

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Autumn 1



Unit: Rights, Rules and Responsibilities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>want</b> – something desired, but not needed.</p> <p><b>need</b> – something that is vital to living an acceptable quality of life. eg. enough food, clothing, housing.</p> <p><b>respect</b> – to show consideration for.</p> <p><b>rights</b> – what someone is entitled to</p> <p><b>rules</b> - a law or direction that guides behavior or action.</p> <p><b>vote</b> - a formal expression of a choice in an election or other group decision.</p> <p><b>opinion</b> - what one thinks about something or somebody; viewpoint. An opinion is not necessarily based on facts. Feelings and experiences</p>	<p>The difference between their wants and needs.</p> <p>About the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child.</p> <p>Rights come with responsibilities and that these responsibilities affect their actions at home and at school.</p> <p>What the existing classroom or school rules are and talk about why they have been made and what they mean in practice.</p> <p>They will further develop their understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom.</p>	<p>What the difference is between wants and needs.</p> <p>What the United Nations is and its roles in their lives – linked to the Convention of the Rights of the Child.</p> <p>What their responsibilities are when it comes to their rights.</p> <p>The importance of classroom and school rules.</p> <p>What democracy is.</p>	<p><b>Relationships Education:</b></p> <p><b>RR Respectful Relationships</b></p> <p>Explain the difference between wants and needs</p> <p>Explain why rights are important and that they come with responsibilities, at home and at school</p> <p>Express how it feels to be treated with respect and demonstrate how to show respect for others, including those in positions of authority</p> <p>Explain why rules are needed and be able to identify those which are necessary and useful</p>

<p>usually help a person form an opinion.</p> <p><b>democracy</b> – a country where the population have the right to vote for their ruler.</p> <p><b>decision</b> - the act or result of making up one's mind</p> <p><b>right</b> – what a person is entitled to living in this country.</p> <p><b>responsible</b> - expected to take care of particular duties and jobs.</p> <p><b>School Council</b> – A group of children in a school who help to make decisions.</p>	<p>What an opinion is and how to share it.</p> <p>How to take part in class discussions and debates about topical issues.</p> <p>What the role of the school council is and consider ways they can be actively involved in school decision making processes.</p>	<p>How democracy is used in their everyday lives, including in the classroom.</p> <p>What a debate is and how to share their opinions in these.</p> <p>What the school council is and its impact on the school.</p>	<p>Participate in making class ground rules and show or explain what following the rules looks like</p> <p>Suggest different ways of making a decision and ways they can influence decision making in school, through simple debating and voting</p> <p>Describe what a representative does.</p>
--	--	---	--

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Autumn 2



Unit: My Emotions



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p><b>overwhelming</b> - to feel burdened with too much of something.</p> <p><b>stress</b> - a condition of strain or tension</p> <p><b>boredom</b> - the state of being bored or of not feeling interested.</p> <p><b>anxious</b> - feeling worried, nervous, or afraid about something uncertain</p> <p><b>anger</b> - a strong emotion brought on by a person or thing that causes one great pain or trouble.</p> <p><b>manage</b> - help to control</p> <p><b>strategy</b> - A plan of action intended to accomplish a specific goal.</p> <p><b>assertiveness</b> - Boldly self-assured; confident without being aggressive</p> <p><b>emotions</b> - A person's internal state of being and response to an object or a situation</p> <p><b>mixed emotions</b> - more than one feeling about something.</p> <p><b>network of support</b> - A group of people who someone trusts.</p> <p><b>trusted adult</b> - a person over the age of 18 who someone knows well and can trust.</p>	<p>How to recognise and communicate an increasing range of emotions, both comfortable and uncomfortable</p> <p>How to understand what is meant by "mental health" or "mental wellbeing" and why this is as important as physical wellbeing.</p> <p>Some of the ways emotions may affect our interactions, and to show care towards others and their emotions.</p> <p>How to identify their worries and decide what they might do about them.</p> <p>How to get support when they need it.</p> <p>How to recognise some of the strengths and personal qualities of themselves and others.</p> <p>How we feel can affect how we tackle things and whether or not we find them difficult.</p> <p>What is meant by "over-reacting" and to be able to show myself and others understanding.</p> <p>Some strategies to move from an uncomfortable state to a more positive one.</p> <p>What assertiveness is.</p>	<p>The importance of recognising and communicating both comfortable and uncomfortable emotions</p> <p>What mental health and mental well-being are. That it is as important as physical well-being.</p> <p>Our emotions may affect our interactions.</p> <p>How it will help them to identify their worries and how to get support for these.</p> <p>We all have strengths and how to identify these in ourselves and others.</p> <p>Our feelings impact our reactions to situations and that this can result in people reacting in different ways.</p> <p>What over-reacting is.</p> <p>That there are strategies that they can use to feel more positive.</p> <p>What it means to be assertive and to be able to act assertively.</p>	<p><b>Relationships Education:</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Recognise and communicate how they are feeling</p> <p>Recognise and describe feelings in others, and show care towards them</p> <p>Develop some strategies to be able to move from an uncomfortable state to a more positive one</p> <p>Explain what is meant by 'mental wellbeing'</p> <p>Know who to approach and how to get support with their emotions</p> <p>Recognise their own personal strengths and qualities</p> <p>Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive</p> <p>Understand what is meant by "over-reacting", and to be able to show understanding towards themselves and others</p> <p>Know what it feels and looks like to be assertive and when it might be</p>
---	---	---	--

