

Year 4 – PSHE Curriculum Map

AUTUMN	Health and Wellbeing	<u>Think Positive:</u> This unit is designed to build on what the children have already learnt about feelings, both positive and negative and how our attitude towards life can affect our mental health. The lessons centre around themes such as thinking positively and calmly, managing difficult emotions, taking responsibility for decisions and developing a growth mind set approach to learning. • Understand that having a positive attitude is good for our mental health; • Understand the causes of negative thoughts; • Identify ways to cope with negative thoughts; • Understand the impact certain changes can have on people and how it can affect them emotionally; • Identify some mindfulness techniques and discuss which they like to use; • Identify strategies to cope with uncomfortable emotions.
	Living in the Wider World	<u>Respecting Right:</u> This unit is based around the concept that living as rights-respecting citizens is important. It is inspired by human rights being shared by all people – no matter who they are or where they are from – and that these rights are there to protect all people, enabling them to live happy, safe, healthy and fulfilling lives. This unit helps children to understand that no one should take away their rights. It also helps children to explore the ideas of equality and discrimination and the consequences of both. In this unit, children learn about how they can make choices and take actions that respect the rights of others and challenge stereotypes. • Explain what makes human rights universal; • Understand the importance of The Universal Declaration of Human Rights and the Declaration of the Rights of the Child; • Explain what democracy is and how this relates to rules and human rights; • Know that human rights are not dependent on responsibilities; • Explain what it means to respect the rights of others and understand why this is important; • Understand how stereotypes can inhibit people's human rights being met.
SPRING	Relationships	<u>VIP's:</u> This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these. • Discuss how our attitudes impact new friendships being made; • Create a plan for being an anonymous friend over the course of a week; • Reflect on the different characters in the dares story and discuss the different outcomes for each character in the dare story and discuss the different outcomes for each character; • Work together to create a role play about positive resolution techniques; • Create a poster with ideas to help someone who is being bullied.

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SUMMER	Living in the Wider World	<u>One World:</u> This unit is based on a case study of a fictional girl called Chiwa who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations which help people like Chiwa. • Give reasons for similarities and differences between people's lives; • Detail if they feel something is fair or not; • Give reasons for their own opinions; • Recognise how their actions impact on people in different countries; • Discuss climate change in terms of what it is and its effects; • Explain how organisations help people in need.
	Health and Wellbeing	<u>Safety First:</u> In this unit of work, children will consider what it means to take responsibility for their own safety. This will include the decisions they make and how they can stand up to peer pressure in a range of situations. They will learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations. They will also learn about road safety and dangerous substances drugs (including medicines), cigarettes and alcohol. Children will look at e-Safety, considering what should never be shared and how to report any concerns about online incidents. • Appreciate what being responsible means and name some of their responsibilities; • Give examples of a range of risky or dangerous situations; • Appreciate that doing something risky may lead to danger; • Describe where pressure to do things can come from; • Identify people who can help us in an emergency; • Identify safety precautions that can be taken on and near roads; • Explain some of the ways in which drugs, cigarettes and alcohol affect the human body; • Know how to use mobile devices and the internet responsibly and understand why certain information should never be shared online; • Identify behaviour that constitutes cyberbullying.
	Relationships	<u>Growing Up:</u> This topic builds on the children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures. • Explain what the male and female reproductive body parts are for; • Discuss ways in which people can deal with or overcome emotions experienced during puberty; • Show respect for the differences between different families; • Describe the different types of relationships that exist, without prejudice; • Show an awareness of myths surrounding pregnancy and birth; • Describe the conception and birth of a baby, using some scientific vocabulary.

Right to withdraw

Parents **do not** have the right to withdraw their child from the statutory components of Relationship Education; however, they do have the right to withdraw their child from the non-statutory/non-science components of Sex Education within PSHE.

Sex education lessons which can be withdrawn from are marked on the curriculum map with a star.

The lessons children can be withdrawn from in Year 4 are as follows:

Growing Up – Human Reproduction.

Growing Up – Where Do I Come From?

Before you consider withdrawing your child from any non-statutory PSHE and RSE lessons, please consider speaking to your child's class teacher, the PSHE lead or a member of SLT.

More information on non-statutory lessons can be provided upon request. Thank you.