

PSHE Curriculum Overview

Year 4

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	VIPs	R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another. 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. R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. 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. R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. 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. R16. How friendships can change over time, about making new friends, and the benefits of having different types of friends. R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.	L1 - I can explain the importance of respecting my VIPs. L2 - I can explain how to make and keep fabulous friends. L3 - I can identify my own support network. L4 - I can demonstrate strategies for resolving conflicts. L5 - I can understand what peer influence is (Pol-Ed) L6 - I know what to do if someone is being bullied <u>Skills Builder Starters</u> What does note-taking mean? Step 6 - listening	acquaintances alternatives anonymous cyber equity prejudiced

		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. R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. 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. R21. About discrimination: what it means and how to challenge it. R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R26. About seeking and giving permission (consent) in different situations. 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. R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online. L10. About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.	<u>What does it mean to organise points to be understood? Step 4 - speaking</u>	
2	Safety First	H35. About the new opportunities and responsibilities that increasing independence may bring. 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. H38. How to predict, assess, and manage risk in different situations.	L1 - I can be responsible for making good choices to stay safe and healthy. L2 - I can identify a risky situation and act responsibly.	casualty inhaler injection paramedic peer pressure vaccine

	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. H40. About the importance of taking medicines correctly and using household products safely (e.g. following instructions carefully). 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. H43. About what is meant by first aid; basic techniques for dealing with common injuries. 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. 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. 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. H48. About why people choose to use or not use drugs (including nicotine, alcohol, and medicines). H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping. H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. 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.	L3 - I understand that I can choose not to do something that makes me feel uncomfortable. L4 - I can understand how to stay safe in the local area (Pol-Ed) L5 - I know about dangerous substances and how they affect the human body. L6 - I know how to respond in emergency situations. L7 - I can understand what hate crime means (Pol-ed) <u>Skills Builder Starters</u> What does it mean to create different possible solutions to a problem? Step 5 - problem solving What does it mean to generate ideas? Step 4 - creativity	
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		R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable, and strategies for managing this. R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).		
3	One World	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). R34. How to discuss and debate topical issues, respect other people's point of view, and constructively challenge those they disagree with. L2. To recognise there are human rights that are there to protect everyone. L3. About the relationship between rights and responsibilities. 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. 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). L7. To value the different contributions that people and groups make to the community. L8. About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. L9. About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes. L19. That people's spending decisions can affect others and the environment (e.g. Fair Trade, buying single-use plastics, or giving to charity)	L1 - I can discuss ways in which people's lives are similar and different and give reasons for these differences. L2 - I can say who makes up my community (Pol-Ed) L3 - I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions. L4 - 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. L5 - I can explain what climate change is and how it affects people's lives as well as identify what I can do to help.	compassion dilemma empathy Fairtrade inequality organisation shared responsibility urban

			L6 - I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this. Skills Builder Starters What does it mean to manage reactions? Step 4 - adapting	
4	Digital Wellbeing	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. 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. R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. 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. R21. About discrimination: what it means and how to challenge it. R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.	L1 - I can identify the positives and negatives of being online. L2 - I can be kind online and I can help make the Internet a safer place L3 - I know how to stay safe when communicating online and what to do if I don't feel safe. L4 - I can decide how reliable online information is and know how to share information responsibly online. L5 - I can identify things we shouldn't share online and give reasons why we shouldn't share them. L6 - I understand how technology can affect our wellbeing in different ways.	connected devices cyberbullying harassment harmful content misinformation ranking reliability targeted information trolling

	R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. L11. Recognise ways in which the internet and social media can be used both positively and negatively. L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. L13. About some of the different ways information and data is shared and used online, including for commercial purposes. L14. About how information on the internet is ranked, selected, and targeted at specific individuals and groups; that connected devices can share information. L15. Recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. 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. H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. 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. 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.	<u>Skills Builder Starters</u> What is meant by strengths? Step 4 - Planning	
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5	Growing Up	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H26. that for some people gender identity does not correspond with their biological sex H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction 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) H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene 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 H34. about where to get more information, help and advice about growing and changing, especially about puberty R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) 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	L1 - I can describe male and female body parts and explain what these are for. L2 - I can describe how boys' bodies will change as they go through puberty. L3 - I can describe how girls' bodies will change as they go through puberty. L4 - I can describe the feelings that some people experience as they grow up. L5 - I understand that there are many different types of relationships and families. L6 - I can understand what healthy habits are (Pol-Ed) <u>Skills Builder Starters</u> What does it mean to divide up tasks? Step 4 - leadership	adopted Adam's apple asexual biological sex blended family breasts civil partnership egg embryo erection foetus fostered gay lesbian menstruation oestrogen orphaned ovaries period puberty reproduction sex hormones same-sex single-parent sperm testes testosterone umbilical cord uterus womb
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		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 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 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 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 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		
6	Money Matters	L17. about the different ways to pay for things and the choices people have about this 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' L19. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) L20. to recognise that people make spending decisions based on priorities, needs and wants L21. different ways to keep track of money L22. about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe 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	L1 - I can explain what skills are needed for a range of jobs and why people go to work. L2 - I can explain the different ways people pay for things. L3 - I understand the different decisions people have to make about how to spend their money. L4 - I can explain how adverts try to influence our spending and why they do this.	advertisement/ advertising benefits budget consumer credit debit debt employment ethical gambling repayments tax unmanageable

		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 L31. to identify the kind of job that they might like to do when they are older	L5 - I can explain ways I can keep track of what I spend and why it is important to do this. L6 - I can consider what I can be when I am older to be able to earn money (Pol-ed) <u>Skills Builder Starters</u> What does it mean to take responsibility? Step 4 - teamwork	
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