

## Personal, Social and Health Education (PSHE) Vision Map

### Year 4 – About Me

#### Crucial Knowledge

- Me:
  - Somethings are good for my body but somethings are bad for my body.
  - Healthy foods make my body work better.
  - Eating unhealthy foods often can damage my teeth and make my body parts grow too big.
  - Headaches, feeling tired and getting short of breath often are signs that my body is not healthy enough.
  - The things I do and eat can affect the way I feel.
  - It is important to share how I feel.
  - Sometimes things will go wrong but it will get better.
  - It is important to keep trying when things are difficult.
  
- Hopes and dreams:
  - Everybody is good at something.
  - It is ok to find things difficult.
  - Jobs can be done by anyone.
  - I can choose what job I want to do.

#### Intent

- Me:
  - Healthy lifestyle:
    - recognise positive and negative effects on a healthy lifestyle
    - planning healthy meals (nutritionally rich foods)
    - risks associated with unhealthy eating (obesity, tooth decay)
    - recognise early signs of illness
  - Mental health:
    - recognising that feelings change over time and in intensity
    - everyday things that affect feelings
    - the importance of expressing feelings
  - Personal strengths and interests (self-worth)
  - Managing when things go wrong
  - Naming external genitalia and internal organs
  
- Hopes and dreams:
  - Positive things about myself
  - Setting personal goals
  - Careers:
    - challenging stereotypes
    - influences on choosing a job / career

## Year 4 – Relationships

### Crucial Knowledge

- Me and others:
  - I should only make friends online with people I talk to in real life.
  - Not everyone online tells the truth.
  - The way someone behaves can affect how other people feel
  - No one should touch the parts of me covered by my pants (except the doctor or a parent if I'm hurt there or need help to wash that area).
  - I should not talk to adults I do not know.
  - Families can live together or apart. They still love each other.
  - Families can be different but also have things in common (the same)
  - Any adults can get married as long as they both agree.
- Safety:
  - Call 999 straight away if you see a fire that shouldn't be there.
  - If I am on fire, I **must** STOP, DROP and ROLL over until the fire has gone.
  - I must not play with matches or fire.
  - Sharing my location online will tell people where I am.
  - Not everything online is true.
  - I must tell a trusted adult if I get worried
  - Dialling 999 will call the police, an ambulance or a fire engine - tell them your name and where you are.

### Intent

- Me and others:
  - Online friends; differences to face-to-face and the risks
  - How behaviour affects others
  - Seeking support when lonely or excluded
  - Privacy and personal boundaries (on and offline) including safe and unsafe touches
  - Communicating online: why people behave differently, recognising risk and harmful content
  - Stranger Danger
  - Marriage and civil partnership (forced marriage is illegal)
  - Different families: living together and apart, same-sex
- Safety:
  - Keeping myself safe:
    - in the community
    - firework safety
    - risks and effects of common legal drugs (cigarettes, vaping, alcohol & medicines)
  - E-safety:
    - searching online: safe, reliable choices
    - keeping data secure (including geolocation)
    - safe and fake websites
    - getting help, reporting problems
  - The importance of laws
  - Calling 999 and what to say

### Crucial Knowledge

- Community:
  - Community is a group of people living or being near to each other
  - Charity is helping others
  - There are five British values. These help us to think about how we treat people in Britain.
  - Everyone has the right to feel safe and be looked after.
- Diversity:
  - Diversity means very different
  - Bodies come in all shapes, sizes and abilities.
  - Some people have differences in their brain that can't be seen.
- My place in the world:
  - People need money to buy things.
  - People pay for things with money, either in coins, paper or using a bank card (when the bank send the money)

### Intent

- Community:
  - Stereotypes: their negative impact and how to challenge these
  - British Values
  - Human Rights to protect everyone
  - Rights and responsibilities
  - The school's charity of the year
- Diversity:
  - Differences in abilities:
    - less able-bodied people and how this may have happened
    - unseen differences such as Parkinsons, dyslexia, autism
- My place in the world:
  - *Recap: staying safe online*
  - How people spend their money and why
  - Different ways to pay for things
  - Attitudes towards spending and value for money
  - Next steps: moving on to Year 5