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. |

Year 4 PSHE Coverage Autumn 2

Keeping Myself Safe

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| Protective Behaviours Lesson 1  Feeling Safe | * Understand that the behaviours of some people can affect the rights of others * Know that with all rights come responsibilities |
| Protective Behaviours Lesson 2  Feeling 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 3  Body 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 4  Networks 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). |

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. |

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. |

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. |