<p><b>trust</b> - a belief in the strength or truth of a person or thing</p> <p><b>mental health</b> - includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices</p> <p><b>physical health</b> - describes the condition of your body. This includes whether you have an illness, injury or a health condition.</p>			appropriate.
--	--	--	--------------

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Spring 1



Unit: Working Together



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>persevere</b> - to continue steadfastly in a task or course of action or hold steadfastly to a belief or commitment, esp. when met with opposition or difficulties; persist.</p>	<p>What self reflection is.</p> <p>How to recognise their own worth and identify positive things about themselves and others</p>	<p>It is important to reflect upon their own behaviours</p> <p>The importance of recognising their own and others' strengths and positive attributes.</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p>

<p><b>behaviour</b> - the way a person acts or behaves.</p> <p><b>self-worth</b> – the internal sense of feeling good enough</p> <p><b>strength</b> – something someone is particularly good at</p> <p><b>skill</b> - the power or ability to perform a task well, especially because of training or practice</p> <p><b>reflect</b> – to look back on something and consider its success</p> <p><b>goals</b> – targets to hold for possible future achievements</p> <p><b>ground rules</b> - basic rules governing the behaviour in a given situation</p> <p><b>communication</b> - the sharing or exchange of messages, information, or ideas.</p> <p><b>evaluate</b> – to reflect upon what has happened or a task carried out</p>	<p>What a goal is and the steps that they can take to achieve their own goals.</p> <p>Everyone has skills, that each person’s strengths are individual to them and how to identify their own and others’ strengths</p> <p>The different skills that can be brought to a group task</p> <p>What kind of tasks can be completed in group situations</p> <p>The importance of being able to listen and communicate effectively in group situations.</p> <p>What it means to reflect upon their own behaviour in a group situation.</p> <p>What ground rules are and how they are important when working in a group.</p> <p>The meaning of perseverance.</p> <p>That this is needed for some task and is an important skill to possess</p>	<p>The importance of setting goals and how these can impact their lives.</p> <p>The benefits of working in group situations and that different people may contribute to group work differently, depending on their skills and strengths</p> <p>What effective listening and communication is.</p> <p>How to reflect upon their own behaviour in a group situation</p> <p>The importance of ground rules when working in a group.</p> <p>What perseverance is and how to persevere at a task.</p>	<p>Identify their own strengths and skills and those of others.</p> <p>Identify skills they would like to develop.</p> <p>Take part in a class learning challenge.</p> <p>Show they are listening using their body, express opinions confidently and ask open questions.</p> <p>Work as a group to make decisions and solve a problem.</p> <p>Know how different people can contribute to a group task.</p> <p>Persevere at a task.</p> <p>Evaluate a group task, including giving and receiving feedback.</p>
--	--	--	--

## St Anne’s C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Spring 2



# Unit: Managing Risk



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>risk</b> - a chance of getting hurt or losing something.</p> <p><b>positive</b> – bringing something good, or giving some kind of advantage</p> <p><b>negative</b> - damaging or undesirable; bad.</p> <p><b>strategy</b> - a plan, method, or series of actions meant to perform a particular goal or effect.</p> <p><b>responsibility</b> - expected to take care of particular duties and jobs.</p> <p><b>emergency</b> - a serious situation or sudden crisis that calls for fast action.</p>	<p>There are possible physical and emotional reactions to different risks.</p> <p>The possible decision making strategies for risky situations.</p> <p>That there might be pressure to act in a risky situation and who this might come from.</p> <p>Who to suggest when asked for known and unknown people they would ask for help in risky situations.</p> <p>How to identify further benefits and risks with road traffic and have strategies to stay safer and get help.</p>	<p>What the possible physical and emotional reactions to different risks.</p> <p>How to develop decision making strategies for risky situations.</p> <p>Pressure to act in a risky way might come from people they know.</p> <p>The different people who they could ask for help in a risky situation</p> <p>There are benefits to using roads, but that there are also risks. There are strategies that they can put in place to stay as safe as possible on the roads.</p> <p>There are benefits of being near water, but that there are also risks. There are strategies that they can</p>	<p><b>Relationships Education:</b></p> <p><b>BS Being Safe</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p><b>BFA Basic First Aid</b></p> <p>Describe some physical and emotional reactions to risk</p> <p>Describe how friends might influence them in risky situations</p> <p>Explain strategies for staying safer near roads and water</p>

