Year 4 PSHE Coverage Autumn 1

Me and My Relationships

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| An email | * Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
* Explain how different words can express the intensity of feelings.
 |
| Ok or not ok? | * Explain what we mean by a ‘positive, healthy relationship’;
* Describe some of the qualities that they admire in others.
 |
| Ok or not ok? (2) | * Recognise that there are times when they might need to say 'no' to a friend;
* Describe appropriate assertive strategies for saying 'no' to a friend.
 |
| Teamwork | * Demonstrate strategies for working on a collaborative task;
* Define successful qualities of teamwork and collaboration.
 |
| Different feelings | * Identify a wide range of feelings;
* Recognise that different people can have different feelings in the same situation;
* Explain how feelings can be linked to physical state.
 |
| When feelings change | * Demonstrate a range of feelings through their facial expressions and body language;
* Recognise that their feelings might change towards someone or something once they have further information.
 |
| Under pressure | * Give examples of strategies to respond to being bullied, including what people can do and say;
* Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
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Year 4 PSHE Coverage Autumn 2

Keeping Myself Safe

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| Protective Behaviours Lesson 1Feeling Safe | * Understand that the behaviours of some people can affect the rights of others
* Know that with all rights come responsibilities
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Understand the difference between a risk on purpose and when something is unsafe
* Recognise that dares are not always safe
* Know some ways to say no to dares that feel unsafe and ways to resist peer pressure
 |
| Protective Behaviours Lesson 3Body Awareness | * Understand the difference between treats, bribes and threats and how to keep themself safe
* Understand the difference between safe and unsafe secrets and when to tell
 |
| Protective Behaviours Lesson 4Networks and Telling | * Understand that telling someone about my worries can help me deal with the worries and feel safer
* Recoginise that different people can help me with different things
* Know it is important to review our telling networks and know who to talk to
 |
| Danger, Risk or Hazard? | * Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;
* Identify situations which are either dangerous, risky or hazardous;
* Suggest simple strategies for managing risk.
 |
| Picture Wise | * Identify images that are safe/unsafe to share online;
* Know and explain strategies for safe online sharing;
* Understand and explain the implications of sharing images online without consent.
 |
| How Dare You! | * Define what is meant by the word 'dare';
* Identify from given scenarios which are dares and which are not;
* Suggest strategies for managing dares.
 |
| Medicines | * Understand that medicines are drugs;
* Explain safety issues for medicine use;
* Suggest alternatives to taking a medicine when unwell;
* Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).
 |
| Know the Norms | * Understand some of the key risks and effects of smoking and drinking alcohol;
* Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
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Year 4 PSHE Coverage Spring 1

Valuing Difference

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| Can You Sort It? | * Define the terms 'negotiation' and 'compromise';
* Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
 |
| Personal Space | * Understand that they have the right to protect their personal body space;
* Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;
* Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
 |
| Friend or Acquaintance? | * Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
* Give examples of features of these different types of relationships, including how they influence what is shared.
 |
| What Would I Do? | * List some of the ways that people are different to each other (including differences of race, gender, religion);
* Recognise potential consequences of  aggressive behaviour;
* Suggest strategies for dealing with someone who is behaving aggressively.
 |
| People We Share Our World With | * List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);
* Define the word respect and demonstrate ways of showing respect to others' differences.
 |
| That is Such a Stereotype! | * Understand and identify stereotypes, including those promoted in the media.
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Year 4 PSHE Coverage Spring 2

Rights and Responsibilities

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| Who helps us stay healthy and safe? | * Explain how different people in the school and local community help them stay healthy and safe;
* Define what is meant by 'being responsible';
* Describe the various responsibilities of those who help them stay healthy and safe;
* Suggest ways they can help the people who keep them healthy and safe.
 |
| It’s Your Right | * Understand that humans have rights and also responsibilities;
* Identify some rights and also responsibilities that come with these.
 |
| How Do We Make a Difference? | * Understand the reason we have rules;
* Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
* Recognise that everyone can make a difference within a democratic process.
 |
| In The News | * Define the word influence;
* Recognise that reports in the media can influence the way they think about a topic;
* Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
 |
| Safety in Numbers | * Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
* Recognise that they can play a role in influencing outcomes of situations by their actions.
 |
| The Environment | * Understand some of the ways that various national and international environmental organisations work to help take care of the environment;
* Understand and explain the value of this work.
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Year 4 PSHE Coverage Summer 2

Growing and Changing

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| Moving House | * Describe some of the changes that happen to people during their lives;
* Explain how the Learning Line can be used as a tool to help them manage change more easily;
* Suggest people who may be able to help them deal with change.
 |
| My Feelings are all over the place | * Name some positive and negative feelings;
* Understand how the onset of puberty can have emotional as well as physical impact
* Suggest reasons why young people sometimes fall out with their parents;
* Take part in a role play practising how to compromise.
 |
| All Change | * Identify parts of the body that males and females have in common and those that are different;
* Know the correct terminology for their genitalia;
* Understand and explain why puberty happens.
 |
| Preparing for Changes at Puberty | * Know the key facts of the menstrual cycle;
* Understand that periods are a normal part of puberty for girls;
* Identify some of the ways to cope better with periods.
 |
| Together | * Understand that marriage is a commitment to be entered into freely and not against someone's will;
* Recognise that marriage includes same sex and opposite sex partners;
* Know the legal age for marriage in England or Scotland;
* Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
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