

ABBEY HULTON PRIMARY SCHOOL

PSHE CURRICULUM FRAMEWORK: YEAR 4

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Health and Well Being

Relationships *RSE: Red italics*

Living in the Wider World *Life on Line: Blue italics*

Rights and responsibilities

Money

Health

Feelings and Relationships

RSE

Safety and risk

Life on Line

Identity

	Autumn 1	Autumn 2	Spring 1 & 2	Summer 1 & 2
Year 4	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p> <p><i>Including how online information can influence and change our understanding of different people around the world</i></p> <p>L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p> <p>L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.</p> <p>L4. To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices).</p> <p>*L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p> <p><i>Including what is appropriate to say or not say online, how online comments can be misinterpreted and unintentionally hurt our friends/damage friendships; different ways we use online media to communicate with our friends; how to be a good friend online</i></p> <p>*R1. To recognise and respond appropriately to a wider range of feelings in others.</p> <p>*R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>*R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.</p>	<p>How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p> <p><i>Including where to find appropriate help and advice online, how responsible use of social media can support our health and wellbeing</i></p> <p>*H17. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.</p> <p>*H18. To understand how their body will, and their emotions may, change as they approach and move through puberty.</p> <p>H21. To develop strategies for keeping physically and emotionally safe including road safety (including cycle</p>	<p>How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe</p> <p><i>Including keeping mobile phone or tablet safe when out and about in the local environment, taking care of our personal safety when using a mobile phone or tablet, social media and gaming classifications</i></p> <p>*H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>H5. To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.</p> <p>H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use</p>

<p>discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk).</p> <p>L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>L9. To learn what being part of a community means, and about the varied institutions that support communities locally and national.</p> <p>*L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.</p> <p>L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>L12. To consider the lives of people living in other places, and people with different values and customs.</p> <p>L13. To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.</p> <p>L14. To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT).</p> <p>L15. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.</p> <p>R13. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and</p>	<p>*R9. To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</p> <p>*R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.</p> <p>*R12. To develop strategies to solve disputes and conflict through negotiation and appropriate compromise, and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>*R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</p> <p>*R18. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> <p>*R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.</p> <p>R1</p>	<p>safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).</p> <p>H14</p> <p><i>-Where to get advice from e.g. family, school and/or other sources</i></p> <p><i>-Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</i></p> <p><i>-It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</i></p> <p>H17</p> <p><i>-The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking</i></p> <p><i>-The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</i></p> <p>H18 & 19</p> <p><i>-key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</i></p> <p><i>-about menstrual wellbeing including the key facts about the menstrual cycle</i></p>	<p>and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>*H12. To understand that bacteria and viruses can affect health and that following simple routines can reduce their speed.</p> <p>*H13. To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>*H14. To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>H16. To learn what is meant by the term 'habit' and why habits can be hard to change.</p> <p>*H22. To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distributions of images of themselves and others.</p> <p>*H25. To understand how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share, who to talk to if they feel uncomfortable or are concerned by such a request.</p> <p>R15. To learn to recognise and manage 'dares'.</p> <p>H4</p>
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	<p>religious diversity, age, sex, sexual orientation, and disability.</p> <p>L6 <i>-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</i></p>	<p><i>-what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i></p> <p>R2 <i>-how important friendships are in making us feel happy and secure, and how people choose and make friends</i></p> <p><i>-the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</i></p> <p><i>-how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</i></p> <p>R4 <i>-that families are important for children growing up because they can give love, security and stability</i></p> <p><i>-the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</i></p> <p><i>-that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</i></p>	<p>H22 <i>-how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</i></p> <p><i>-How information and data is shared and used online</i></p> <p><i>-The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</i></p> <p>H25 <i>-What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</i></p> <p><i>-that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</i></p> <p><i>-how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</i></p> <p><i>-How to recognise and report feelings of being unsafe or feeling bad about any adult</i></p> <p>L10 <i>-the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</i></p> <p><i>-simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</i></p>	<p><i>-That people sometimes behave differently online, including by pretending to be someone they are not</i></p> <p>H12 <i>-About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</i></p> <p>H13 <i>-How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</i></p> <p><i>-That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</i></p>
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-that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

R9

-about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe

R10

-the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

-practical steps they can take in a range of different contexts to improve or support respectful relationships

-the conventions of courtesy and manners (implicit)

-the importance of self-respect and how this links to their own happiness (implicit)

R12

-that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

-that most friendships have ups and downs, and that these can often be worked through so that the friendship is

repaired or even strengthened, and that resorting to violence is never right

R14

-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

-that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

-that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

R18

-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

-that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

R21

-the importance of permission-seeking and giving in relationships with friends, peers and adults