Year Four

PSHE

(including RHE)

Curriculum

PORTER CROFT
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use' No Outsider' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Y4

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	Community C2 Where do you feel like you belong?	Mental health M2 Are we happy all the time?	Friends Fr2 Are all friends the same?	Physical P3 How do I stop getting ill?	Family Fa3 Are boys and girls the same?	No Outsiders S, GR
2	C3 How can we help the people around us?	No Outsiders S, A, D	Fr3 Are friendships always fun?	No Outsiders	No Outsiders	KS2 Anti-Racism Education L4 – Understanding Racial Socialisation and Stereotypes
3	No Outsiders R, RB, S, A, D, SO, PM, GR, MCP	KS2 Anti-Racism Education L3 – Redefining Racism	No Outsiders	Project Evolve Online Safety Privacy and Security L3	Project Evolve Online Safety Managing Online Information L1	Project Evolve Online Safety Managing Online Information L6
4	Project Evolve Online Safety Self-Image and Identity L1	Project Evolve Online Safety Online Relationships L3	Project Evolve Online Safety Online Bullying L2	Project Evolve Online Safety Privacy and Security L4	Project Evolve Online Safety Managing Online Information L3	Project Evolve Online Safety Health Wellbeing and LIfestyle L1
5	Project Evolve Online Safety Self-Image and Identity L3	Project Evolve Online Safety Copyright L1	Project Evolve Online Safety Online Bullying L3	Project Evolve Online Safety Online Reputation L1	Project Evolve Online Safety Managing Online Information L4	Project Evolve Online Safety Health Wellbeing and LIfestyle L2
6	Project Evolve Online Safety Online Relationships L2	Project Evolve Online Safety Copyright L2	Project Evolve Online Safety Privacy and Security L1	Project Evolve Online Safety Online Reputation L2		

Project Evolve	Self-Image and Identity L1 and L3 Online Relationships L2 and L3 Copyright L1 and L2	Online Bullying L2 + L3 Privacy and Security L1, L3 and L4 Online Reputation L1 and L2	Managing Online Information L1, L3 L4 and L6 Health Wellbeing and Lifestyle L1 and L2

Autumn 1

PSHE UNIT: Community

C2 Where do you feel like you belong?
Objectives
1. Understand that we are all part of a wider community of people, who we rely on
2. We have a responsibility to support other people in our community when we are able to
3. Know that we should treat the people in our community with respect
4. Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child
5. Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers)
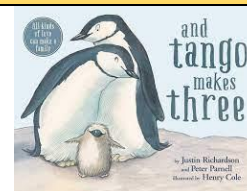
Key vocabulary
Community, citizen, support, belong, adoption, same-sex, gay, straight

PSHE links
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, online relationships)
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
L6. about the different groups that make up their community; what living in a community means
R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different
L3. about the relationship between rights and responsibilities
L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others
L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling, food choices)
L7. to value the different groups that make up their community

C3 How can we help the people around us?
Objectives
1. Understand that we have the power and responsibility to make our communities better places to live
Key vocabulary
Community, responsibility, acts of kindness

PSHE links
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
L4
L5
L6
L7

I can explain how my online identity can be different to my offline identity.

Outcome Criteria
- I can explain how my online identity can be different to the identity I present in 'real life'.
- I can explain the reasons for and against changing your identity online and explain how someone might do so.
- I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me

I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.

Outcome Criteria
- I can explain how my online identity can be different to the identity I present in 'real life'.
- I can explain the reasons for and against changing your identity online and explain how someone might do so.
- I can describe the right decisions about how I interact with others online and how this will impact on how others perceive me

I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.

Outcome Criteria
- Understand the issue of impersonation and how this can impact on my personal online reputation and relationships.
- Describe some of the motives behind online impersonation.

Autumn 2

Mental health

M2 Are we happy all the time?
Objectives
1. Understand the range of negative emotions that we can have
2. Learn what to do if we experience low moods
3. Build self esteem

Key vocabulary
feelings, emotions, sadness, depression, anger, happiness, love, self-esteem

PSHE links
H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health
H16. about strategies and behaviours that support mental health - including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing
H17. to recognise that feelings can change over time and range in intensity
H18. about everyday things that affect feelings and the importance of expressing feelings
H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways
H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations
H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others
H22. to recognise that anyone can experience ill mental health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult

H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools

L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes

H27. to recognise their individuality and personal qualities

H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth

Project Evolve Unit : Online Relationships

I can describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)

Outcome Criteria
- I can describe what it feels like to be safe online.
- I can list a number of things I can do to make sure I have a positive and safe experience online.
- I can give examples of when I have used or may have to use these in my online life.

