

Year 4 PSHE Progression Map

	Autumn 1 Emotional Toolkit <u>How are we all different</u>	
Topic	Emotions and Communities	
Unit Aim	To help pupils develop a positive understanding of their own mental health and wellbeing, recognise and manage emotions effectively, and understand the importance of equality, diversity and inclusion. Pupils will learn to challenge stereotypes, prejudice and discrimination respectfully, while developing empathy, resilience and respect for others.	
Prior Learning	• Pupils should be able to recognise and name emotions including happiness, sadness, anger, fear, excitement, frustration, jealousy and fury. • Pupils should understand from earlier learning that everyone experiences difficult emotions and that seeking help from trusted adults is important. • Pupils should know from earlier learning that people live in diverse communities and that everyone deserves to be treated with respect and fairness. • Pupils should understand from earlier learning that rules and laws exist to help people live safely and fairly and that inclusion strengthens communities.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u> • I can explain what self esteem is and what affects it. • I can explain what it's like to feel down and lonely and what might make me feel that way. • I can describe several strategies to manage mental health. • I can describe the features of a happy life. • I can explain what the Equality Act is and how it protects people from discrimination. • I can describe what stereotypes are and explain their impact and how to challenge them. • I can explain what prejudice is and why it is important to safely challenge it. • I can explain what ageism is and how we safely challenge it.
	Core PSHE Skills Across All Areas	
	Emotional literacy	
	Self-regulation	
	Communication	
	Critical thinking	
	Reflection	
	Resilience	
	British Values	
	Individual Liberty and Mutual Respect	
Vocabulary	Self-esteem • Emotion • Wellbeing • Loneliness • Resilience • Equality • Stereotype • Prejudice • Discrimination • Ageism	

Future Learning	Year 5 Emotions - How we can manage challenges. How can we ensure fairness and respect for women and girls. Year 6 How can we manage our emotions through periods of change. Respecting differences.
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.

	<u>Autumn 2 How do families look the same? Are all friends the same?</u>	
Topic	Healthy Relationships	
Unit Aim	To help pupils understand and value diversity in people, families and communities, recognise and challenge stereotypes and sexism, and develop the skills to create inclusive environments. Pupils will also learn about family changes, challenges and bereavement, and explore ways to support themselves and others through difficult times.	
Prior Learning	- Pupils should know from Key Stage 1 that families come in many different forms and structures and that all families should be characterised by love and care. - Pupils should be familiar with the idea that stable, caring relationships are at the heart of healthy families even during difficult times. - Pupils should know that friendships are built on kindness, trust and respect, and that good friends listen, share and help one another regardless of differences. - Pupils should know from Key Stage 1 that good friendships are based on kindness, respect, honesty, trust and loyalty and make people feel happy and secure.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Emotional literacy Self-regulation Co operation Critical thinking Reflection Resilience	I can describe many different types of family I can explain the ways that families can change. I can explain some of the challenges that families can face. I can explain the impact of death and how to cope with grief. I can describe different types of support and explain how to help other people who are struggling. I can describe similarities and differences between myself and other people. I can describe what gender stereotypes are and explain why they are harmful. I can explain how to reduce sexism.
	<u>British Values</u>	

	Individual Liberty and Mutual Respect	I can explain how to create an inclusive environment.
Vocabulary	Diversity • Inclusion • Equality • Stereotype • Gender • Sexism • Family • Community • Grief • Support	
Future Learning	Year 5 Healthy relationships: Is there such a thing as a perfect family? Healthy relationships: How can I be a great friend? Year 6 Communities: How can we show respect to people of different races and cultures? Healthy relationships: How can we live in harmony? Healthy relationships: How can we have healthy boundaries? Power in relationships: What are my boundaries?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

	<u>Spring 1 What does a healthy relationship look like? What is fake news?</u>	
Topic	Healthy Relationships, Media Influence	
Unit Aim	To help pupils develop safe and responsible online behaviours, think critically about the information they encounter, and recognise bias and fake news. Pupils will also learn how to build healthy relationships, identify positive and unhealthy influences, and respond appropriately to pressure from peers and adults.	
Prior Learning	- Pupils should know that their body belongs to them, can recognise appropriate and inappropriate touch and understand that they have the right to say no to unwanted contact. - Pupils should understand from earlier learning that healthy friendships and families are based on kindness, respect, trust and care. - Pupils may know that not everything online is true or accurate and that they need to think carefully about what they see and read. - Pupils should understand from earlier learning that people online may have different motivations for sharing content including commercial reasons.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Problem Solving	I can describe how to create healthy friendships.
	Decision Making	I can describe what a healthy family should feel like.
	Communication	I can describe how to deal with peer pressure.
	Critical thinking	I can describe what unhealthy pressure from adults looks like.
	Independence	
	Reflection	I can describe ways to stay safe when online.