<p><b>accident</b>- an event that happens by chance, especially a harmful one.</p> <p><b>benefit</b> - anything that does someone good or gives an advantage.</p> <p><b>safety</b> - the condition of being safe from danger.</p> <p><b>familiar</b> - known by many people; easily recognised.</p> <p><b>risky situation</b> – a situation that can feel unsafe</p>	<p>How to identify further benefits and risks of being near water and have strategies to stay safer and get help.</p> <p>How to identify different risks with fire and have strategies to stay safer and respond to an accident.</p> <p>How to recognise an emergency and take suitable action.</p> <p>How to identify risks when joining in with activities and visits and have strategies to stay safer and offer help.</p> <p>Some causes of accidents in familiar settings, actions which could prevent them and ways to offer help.</p>	<p>put in place to stay as safe as possible near water.</p> <p>The different risks involved with fire and the strategies they can use to stay safe. How to respond to an accident.</p> <p>What constitutes an emergency and what action to take.</p> <p>How to identify risks on trips and visits and what they can do to help to stay safe.</p> <p>Possible accidents that could take place in familiar settings and how to prevent these. How to help.</p>	<p>Describe ways they could safely act in an emergency</p> <p>Carry out a simple first aid procedure</p> <p>Explain ways to prevent accidents in familiar settings.</p>
--	--	--	---

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>love</b> - strong feelings of affection for another person or thing.</p> <p><b>dependent</b> - relying on another for help or to provide what one needs.</p> <p><b>independent</b> - not needing the support or advice of another; self-sufficient.</p> <p><b>breasts</b> - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The <b>nipple</b> is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p><b>anus</b> - the opening at the lower or rear end of the intestines, through</p>	<p>The main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</p> <p>Understand that babies begin when a male seed and female egg join together.</p> <p>The perceptions of being physically, emotionally and socially 'grown up'.</p> <p>Their responsibilities and how these have changed and how they will change in the future.</p> <p>The wider responsibilities that families have for the physical and emotional wellbeing of babies and children.</p>	<p>What a lifecycle is and the main stages of the human life cycle.</p> <p>That a male seed and female egg join together to make a baby.</p> <p>The perceptions of what 'grown up' means.</p> <p>What their responsibilities are now and how these will change in the future.</p> <p>How a family is responsible for the wellbeing of babies and children.</p>	<p><b>Relationships Education:</b></p> <p><b>FP Families &amp; People who care for me</b></p> <p><b>Health Education:</b></p> <p><b>CAB Changing Adolescent Body</b></p> <p>Identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy</p> <p>Explain that a baby grows from a male seed and a female egg</p> <p>Explain ideas about being grown up and show they have a relatively realistic view of adulthood</p>



<p>which solid waste matter is excreted</p> <p><b>scrotum</b> - This is the pouch of skin which holds the testicles.</p> <p><b>toiletries</b> - items used in washing and taking care of one's body, such as soap, shampoo, and toothpaste</p> <p><b>bacteria</b> – tiny organisms that can cause infection</p> <p><b>infection</b> – an illness caused by germs</p> <p><b>hygiene</b> - the practice of keeping clean to stay healthy and prevent disease.</p>			<p>Identify an area for which they can take more responsibility</p> <p>Explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</p>
---	--	--	--

