



Year 4 PSHE Overview

PSHE Project Titles Key Concepts NC PoS Reference	Vocabulary	Knowledge (specific facts or truth components. A knowledge statement will often contain substantive, declarative or explicit knowledge.) Composite Knowledge Specific Knowledge – Component Knowledge	Skills (the use and application of composite knowledge. A skill statement will often contain implicit, procedural and disciplinary knowledge.)
PSHE Focus - Citizenship RSE Personal, Social/Health and Economic Key Concepts Being Me in My World Celebrating Difference Dreams and Goals Healthy Me Relationships Changing Me 5 Programmes of study, They learn to become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or	<u>Being Me</u> Included Excluded Welcome Valued Team Charter Role Job description School Community Responsibility Rights Responsibilities Democracy Reward Consequence Democratic Decisions Rights Responsibilities Voting Authority Learning Charter Role Contribution Observer Decisions Choices Democracy UN Convention on Rights of Child Learning Charter	BM - core knowledge - know my attitudes and actions make a difference to the class team know how to use my Jigsaw Journal	Y4 skill know how good it feels to be included in a group and understand how it feels to be excluded try to make people feel welcome and valued
		BM core knowledge - understand who is in my school community, the roles they play and how I fit in	Y4 skill take on a role in a group and contribute to the overall outcome
		BM core knowledge - understand how democracy works through the school council/in this school	Y4 skill recognise my contribution to making a Learning Charter for the whole school
		BM core knowledge understand that my actions affect myself and others I care about other people's feelings and try to empathise with them	Y4 skill understand how rewards and consequences motivate people's behaviour
		BM core knowledge understand how groups come together to make decisions	Y4 skill take on a role in a group and contribute to the overall outcome
		BM core knowledge understand how democracy and having a voice benefits the school community Specific Knowledge Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Y4 skill understand why our school community benefits from a Learning Charter and can help others to follow it
		CD core knowledge understand that, sometimes, we make assumptions based on what people look like	Y4 skill try to accept people for who they are

<p>global issues and political and social institutions.</p> <p>They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school.</p> <p>They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.</p>	<p><u>Celebrating Difference</u></p> <p>Character Assumption Judgement Surprised Different Appearance Accept Assumption Influence Appearance Opinion Attitude Judgement Bullying Friend Secret Deliberate On purpose Bystander Witness Bully Problem solve Cyber bullying Text message Website Troll Special Unique Different Characteristics Physical features Impression Changed Judgement Assumption Influence Special Different Accept</p> <p><u>Dreams and Goals</u></p> <p>Dream</p>	<p>CD core knowledge understand what influences me to make assumptions based on how people look</p>	<p>Y4 skill question why I think what I do about other people</p>
		<p>CD core knowledge know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on but I'm not sure</p>	<p>Y4 skill know how it might feel to be a witness to and a target of bullying</p>
		<p>CD core knowledge tell you why witnesses sometimes join in with bullying and sometimes don't tell</p>	<p>Y4 skill problem-solve a bullying situation with others</p>
		<p>CD core knowledge identify what is special about me and to value the ways in which I am unique</p>	<p>Y4 skill like and respect the unique features of my physical appearance</p>
		<p>CD core knowledge tell you a time when my first impression of someone changed when I got to know them</p> <p>Specific Knowledge Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions</p>	<p>Y4 skill explain why it is good to accept people for who they are</p>
		<p>DM Core knowledge tell you about some of my hopes and dreams</p>	<p>Y4 skill know how it feels to have hopes and dreams</p>
		<p>DM Core knowledge understand that sometimes hopes and dreams do not come true and that this can hurt</p>	<p>Y4 skill know how disappointment feels and identify when I have felt that way</p>
		<p>DM Core knowledge know that reflecting on positive and happy experiences can help me to counteract disappointment</p>	<p>Y4 skill know how to cope with disappointment and help others cope with theirs</p>
		<p>DM Core knowledge know how to make a new plan and set new goals even if I have been disappointed</p>	<p>Y4 skill know what it means to be resilient and to have a positive attitude</p>