I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.

Outcome Criteria
- I understand and can explain what is meant by respect.
- I can give examples of how online behaviour is either respectful or disrespectful.
- I can describe how it is possible to be respectful online

I can explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.

Project EVOLVE Unit :Copywrite and Ownership

When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it

Outcome Criteria
- Demonstrate ways of recognising who might own online content.
- Explain what reuse is.
- Give examples of when they are/are not permitted to reuse online content.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images

Outcome Criteria
- Demonstrate ways of recognising who might own online content.
- Explain what reuse is.
- Give examples of when they are/are not permitted to reuse online content.
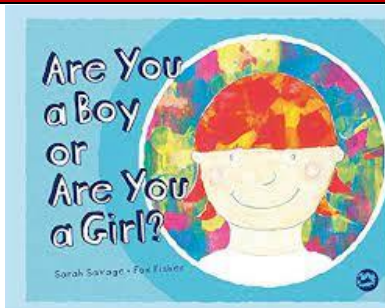
Spring 1

Fr2 Are all friends the same?
Objectives

1. Understand that differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment
2. Discuss the similarities and differences between boys and girls, including basic ideas about gender vs. designated sex (male or female) and non-binary

Key vocabulary
Ramadan, Islam, Muslim, biological sex (in terms of male and female), same-sex, gay, straight, bullying, discrimination, non-binary, gender

PSHE links
H26. that for some people gender identity does not correspond with their biological sex
R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships
R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them
R21. about discrimination: what it means and how to challenge it
R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own
R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities
R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour

Fr3 Are friendships always fun?
Objectives

1. Understand that relationships come with a mixture of positive and negative emotions
2. Appreciate that friendships are not always perfect
3. Understand that it is normal to disagree with your friends
4. Develop techniques to deal with conflict within friendships
5. Understand when a relationship is unhealthy when support is required

Key vocabulary
Disagreement, positive and negative emotions, perfect, compromise

PSHE links
R10. about the importance of friendships: strategies for building positive friendships support wellbeing
R11
R16. how friendships can change over time, about making new friends and the benefits of having different types of friends
R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely

I can recognise when someone is upset, hurt or angry online

Outcome Criteria
- I understand bullying behaviour can make someone feel upset, hurt or angry
- I am aware of online behaviours that may show that someone is feeling upset, hurt or angry
- I understand that someone may try to pretend they are not upset, hurt or angry online

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat)

Outcome Criteria
- I know what are different types of media online.
- I can explain the different features of different media
- I can simply describe what bullying online may look like on these different forms of media

I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Outcome Criteria
- I know that what I do online can affect other people's feelings
- I understand that what I do online can influence how someone feels about me
- I understand I should not be mean online

Spring 2

P3 How do I stop getting ill?

Objectives
1. Understand the importance of hygiene, especially hand washing
2. Understand how to keep our teeth healthy
3. Understand the dangers of diseases caused by the sun how to stay safe from these

Key vocabulary
Germs, bacteria, virus, hygiene, infection

PSHE links
H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it

H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)

H12. about the benefits of sun exposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer

Project EVOLVE Unit :Privacy and Security

I can describe strategies for keeping personal information private, depending on context

Outcome Criteria
- Identify the risks posed by over-sharing information online.
- Suggest appropriate strategies for keeping personal information private in different contexts

I can explain that internet use is never fully private and is monitored, e.g. adult supervision

Outcome Criteria
- Explain the reasons why internet use may be monitored.
- Understand how monitoring services are used to keep children and users safe online.
- Structure an argument from one perspective and convey this with effective and clear contributions

I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.

Outcome Criteria
- I can describe how some online services may seek consent to store information about me;
- I know what the digital age of consent is;
- I know how to get help if I am unsure about consenting to an online service

I know what the digital age of consent is and the impact this has on online services asking for consent.

Outcome Criteria
- I can describe how some online services may seek consent to store information about me;
- I know what the digital age of consent is;
- I know how to get help if I am unsure about consenting to an online service

I can describe how to find out information about others by searching online

<u>Outcome Criteria</u>
- I understand that others may search my name online to find information about me
- I know that not all information about me online may have been posted online by me
- I understand that people may alter information or put untrue information about me online with or without my knowledge

I can explain ways that some of the information about anyone online could have been created, copied or shared by others.

