

Welbeck Primary School
PSHE & RSHE Curriculum – September 2021



Year 4

Year 4 – Pupils are given the opportunity to learn:	Year 4 – ‘I can’ statements
<p>Families and people who care for me</p> <ul style="list-style-type: none"> that there are different kinds of families and partnerships (RE3) about the things that people in families can do to make a healthy family life (RE2) 	<p>Families and people who care for me</p> <ul style="list-style-type: none"> I understand that there are a range of different families and partnerships in society (RE3) I can describe some things that people in families do to make their family life happy and healthy (RE2)
<p>Caring friendships</p> <ul style="list-style-type: none"> about the qualities of healthy friendships (RE8) how to recognise who to trust and who not to trust (RE11) 	<p>Caring friendships</p> <ul style="list-style-type: none"> I can describe some features of healthy friendships and demonstrate these (RE8) I can describe some of the qualities of a trustworthy person and a trusting relationship (RE11)
<p>Respectful relationships</p> <ul style="list-style-type: none"> how to acknowledge that others have different points of view (RE12) how to express their views confidently and listen to and show respect for the views of others (RE12, RE13) the importance of being respectful to everyone (RE12) to recognise and care about other people’s feelings (RE12) 	<p>Respectful relationships</p> <ul style="list-style-type: none"> I can confidently express my views on different topics I understand that others may have different views to my own and can show respect for these (RE12, RE13) I understand what respect is and can show this to others (RE12) I can recognise the feelings of others and demonstrate care (RE12)
<p>Online relationships</p> <ul style="list-style-type: none"> how information and data is shared and used online (RE24) identify when they may need to seek help with an online issue (RE22) 	<p>Online relationships</p> <ul style="list-style-type: none"> I can explain some of the ways that data is shared and used online (RE24) I can recognise situations where I need to seek help with an online issue (RE22)
<p>Being safe</p> <ul style="list-style-type: none"> about personal boundaries; they know what they are willing to share with special people, friends, classmates and others; and that we all have rights to privacy (RE25, RE26) 	<p>Being safe</p> <ul style="list-style-type: none"> I understand what personal boundaries are and know that I can set my own boundaries in relationships with others (RE25) I understand that myself and others have a right to privacy (RE25, RE26) I know when it is not appropriate to keep secrets (RE26)
<p>Mental wellbeing</p> <ul style="list-style-type: none"> about strong emotions they may have in certain situations and how to manage these safely (HE2, HE4) how to respond appropriately to other people’s feelings (HE3) about how change can provoke strong emotions (HE3) how to recognise their worth as an individual and the worth of other people (HE6) how to identify positive things about themselves and 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> I can recognise in myself strong emotions, like anger, and know some ways to manage these safely (HE2, HE4) I can recognise feelings in others and respond appropriately (HE3) I understand that change can provoke strong emotions (HE3) I can identify and celebrate my positive qualities and skills and those of others (HE6) I understand that mistakes are an opportunity to