<p>Hope Goal Determination Perseverance Resilience Positive Attitude Disappointment Fears Hurt Resilience Positive experiences Hopes Dreams Disappointment Hurt Goals Plans Cope Help Resilience Self-belief Motivation Commitment Team work Enterprise Design Cooperation Positive attitude Review Disappointment Learning Strengths Success Celebrate Evaluate</p> <p><u>Healthy Me</u></p> <p>Friendships Emotions Healthy Relationships Friendship groups Value</p>	<p>DM Core knowledge know how to work out the steps to take to achieve a goal, and do this successfully as part of a group</p>	<p>Y4 skill enjoy being part of a group challenge</p>
	<p>DM Core knowledge identify the contributions made by myself and others to the group's achievement</p> <p>Specific Knowledge Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes</p>	<p>Y4 skill know how to share in the success of a group and how to store this success experience in my internal treasure chest</p>
	<p>HM Core knowledge recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p>	<p>Y4 skill identify the feelings I have about my friends and my different friendship groups</p>
	<p>HM Core knowledge understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations</p>	<p>Y4 skill be aware of how different people and groups impact on me and to recognise the people I most want to be friends with</p>
	<p>HM Core knowledge understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p>	<p>Y4 skill recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>
	<p>HM Core knowledge understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p>	<p>Y4 skill recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others</p>
	<p>HM Core knowledge recognise when people are putting me under pressure and can explain ways to resist this when I want</p>	<p>Y4 skill identify feelings of anxiety and fear associated with peer pressure</p>

<p>Friendship groups Roles Leader Follower Assertive Agree / disagree Smoking Vaping Pressure Peers Guilt Advice Alcohol Liver Disease Pressure Peers Anxiety Fear Believe Assertive Opinion Right Wrong</p> <p><u>Relationships</u></p> <p>Relationship Close Jealousy Problem-solve Emotions Positive Negative Loss Strategy Shock Disbelief Numb Denial Anger Guilt Sadness Pain Despair Hopelessness Relief Acceptance Depression</p>	<p>HM Core knowledge know myself well enough to have a clear picture of what I believe is right and wrong</p> <p>Specific knowledge Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p>	<p>Y4 skill tap into my inner strength and know how to be assertive</p>
	<p>R Core Knowledge recognise situations which can cause jealousy in relationships</p>	<p>Y4 skill identify feelings associated with jealousy and suggest strategies to problem-solve when this happens</p>
	<p>R Core Knowledge identify someone I love and express why they are special to me</p>	<p>Y4 skill know how most people feel when they lose someone or something they love</p>
	<p>R Core Knowledge tell you about someone I know that I no longer see</p>	<p>Y4 skill understand that we can remember people even if we no longer see them</p>
	<p>R Core Knowledge recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p>	<p>Y4 skill know how to stand up for myself and how to negotiate and compromise</p>
	<p>R Core Knowledge understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p>	<p>Y4 skill understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/ girlfriend</p>
	<p>R Core Knowledge know how to show love and appreciation to the people and animals who are special to me</p> <p>Specific knowledge Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and Animals</p>	<p>Y4 skill know that I can love and be loved</p>
	<p>CM Core Knowledge understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p>	<p>Y4 skill appreciate that I am a truly unique human being</p>

<p>Souvenir Memento Memorial Loss Memories Special Remember Friendships Negotiate Compromise Trust Loyalty Anger Betrayal Empathy Boyfriend Girlfriend Attraction Pressure Personal Comfortable Special Love Appreciation Symbol Care</p> <p><u>Changing Me</u></p> <p>Personal Unique Characteristics Parents Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries Making love Having sex Sexual Intercourse Fertilise Conception Puberty Menstruation Periods Circle</p>	<p>CM Core Knowledge correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>	<p>Y4 skill understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	<p>CM Core Knowledge describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>Y4 skill know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
	<p>CM Core Knowledge know how the circle of change works and can apply it to changes I want to make in my life</p>	<p>Y4 skill am confident enough to try to make changes when I think they will benefit me</p>
	<p>CM Core Knowledge identify changes that have been and may continue to be outside of my control that I learnt to accept</p>	<p>Y4 skill express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>
	<p>CM Core Knowledge identify what I am looking forward to when I move to a new class</p> <p>Specific knowledge Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p>	<p>Y4 skill reflect on the changes I would like to make next year and can describe how to go about this</p>

	Seasons Change Control Range of emotions Control Change Acceptance Change Looking forward Excited Nervous Anxious Happy		
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