<u>Outcome Criteria</u>
- I understand that others may search my name online to find information about me
- I know that not all information about me online may have been posted online by me
- I understand that people may alter information or put untrue information about me online with or without my knowledge

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Globalisation and interdependence

Summer 1

PHSE Unit: Family

<u>Fa3 Are boys and girls the same?</u>
Objectives
1. Understand that all people deserve respect, even if they are different to other people
2. Appreciate that we all have different abilities and find different things challenging

Key vocabulary
Gender, stereotype, sexism bullying, disability, diversity, religion

PSHE Links
R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice
R19
R21. about discrimination: what it means and how to challenge it
R32. about respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background
*R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own*
L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities
L9. about stereotypes: how they can negatively influence behaviours and attitudes towards others: strategies for challenging stereotypes
L10. about prejudice; how to recognise behaviours/actions which discriminate against others: ways of responding to it if witnessed or experienced
L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by Them
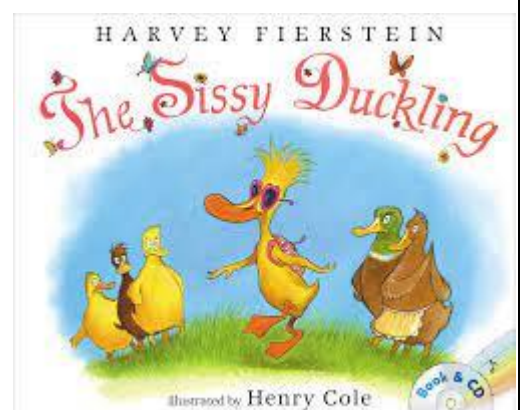
I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others

Outcome Criteria
- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- I understand what criteria have to be met before something is a 'fact'.
- I can explain how to evaluate evidence to determine its credibility.
- I can identify how to get help from a trusted adult if needed

I can describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites)

Outcome Criteria
- I can describe how I can search for information within a wide group of technologies (e.g. social media, image sites, video sites).

I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

Outcome Criteria
- I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups, product reviews, product placement, influencer reviews/use, sponsored search results, gambling, recommendation algorithms, in-game performance, fake editorial).
- I can describe techniques to recognise advertising (e.g. motivation, call to action, if advert is paid, use of advertising hashtags).
- I can recognise some of these techniques when they appear online

I can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true

Outcome Criteria
- I can describe what is a 'bot'.
- I can explain how bots are used online (e.g. boost follower/retweet numbers, chat bot for help on a site, or as part of an app or game, impersonation).
- I can describe techniques to identify if I'm talking to a bot.
- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.

I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be

Outcome Criteria
- I can describe what is a 'bot'.
- I can explain how bots are used online (e.g. boost follower/retweet numbers, chat bot for help on a site, or as part of an app or game, impersonation).
- I can describe techniques to identify if I'm talking to a bot.
- I understand that information which is repeated is more likely to be believed.
- I can explain why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.
- I can explain how recommendation algorithms can amplify inaccurate information

I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.

Outcome Criteria
- I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.
- I can explain what is meant by a 'hoax'.
- I can explain why some people will pretend something is true when it isn't.
- I can explain why someone would need to think carefully before they share

Globalisation and interdependence
Summer 2

Alcohol

Objectives

1. Know the effects of alcohol
2. What are the risks of alcohol?
3. What the limits to drinking alcohol?

Project Evolve Unit :Health, wellbeing and lifestyle

I can explain how using technology can be a distraction from other things, in both a positive and negative way.

Outcome Criteria

- Give examples of tech/online activities that effectively hold their attention and engagement.
- Explore the value they place in different tech/online activities (e.g. priorities, more important/less important than…)
- Recognise some of the limitations that tech/online activities may place on their attention (e.g. when I'm playing on my PS4, I can't be with my friends in the park, when I'm watching my favourite YouTuber, I can't practise my spellings, etc.)

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

Outcome Criteria

- Give examples of tech/online activities that they engage with for extended periods of time.
- Demonstrate an awareness of the effects of over engagement on physical health, wellbeing, relationships and work.
- Give examples of what happens when they have been online for too long.
- Identify times when someone might need to limit the amount of time they use technology.
- Recognise and explain a range of strategies to limit time spent online/using tech. (e.g. self-management strategies, technical solutions such as timers/reminders, external influences)
- Begin to evaluate the effectiveness of these strategies on their own use of technology.