



# Whinstone Primary School PSHE Year 4



## PSHE Statement of Intent

PSHE is taught as a golden thread which forms part of a whole school ethos aimed at providing children with essential life skills and knowledge to enable them to make informed decisions and choices and become healthy, confident, respectful and responsible citizens both now and in the future. Pupils learn to recognise their own worth, gain an understanding of the personal choices of others, have an awareness of British values, and become increasingly responsible for their own learning by taking part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and their community.

RRSA, KIDSAFE, LGBT+, Action for Happiness (Great Dreams) and economic well-being are key elements of this subject which are weaved into the broader school curriculum or taught as discreet lessons both within, and to create, a safe and inclusive learning environment.





**PSHE Implementation**

<b>PSHE Implementation – Key Concepts</b>		
<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Money</li> <li>• Taking care of the environment</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Healthy lifestyles</li> <li>• Growing and changing</li> <li>• Keeping safe</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Healthy relationships</li> <li>• Valuing difference</li> </ul>

<b>The Key Concepts of PSHE are taught through the following sequence of topics:</b>		
Autumn	Spring	Summer
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>

<b>Topic Specific Vocabulary</b>		
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>
feelings, empathy, recognising others’ feelings friendships, families, couples, positive relationships actions, behaviour, consequences physical contact, touch, acceptable, unacceptable confidentiality, secrets, surprises, personal safety listening, viewpoints, opinions, respect collaborative working, shared goals disputes, conflict, feedback, support, negotiation, compromise people, identity, similarities, differences, equality bullying, discrimination, aggressive behaviour dares, challenges stereotypes privacy, sharing, personal boundaries	balanced lifestyles, choices, health, wellbeing balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting conflicting emotions, feelings, managing feelings change, transitions, loss, separation, divorce, bereavement risk, danger, hazard, responsibility, safety bacteria, viruses, hygiene routines pressure, managing pressure, influences, media, peer emergency aid, help, safety, rules habits drugs, alcohol, tobacco, medicines, caffeine puberty, physical and emotional changes safety, roads, cycle, rail, water, fire safety, online, personal information, passwords, images advice, support, asking for help	discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children’s rights, anti-social behaviour, aggression, bullying, discrimination rights, duties, home, school, environment resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing people, difference, diversity, identity, UK people, places, values, customs money, spending, saving, budgeting money, interest, loan, tax, debt resources, sustainability, economics, choices, environment enterprise, enterprise skills, entrepreneurs media, social media, information, forwarding



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone.

<b>Relationships</b>		
<b>Feelings and emotions</b>	<b>Healthy relationships</b>	<b>Valuing difference</b>
<ul style="list-style-type: none"> <li>to recognise a wider range of feelings in others</li> <li>about responding to how others are feeling</li> <li>about the concept of keeping something confidential or secret</li> <li>about when they should or should not agree to keeping a secret</li> <li>to recognise and manage dares</li> </ul>	<ul style="list-style-type: none"> <li>about what makes a positive, healthy relationship, including friendships</li> <li>how to maintain good friendships</li> <li>how actions can affect ourselves and others</li> <li>about the difference between acceptable and unacceptable physical contact</li> <li>how to respond to unacceptable physical contact</li> <li>about working collaboratively toward shared goals</li> <li>about solving disputes and conflict amongst themselves and their peers</li> <li>about the importance of keeping personal boundaries and the right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>how to listen and respond respectfully to a wide range of people</li> <li>about sharing their points of view</li> <li>about differences and similarities between people, but understand everyone is equal</li> <li>to recognise bullying</li> <li>how to respond and ask for help</li> <li>about what is meant by ‘stereotypes’</li> </ul>



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Health and wellbeing		
Healthy lifestyles	Growing and changing	Keeping safe
<ul style="list-style-type: none"> <li>• about what makes a ‘balanced lifestyle’</li> <li>• about making choices in relation to health</li> <li>• about what makes up a balanced diet</li> <li>• about opportunities they have to make their own choices about food</li> <li>• about what influences their choices about food</li> <li>• that simple hygiene routines can prevent the spread of bacteria and viruses</li> <li>• that images in the media do not necessarily reflect reality</li> <li>• to recognise their achievements and set personal targets for the future</li> <li>• about what is meant by a habit</li> <li>• how habits can be hard to change</li> <li>• about drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco)</li> </ul>	<ul style="list-style-type: none"> <li>• about a wider range of feelings, both good and not so good</li> <li>• that people can experience conflicting feelings at the same time</li> <li>• about describing their feelings to others</li> <li>• about the kinds of change that happen in life and the feelings associated with this</li> <li>• about the changes that happen at puberty</li> <li>• about keeping safe in the local environment</li> </ul>	<ul style="list-style-type: none"> <li>• about managing risk in familiar situations and keeping safe</li> <li>• about feeling negative pressure and how to manage this</li> <li>• about the importance of school rules for health and safety</li> <li>• about how to get help in an emergency</li> <li>• about keeping safe online</li> <li>• about people who help them stay healthy and safe</li> </ul>



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Living in the wider world		
Rights and responsibilities	Money	Taking care of the environment
<ul style="list-style-type: none"> <li>to discuss and debate issues concerning health and wellbeing</li> <li>about the ways in which rules and laws keep people safe</li> <li>to take part in making and changing rules</li> <li>that everyone has human rights (and that children have their own set of human rights)</li> <li>about the UN declaration on the Rights of the Child</li> <li>what anti-social behaviour is and how it can affect people</li> <li>how to get help or support</li> <li>about their responsibilities, rights and duties (home, school and the environment)</li> <li>about resolving differences – agreeing and disagreeing</li> <li>about being part of a community</li> <li>about who works with the local community</li> <li>To appreciate difference and diversity (people living in the UK)</li> <li>about the values and customs of people around the world</li> <li>that information presented in the media can be misleading</li> </ul>	<ul style="list-style-type: none"> <li>about the role of money</li> <li>ways of managing money (budgeting and saving)</li> <li>about what is meant by ‘interest’ and ‘loan’</li> <li>What it means to be ‘enterprising’</li> </ul>	<ul style="list-style-type: none"> <li>about the sustainability of the environment across the world</li> </ul>



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## PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

<b>Relationships</b>	<b>Meeting expectations</b>
	I can develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
	I can recognise and manage emotions within a range of relationships
	I can recognise risky or negative relationships including all forms of bullying and abuse
	I can respond to risky or negative relationships and ask for help
<b>Health and Well Being</b>	<b>Meeting expectations</b>
	I know what is meant by a healthy lifestyle
	I know how to maintain physical, mental and emotional health and wellbeing
	I know how to manage risks to physical and emotional health and wellbeing
	I know ways of keeping physically and emotionally safe
	I know about managing change, including puberty, transition and loss
	I know how to make informed choices about health and wellbeing and to recognise sources of help with this
	I know how to respond in an emergency
I can identify different influences on health and wellbeing	
<b>Living in the Wider World</b>	<b>Meeting expectations</b>
	I know about respect for self and others and the importance of responsible behaviours and actions
	I know about rights and responsibilities as members of families, other groups and ultimately as citizens
	I know about different groups and communities
	I can respect diversity and equality and know how to be a productive member of a diverse community
	I know about the importance of respecting and protecting the environment
	I know about where money comes from, keeping it safe and the importance of managing it effectively
	I know the part that money plays in people's lives
I have a basic understanding of enterprise	