><b>End of unit assessment</b></p>				
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>	
<b>4</b>	<b>Digital Wellbeing</b>	<p>H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</p> <p>H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</p>	<p>I can identify the positives and negatives of being online.</p> <p>I can be kind online and I can help make the Internet a safer place.</p>	<p>connected devices</p> <p>cyberbullying</p> <p>harassment</p> <p>harmful content</p> <p>misinformation</p> <p>ranking</p>

	<p>H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p> <p>L13. about some of the different ways information and data is shared and used online, including for commercial purposes</p> <p>L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information</p> <p>L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face to-face; risks of communicating online with others not known face-to-face</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p>	<p>I know how to stay safe when communicating online and what to do if I don't feel safe.</p> <p>I can decide how reliable online information is and know how to share information responsibly online.</p> <p>I can identify things we shouldn't share online and give reasons why we shouldn't share them.</p> <p>I understand how technology can affect our wellbeing in different ways.</p>	<p>reliability targeted information trolling</p>
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<p><b><u>End of unit assessment</u></b></p>				
	<b><u>Working towards</u></b>	<b><u>Working at</u></b>		<b><u>Working above</u></b>
<b>5</b>	<b>Growing up</b>	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p>	<p>I can describe male and female body parts and explain what these are for.</p> <p>I can describe how boys' bodies will change as they go through puberty.</p> <p>I can describe how girls' bodies will change as they go through puberty.</p> <p>I can describe the feelings that some people experience as they grow up.</p> <p>I understand that there are many different types of relationships and families.</p>	<p>adopted</p> <p>Adam's apple</p> <p>asexual</p> <p>biological sex</p> <p>blended family</p> <p>breasts</p> <p>civil partnership</p> <p>egg</p> <p>embryo</p> <p>erection</p> <p>foetus</p>

	<p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p>R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p>R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</p> <p>R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others</p> <p>R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p>	<p>I can describe how babies are made and how they are born.</p>	<p>fostered gay lesbian menstruation oestrogen orphaned ovaries period puberty reproduction sex hormones same-sex single-parent sperm testes testosterone umbilical cord uterus womb</p>
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		R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty		
<u>End of unit assessment</u> <u>Working at</u>				
	<u>Working towards</u>			<u>Working above</u>
<b>6</b>	<b>Money Matters</b>	<p>L17. about the different ways to pay for things and the choices people have about this</p> <p>L18. to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'</p> <p>L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)</p> <p>L20. to recognise that people make spending decisions based on priorities, needs and wants</p> <p>L21. different ways to keep track of money</p> <p>L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe</p> <p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L31. to identify the kind of job that they might like to do when they are older</p>	<p>I can explain what skills are needed for a range of jobs and why people go to work.</p> <p>I can explain the different ways people pay for things.</p> <p>I understand the different decisions people have to make about how to spend their money.</p> <p>I can explain how adverts try to influence our spending and why they do this.</p> <p>I can explain ways I can keep track of what I spend and why it is important to do this.</p>	<p>advertisement/ advertising benefits budget consumer credit debit debt employment ethical gambling repayments tax unmanageable</p>

		L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)		
<u>Working towards</u>		<u>End of unit assessment</u> <u>Working at</u>		<u>Working above</u>