

PSHE Statutory Curriculum



Year 4:

<u>AT1</u>	<u>AT2</u>	<u>Sp1</u>	<u>Sp2</u>	<u>Sum1</u>	<u>Sum2</u>
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<p><b><u>Families and People who care for me:</u></b>  <u>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</u>– R4 to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p><b><u>Families and People who care for me:</u></b>  <u>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</u>– R4 to recognise different types of relationships, including those between acquaintances, friends, relatives and families</p> <p><b><u>Mental wellbeing:</u></b>  <u>that mental wellbeing is a normal part of daily life, in the same way as physical health</u> H1 what positively and negatively affects their physical, mental and emotional health</p>	<p><b><u>Caring friendships:</u></b>  <u>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</u>– R12 to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p><b><u>Caring friendships:</u></b>  <u>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.</u>– R12 to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise</p> <p><b><u>Online Relationships:</u></b>  <u>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</u> – L18 - to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others</p>	<p><b><u>Respectful Relationships:</u></b>  <u>the importance of permission-seeking and giving in relationships with friends, peers and adults</u>– 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><b><u>Health and Prevention:</u></b>  <u>about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</u>– H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p> <p><b><u>Health and Prevention:</u></b>  <u>the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</u>– H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'</p>
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**Mental wellbeing:**

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)\* and 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 H23 about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

**Mental wellbeing:**

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

**Mental wellbeing:**

that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing L6 to realise the consequences of anti-

**Online Relationships:**

the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them – H23: about the people who are responsible for helping them stay healthy and safe; how they can help these people keep them healthy and safe

**Physical Health and Fitness:** how and when to seek support including which adults to speak to in school if they are worried about their health–

H23 - about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

**Basic First Aid:**

concepts of basic first-aid, for example dealing with common injuries, including head injuries - H15: school rules about health and safety, basic emergency aid procedures, where and how to get help

**Health and Prevention:**

about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer H2 - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'

**Being Safe:**

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– R9 - 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'

**Being Safe:**

what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)– 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

**Healthy Eating:**

the characteristics of a poor diet and risks associated with unhealthy eating (including, for

social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities

**Internet Safety and Harms:**

about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing H1 what positively and negatively affects their physical, mental and emotional health

**Internet Safety and Harms:**

why social media, some computer games and online gaming, for example, are age restricted R7 that their actions affect themselves and others

**Internet Safety and Harms:**

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 R18 that their

example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) - H1 - what positively and negatively affects their physical, mental and emotional health

actions affect themselves and others

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