

**Personal, Social, Health, Relationships and Economic Education (PSHRE)**

**Curriculum Overview**

The following document outlines the key objectives that all pupils will be taught during each unit of work for their year group.

Where children are taught in a mixed age class, units are delivered on a rolling-programme so that by the end of Year 2, Year 4 and Year 6, all objectives will have been taught.

**What does PSHRE look like in Year 4?**

By the end of each unit, a child will be able to:

**VIPs (Relationships)**

I can explain why we need new friendships and how to make them.

I can create a list of positive actions needed to stay friends with my friends.

I can identify my own support network.

I can demonstrate strategies for resolving conflicts.

I can identify what bullying is.

I know what to do if someone is being bullied.

**Safety First (Health and Well-Being)**

I can be responsible for making good choices to stay safe and healthy (inc. age restrictions).

I can identify a risky situation and act responsibly.

I understand that I can choose not to do something that makes me feel uncomfortable.

I know how to stay safe when out and about.

I know about dangerous substances and how they affect the human body.

I know how to respond in emergency situations.

**One World (Living in the Wider World)**

I can discuss ways in which people’s lives are similar and different and give reasons for these differences.

I can explore differences of opinion and identify if I feel these are fair.

I can think about the lives of people living in other places, make considered decisions and give reasons for my opinions.

I can recognise how my actions impact on people living in different countries and can identify things I can do to make the world a fairer place.

I can explain what climate change is and how it affects people’s lives as well as identify what I can do to help.

I can identify different organisations that help people in different countries who are in challenging situations and can explain how they do this.

**Digital Well-Being (Relationships)**

I can identify the positives and negatives of being online.

I can be kind online and I can help make the Internet a safer place.

I know how to stay safe when communicating online and what to do if I don’t feel safe.

I can decide how reliable online information is and know how to share information responsibly online.

I can identify things we shouldn’t share online and give reasons why we shouldn’t share them.

I understand how technology can affect our wellbeing in different ways.

**Growing Up (Health and Well-Being)**

I can describe male and female body parts and explain what these are for.

I can describe how boys’ bodies will change as they go through puberty including the differences between a boy and a man and why.

I can describe how girls’ bodies will change as they go through puberty including the differences between a girl and a woman and why.

I can describe the feelings that some people experience as they grow up and why they feel these emotions.

I understand that there are many different types of relationships and families.

I can understand and use terms such as gay, lesbian, single-parent, fostered, adopted, married and civil partnership.

I can identify elements of a healthy, loving relationship.

**Money Matters (Living in the Wider World)**

I can explain what skills are needed for a range of jobs and why people go to work.

I can explain the different ways people pay for things.

I can discuss financial risk and borrowing and explain some consequences of this.

I understand the different decisions people have to make about how to spend their money.

I can explain how adverts try to influence our spending and why they do this.

I can explain ways I can keep track of what I spend and why it is important to do this.