

Year 4 – PSHE Curriculum Map

AUTUMN	Relationships	<p>TEAM</p> <p>This unit is inspired by the idea that if a class team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to identify the impact their actions have on the team they are working in. In this unit, children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p>
		<p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • talk about changes people may go through and what feelings or emotions these changes may bring; • list some helpful behaviours that support teamwork; • understand how different behaviours affect the whole team; • talk about different emotions our teammates may experience; • discuss ways we can resolve disputes within a team; • talk about how fulfilling our responsibilities benefits our team.
	Health and Wellbeing	<p>THINK POSITIVE</p> <p>This unit is designed to build on what the children have already learnt about feelings, both comfortable and uncomfortable 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 mindset approach to learning.</p>
		<p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • understand that it is important to look after our mental health; • recognise and describe a range of comfortable and uncomfortable emotions; • discuss changes people may experience in their lives and how they might make them feel; • talk about things that make them happy and help them to stay calm; • identify uncomfortable emotions and what can cause them; • discuss the characteristics of a good learner.
SPRING	Living in the Wider World	<p>MONEY MATTERS</p> <p>This Money Matters unit aims to promote discussion about money with children in LKS2. Children will revise what they have learnt about where money comes from and review the different payment methods available. Children will explore the advantages of different payment methods and how people can use these to pay for things they want and need. The unit will cover some reasons people may have for borrowing money and how people can keep money safe when making payments online and offline. Children will learn what value for money means and how people may choose to contribute positively to the environment through ethical consumption. Learning will also cover what a budget is and how it can help people plan and manage their money if this is a choice they are able to make. All these topics will be based on the understanding that everyone’s financial situation is individual and the different choices and decisions people make about their spending should be viewed with kindness and respect.</p>
		<p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • discuss where money comes from; • list four payment methods people can use to pay for items; • give examples of things people want and need; • offer reasons people might need to borrow money; • talk about ways we can keep money safe; • discuss what value for money means; • explain what it means to budget.

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	Relationships	<p><u>DIGITAL WELLBEING</u> This unit is inspired by the idea that it is important to understand and have digital wellbeing. Children will consider what we use the Internet for and the benefits and risks of online activities. Children will learn about screentime and getting a healthy balance between online and offline activities. They will learn about online relationships, including cyberbullying and online stranger danger. Privacy issues will be explored in terms of passwords, personal information and the sharing or forwarding of images and videos. Children will also learn about pressures and challenges that are often associated with social media.</p> <p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • identify some positives and negatives of the Internet; • explain what to do if they experience or see bullying online; • explain ways to communicate safely online and identify ways to get support if they do not feel safe; • assess the reliability of online information; • explain what personal information includes; • know why we shouldn't share passwords and private information; • explain why we have rules and restrictions around the technology we use.
SUMMER	Health and Wellbeing 	<p><u>GROWING UP</u> This topic builds on 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.</p> <p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction; • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of family; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born; • identify someone they could talk to about their changing body should they need to.
	Living in the Wider World	<p><u>AIMING HIGH</u> In this unit of work, children will focus on goals and aspirations. They will start by discussing achievements they have accomplished so far and the type of attitude that helps us to succeed. Children will identify ways of applying a growth mindset to new challenges and learn about the importance of resilience. Opportunities will also be provided for children to share aspirations for their future employment and personal goals and through this learning, they will consider different jobs and careers. In doing this, we will explore some of the difficulties faced by stereotyping. Children will also have the opportunity to think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals</p> <p>In this unit, children will be able to:</p> <ul style="list-style-type: none"> • discuss their personal achievements and skills; • identify what a positive learning attitude is; • talk about a range of jobs that people do; • discuss what skills and interests are needed for different jobs; • talk about jobs they might like to do in the future; • discuss what skills they might need to do certain jobs.

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.