	Resilience	I can describe what bias is and explain the impacts of bias. I can describe what fake news is and why it exists. I can identify fake news online and suggest why it is made
	<u>British Values</u>	
	Rule of Law, Individual Liberty	
Vocabulary	Online Safety • Bias • Fake News • Reliable • Evidence • Friendship • Family • Peer Pressure • Influence • Trust	
Future Learning	Year 5 Power in relationships: How do I get help if I don't feel safe? Media influence: Who decides what I experience in the online world? Year 6 Power in relationships: What are my boundaries? Media influence: How can I evaluate the information I see online? Our online lives: How can I stay safe and positive online?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

	<u>Spring 2 Who to trust online, What makes a balanced lifestyle</u>	
Topic	Online Safety, Physical Health	
Unit Aim	To understand how to develop healthy relationships by respecting and including others, challenging stereotypes, and making positive choices that support our physical health and wellbeing.	
Prior Learning	- Pupils should understand from earlier learning the principles of a balanced diet including appropriate portions, limiting sugary foods and drinking water. - Pupils should be familiar with good hygiene practices such as washing hands, bathing regularly and brushing teeth to prevent illness and keep bodies healthy. - Pupils should know from Key Stage 1 that the same principles of kindness, respect and safety that apply in person also apply to online interactions. - Pupils should understand from earlier learning that they should report concerns about the online world to a trusted adult if something feels unsafe.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Core PSHE Skills Across All Areas	I can explain who uses the internet and why it's difficult to tell who people are online.

	Communication Decision-making Resilience Cooperation Independence Reflection	I can explain how to decide who to interact with online. I can explain how to stay safe if I communicate online. I can describe different ways to help decide who to trust online I can explain the importance of healthy teeth and how to maintain good oral hygiene. I can explain the importance of a good night's sleep. I can describe different ways of looking after my body.
	British Values	
	Individual Liberty and Mutual Respect	
Vocabulary	Respect, Communication, Cyber, Privacy, Hygiene, Wellbeing, Stereotype	
Future Learning	Year 5 Our online lives: How do I thrive online? Physical health: Is it hard to be healthy? Risky substances: Why do people get addicted? Staying safe and healthy: How can I avoid harm? Year 6 Our online lives: How can I stay safe and positive online? Physical health: How can I take responsibility for my health? Risky substances: What are the risks of drugs, alcohol and tobacco?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

	<u>Summer 1 How do I avoid getting ill? Recent and Relevant information</u>	
Topic	Physical Health	
Unit Aim	Keeping the body clean through good hygiene, understanding how diseases spread and prevention strategies, staying safe during summer including sun safety and learning how to respond to stings, allergies and anaphylaxis.	
Prior Learning	- Pupils should understand from previous learning that germs such as bacteria and viruses can make people ill and that simple actions can help stop them spreading. - Pupils should be familiar with basic sun safety such as wearing sunscreen, hats and staying in the shade during hot weather.	
Knowledge		<u>Essential Knowledge</u>

	<u>PSHE Skills</u>	
	Core PSHE Skills Across All Areas	I can explain different ways to keep my body clean and healthy and why this is important.
	Independence	I can explain how diseases are passed on and how to prevent their spread. I can describe ways to avoid sunburn and explain what to do in the case of anaphylaxis.
	Problem solving	
	Decision making	
	British Values	
	Individual Liberty and Mutual Respect	
Vocabulary	Hygiene Bacteria Disease Infection Prevention Sunburn Allergy Anaphylaxis	
Future Learning	Year 5 Physical health: Is it hard to be healthy? Risky substances: Why do people get addicted? Staying safe and healthy: How can I avoid harm? Year 6 Risky substances: What are the risks of drugs, alcohol and tobacco?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

	<u>Summer 2 Christopher Winters SRE</u>	
Topic	Sex Education - Growing up	
Unit Aim	To understand that people's bodies, families and experiences are different, and that our bodies naturally change as we grow and age, while developing an understanding of trusted adults and how to seek help and support	
Prior Learning	Children will have previously learnt about safe and unsafe touching , when and how to say "no" and seek help , including messages from the NSPCC , and the correct names for different body parts .	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>

	Emotional literacy Self-regulation Communication Reflection Resilience	To explore the human lifecycle. Describe the main stage of the human life cycle and describe the body changes that happen when a child grows. To identify some basic facts about puberty, reproductions and pregnancy, knowing that puberty changes the body from a child to a young adult. Identify some basic facts about pregnancy. To learn about the physical changes associated with puberty. Know about the physical and emotional changes that happen in puberty, know that each person experiences puberty differently.
	British Values	
	Individual Liberty and Mutual Respect	
Vocabulary	Lifecycle Reproduction Pregnancy Breast Pubic hair Emotions feelings Consent Private Vulva Vagina Penis Body Puberty Respect	
Future Learning	Year 5 To explore the emotional and physical changes occurring in puberty, Explain the main physical and emotional changes that happen during puberty, Ask questions about puberty with confidence To understand male and female puberty changes in more detail, Understand how puberty affects the body and the emotions, Describe how to manage physical and emotional changes To explore the impact of puberty on the body and the importance of physical hygiene, To explore ways to get support during puberty Explain how to stay clean during puberty, Describe how emotions change during puberty, Know how to get help and support during puberty	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