## St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Summer 2



Unit: Healthy Lifestyles



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p><b>physical health</b> – a state of well-being where your body can function as it should do</p> <p><b>mental health</b> - a state of mental well-being that enables people to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community</p> <p><b>nutrient</b> - something in food that helps people, animals, and plants live and grow.</p> <p><b>healthy</b> – being well in both your mind and body</p> <p><b>balanced diet</b> - a diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.</p> <p><b>energy</b> - is needed by the body to stay alive, grow, keep warm and move around. Energy is provided by food and drink.</p> <p><b>lifestyle</b> - the general way of life of a person or group</p> <p><b>dental</b> – related to teeth</p> <p><b>hygiene</b> - the practice of keeping clean to stay healthy and prevent disease.</p>	<p>That they can make choices which contribute to a healthy lifestyle.</p> <p>How physical activity and nutrition affects their physical and mental health.</p> <p>Ways in which stamina, strength and flexibility can be improved through daily physical activity.</p> <p>That a healthy lifestyle involves making balanced choices about their free time.</p> <p>The factors which influence their food choices.</p> <p>Understand the importance of consuming a variety and balance of foods and drinks. Understand how food helps them to be active and healthy and gives them energy.</p> <p>How to plan and help prepare simple healthy meals.</p> <p>Why good dental hygiene is important and how it contributes to a healthy lifestyle.</p> <p>How much sleep children of their age tend to need, and to recognise the consequences of not having enough sleep.</p> <p>How to reflect on their own lifestyles and take responsibility for their own healthy choices.</p>	<p>What a healthy lifestyle is and how their choices can affect this</p> <p>How physical activity and nutrition affects their physical and mental health.</p> <p>How physical activity can benefit them</p> <p>What can influence their food choices</p> <p>What a balanced diet is and the importance of this</p> <p>How food gives them energy</p> <p>What a healthy meal could be and how to prepare some</p> <p>What good dental hygiene is and why it is important</p> <p>Why sleep is important to health and why enough sleep is important</p>	<p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p><b>PHF Physical Health &amp; Fitness</b></p> <p><b>HE Healthy Eating</b></p> <p><b>HP Health &amp; Prevention</b></p> <p>Know that they can make choices which are healthier or less healthy and reflect on their own lifestyle.</p> <p>Know that eating a balanced diet, being active and sleeping all contribute to a healthy lifestyle.</p> <p>Understand some of the reasons people sometimes make less healthy choices.</p> <p>Talk about some of the physical and mental benefits of exercise.</p> <p>Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others.</p> <p>State some of the influences on food choices and some of the persuasive methods used in advertising.</p> <p>Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals.</p>
--	--	---	--

			<p>Talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</p> <p>Know how much sleep we need and be able to talk about what happens if we don't get enough.</p> <p>Know why dental hygiene is important and how they can look after their teeth.</p>
--	--	--	---

## St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 4

Term: Summer 2



Unit: Body Image



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>body image</b> - how a person feels and thinks about how their body looks</p> <p><b>positive body image</b> - feeling happy and confident about how your body looks and appreciating what it can do.</p>	<p>The idea of attractiveness is subjective, i.e. people will view it differently.</p> <p>What a positive body image is.</p> <p>Some ways in which their school supports and could support children to feel good about themselves.</p>	<p>What attractiveness is and that it is viewed differently by different people.</p> <p>That people can have positive and negative body images.</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p>

<p><b>negative body image</b> - feeling unhappy or worried about how your body looks, often wishing it looked different.</p> <p><b>attractiveness</b> - qualities that make someone feel nice to look at or be around.</p> <p><b>subjective</b> - based on personal feelings, opinions, or experiences rather than facts—different people may see or feel it differently.</p> <p><b>support</b> - being kind and helpful to someone when they feel sad, worried, or need a friend.</p> <p><b>influence</b> - the power to change or affect how someone thinks, feels, or acts.</p> <p><b>fashionable</b> - popular and stylish, or wearing clothes and accessories that are currently in style</p> <p><b>popular</b> - liked or enjoyed by many people.</p> <p><b>media</b> - different ways of sharing information and entertainment, like television, radio, newspapers, and the internet.</p> <p><b>Representation</b> - showing or depicting someone or something in a certain way</p> <p><b>appearance</b> - how someone or something looks, including their physical features and style.</p>	<p>Some influences on their views of themselves, including decisions about what to wear.</p> <p>Some of the messages given by the media and how these are sometimes different for boys and girls.</p> <p>What they admire in other people, whether famous or known to them.</p> <p>It is possible for people to represent themselves in a number of ways, both visually and in writing.</p> <p>What it means to have a positive body image, what might influence this and reflect on their feelings about their own body.</p> <p>There are links between puberty and body image.</p> <p>What is possible and desirable to change about themselves</p> <p>The difference between someone's character and appearance</p>	<p>They can support each other to feel good about themselves.</p> <p>The school supports them to feel good about themselves.</p> <p>While people may have stereotypes of how a man or woman should look or behave, they have some choice about the kind of adult that they grow into and how they represent themselves.</p> <p>That everyone possesses characteristics that others can admire.</p> <p>What positive and negative body images are and that fact that there are many possible influences to this.</p> <p>Someone's character is more important than their appearance.</p>	<p>Understand why is it important to accept and feel proud of who we are.</p> <p>Know what the word 'unique' means and what they feel proud of about themselves.</p> <p>Know what we have got in common and how are we different</p> <p>Understand how others' expectations of girls and boys might affect people's feelings and choices.</p> <p>Know what stereotypes are unfair and how these can be challenged.</p> <p>Understand how friends and the media persuade and influence me.</p> <p>Understand changes that I and my peers have already experienced and what might happen in the future.</p>
--	--	---	---

<p><b>character</b> - the set of qualities, traits, and values that define how they think, feel, and behave, showing who they really are inside.</p>			
--	--	--	--