



## Hillcross Primary PSHE Curriculum

### Year 4

#### Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well as implicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 4. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 4												
Topic	Autumn 1:		Autumn 2:		Spring 1:		Spring 2:		Summer 1:		Summer 2:	
	<b>Families and friendship</b>	<b>Safe Relationships</b>	<b>Respecting Ourselves and Others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>			
<b>Relationships</b>	Positive friendships, including online <b>PoS Refs: R10, R11, R12, R13, R18</b>	Responding to hurtful behaviour; managing confidentiality; recognising risks online <b>PoS Refs: R20, R23, R27, R28</b>	Respecting differences and similarities; discussing difference sensitively <b>PoS Refs: R32, R33</b>									
<b>Living in the Wider World</b>				What makes a community; shared responsibilities <b>PoS Refs: L4, L6, L7</b>	How data is shared and used <b>PoS Refs: L13, L14</b>	Making decisions about money; using and keeping money safe <b>PoS Refs: L17, L19 L20, L21</b>						
<b>Health and Wellbeing</b>							Maintaining a balanced lifestyle; oral	Physical and emotional changes in puberty; external genitalia;	Medicines and household products;			



							hygiene and dental care PoS Refs: H2, H5, H11	personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	drugs common to everyday life PoS Refs: H10, H38, H40, H46
<b>Key Vocabulary</b>	Risks, digital devices	pressure, content	gender, race, faith, aspirations, offence	community					
<b>Enquiry</b>	<p><b>First 2 weeks:</b> <b>NPA:</b> → What different feelings can you have? → What happens to our bodies when we feel different emotions? → How can feelings affect the way we behave?</p> <p>Things that affect feelings both positively and negatively. Strategies to identify and talk about their feelings. About some of the different ways people express feelings e.g. words, actions, body language. Recognise how feelings can change overtime and become more or less powerful</p> <p><b>Class rules:</b> → Why are rules important? Which rules will help us to learn best?</p> <p><b>How can we build healthy relationships on and off-line and keep ourselves safe?</b> → Why are features such as mutual respect, trust and sharing interests so important when building positive healthy friendships? → Which strategies would you use to build positive friendships? How could you get support with relationships if you feel lonely or excluded?</p>	<p><b>How do I respond to hurtful behaviours, know when to keep something confidential and identify possible risks?</b> → <b>How can we differentiate between playful teasing, hurtful behaviour and bullying, including online? How should we respond if we witness or experience hurtful behaviour or bullying, including online?</b> → How do you recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable? How do I manage pressures associated with dares? → When it is right to keep or break a confidence or share a secret? → <b>How do I recognise risks online such as harmful content or contact and how people may behave differently online? (including pretending to be someone they are not). How do I report concerns and seek help if worried or uncomfortable about someone's behaviour, including online?</b></p>	<p><b>How can our differences and similarities be discussed without causing upset?</b> → What differences are there between people? E.g. gender, race, faith. Should these be discussed and celebrated or not? Why? → What similarities are there between people? E.g. shared values, likes and dislikes, aspirations. Should these be discussed and celebrated? Why? → Why is it important to respect the differences and similarities between people? What impact can our actions and responses have on others? → What vocabulary can we use to sensitively discuss differences and make everyone feel included? Are there specific words which can cause offence to individuals or groups? Why? → What can we do to make others think differences are good?</p>	<p><b>How can being part of a community be beneficial to us</b> <b>Why do we celebrate LGBT month?</b> → What does community mean? What are the benefits of living in a community? → Which different communities do you belong to? Are the benefits of each of the communities the same? → Which different groups make up and contribute to a community? Which individuals and groups help the local community, including through volunteering and work? → How can we show compassion towards others in need? What are our shared responsibilities of caring for them?</p>	<p><b>Is the internet our friend or foe? How is our data used?</b> → <b>What does a digital footprint mean? What impact can digital footprints have on our lives?</b> → <b>How can organisations use personal information to encourage people to buy things?</b> → <b>How can we compare content shared for factual purposes and for advertising? How do online adverts differ to others?</b> → <b>Why might people choose to buy something online? e.g. from seeing an advert.</b> → <b>How are search results ordered? Are they based on the popularity of the website? Can this affect what information people access?</b></p>	<p><b>What should we spend our money on and what is the impact of our spending?</b> → How do people make different spending decisions and what do they base these decisions on? E.g. budget, values and needs. → How can we keep track of money? Why is it important to know how much money we are spending? → How can we pay for things? E.g. cash, cards, cheques, e-payment. Why does there need to be different methods of payment? → How can spending have both positive or negative effects on others? e.g. charities, single use plastics, gambling.</p>	<p><b>What contributes to a balanced lifestyle including oral hygiene?</b> → Which factors help us to maintain a balanced, healthy lifestyle, both physically and mentally? → What does good physical health mean? What are the early signs of physical illness? → Which common illnesses can be quickly and easily treated with the right care? Do all illnesses require the doctor or A&amp;E? → How can we maintain good oral hygiene and dental health? Include how to brush and floss correctly → Why is it important to regularly visit the dentist? What are the effects of different foods, drinks and substances on dental health?</p>	<p><b>What changes occur to me physically and mentally as I go through puberty?</b> <b>Lesson 1 from CWP</b> → <b>What are the main stages of the human lifecycle? Birth to death. How does my body change as I grow up? Identify external genitalia and reproductive organs. (HE)</b> <b>Lesson 2 from CWP</b> → <b>What is puberty and what changes does it bring about? Discuss male and female body parts using agreed words. Which changes happen to the body during puberty? How is puberty linked to reproduction? (HE)</b> → <b>Why are personal hygiene routines during puberty so important? Include washing regularly and using deodorant (HE)</b> → <b>How and with whom should we discuss the challenges of puberty? Address appropriate forums (not the playground) and trusted adults. How and where can I get information, help</b></p>	<p>→ Why is it important to take medicines correctly and use household products safely? → What is meant by the word 'drug'? Is it a good or bad thing? Children should know the drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines)/ → How can drugs affect our health and wellbeing? What are some of the effects related to different drugs? Discuss how all drugs, including medicines, may have side effect. → What are the risks associated with drugs common to everyday life? Include how habits can be difficult to break • → Where and how can I get advice about drugs?</p>



	<p>→ Is knowing someone online the same as knowing someone face to face and what risks are there in communicating with someone you don't know?</p>							<p>and advice about puberty? (RE)</p>	
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