recognise some of their mistakes and learn from them (HE6)	learn and develop (HE6)
Internet safety and harms <ul style="list-style-type: none"> that not everything on the internet is true and know what to do if they access something inappropriate (HE16, HE17) the need to keep some information private in order to protect themselves when communicating online and implement strategies to do this (HE13) to recognise that online communications may be used for manipulation or persuasion and they have ways of managing this including where to get help if they think some of their private information is on the internet (HE15, HE17) 	Internet safety and harms <ul style="list-style-type: none"> I understand that not everything on the internet is true and can identify sites that are likely to contain accurate information (HE16) I can explain how to protect my privacy online (HE13) I can recognise online communications that are manipulative or persuasive and know how to respond appropriately to these (HE15) I know how to report concerns and get help with issues online (HE17)
Physical health and fitness <ul style="list-style-type: none"> knowledge of different types of physical activity and how these benefit the body and mind (HE18, HE19) knowledge of who can help them if they are worried about their physical health (HE21) 	Physical health and fitness <ul style="list-style-type: none"> I can describe a range of different types of physical activity and explain how these benefit the body and mind (HE18, HE19) I can name a range of people and organisations who can help me if I am worried about my physical health (HE21)
Healthy eating <ul style="list-style-type: none"> understand how to make a range of healthy food choices (HE22) 	Healthy eating <ul style="list-style-type: none"> I understand that some food choices are healthier and gives more nutrients to the body than others (HE22) I can make healthy food choices (HE22)
Drugs, alcohol and tobacco <ul style="list-style-type: none"> Understand some of the effects and risks of commonly used legal substances, eg. caffeine, tobacco, and alcohol (HE25) 	Drugs, alcohol and tobacco <ul style="list-style-type: none"> I can describe some of the effects and risks of legal substances including caffeine, tobacco and alcohol (HE25)
Health and prevention <ul style="list-style-type: none"> about the importance of good oral hygiene and dental flossing, including regular check-ups at the dentist (HE29) 	Health and prevention <ul style="list-style-type: none"> I can explain the importance of good oral hygiene (HE29) I can demonstrate how to clean teeth effectively (HE29)
Basic first aid <ul style="list-style-type: none"> awareness of when to make a call to emergency services and how to do this (HE32) 	Basic first aid <ul style="list-style-type: none"> I can identify situations when it would be appropriate to make a call to emergency services (HE32) I can demonstrate how to make a call to emergency services (HE32)
Changing adolescent body <ul style="list-style-type: none"> about some of the ways that their body and emotions will change through the process of puberty and how this is linked to reproduction (HE34) the importance of keeping clean and hygienic when you begin the changes of puberty (HE34) the scientific names for reproductive body parts including the special place inside a female body called a uterus/womb (HE34, HE35) 	Changing adolescent body <ul style="list-style-type: none"> I can describe some of the changes that happen to the body and mind during puberty (HE34) I understand why puberty happens (HE34) I know the scientific names for reproductive body parts including that there is a special place inside a female body called a uterus/womb (HE34/HE35) I know what periods are and how to manage them

<ul style="list-style-type: none"> • basic information about periods and how to manage them (HE35) • information on what to do if they begin periods in school (HE35) 	<p>(HE35)</p> <ul style="list-style-type: none"> • I understand what someone would do if they begin their periods in school (HE35)
<p>Sex education</p> <p>N/A</p>	<p>Sex education</p> <p>N/A</p>

Year 4 – Pupils are given the opportunity to learn:	Year 4 – ‘I can’ statements
<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • what democracy means • why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school • how to recognise aggressive and anti-social behaviours such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers • how to begin to respond to, or challenge, negative behaviours such as stereotyping, homophobia, transphobia, biphobia and racism • that to resolve differences they need to respect other people’s point of view and respect their decisions but be able to explain their choices and viewpoints • how their choices may impact on the environment • how to describe the values of the school and know why they are important • how to describe the ‘British Values’ and give examples of what they mean in school and in society • how to demonstrate respect and tolerance towards people different from their themselves 	<p>Becoming an active citizen</p> <ul style="list-style-type: none"> • I can explain what democracy means • I know why and how rules and laws are made and enforced • I know how I can have a say about how my school runs • I can recognise aggressive and anti-social behaviours such as bullying and discrimination and their impact on individuals and communities • I can demonstrate some strategies for responding to and challenging negative behaviours • I can demonstrate respect for other people’s views • I understand that the choices I make may have an impact on the environment • I understand the values of my school and know how I can demonstrate these in practice • I know what British Values are and my role in upholding these in my school and wider community • I can demonstrate respect and tolerance to people different to me
<p>Moving on</p> <ul style="list-style-type: none"> • how to identify positive achievements during their time in Year 4 • how to identify their strengths, areas for improvement and set themselves some goals for Year 5 • how to explain what they are worried about and what they are looking forward to in Year 5 • what to expect when they start Year 5 • that the learning choices they make will affect their future options. 	<p>Moving on</p> <ul style="list-style-type: none"> • I can identify and celebrate positive achievements during my time in year 4 • I can identify my strengths, areas for improvement and set myself some goals for year 5 • I can explain my feelings about moving to year 5, what I am worried about and what I am looking forward to • I know what to expect in year 5 • I understand that the learning choices I make will affect my future options
<p>Finance</p> <ul style="list-style-type: none"> • to demonstrate how to look after and save money • to begin to develop an understanding that people have different financial circumstances • to begin to understand the different values and attitudes that people have with regard to money and that they may be different from theirs • to find out about the range of jobs carried out by people they know • to explain how they will develop skills for work in the future 	<p>Finance</p> <ul style="list-style-type: none"> • I can explain how to look after and save money in a range of ways • I understand that people have different financial circumstances • I recognise that there are a range of different values and attitudes around money • I know a range of jobs that are carried out by people I know • I can describe some of the skills I will need for work in the future