



## PSHE/RHE Year 4

Theme	Children should learn...
Families	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
Friendships and Relationships	<ul style="list-style-type: none"><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>• The conventions of courtesy and manners.</li><li>• The importance of self-respect and how this links to their own happiness.</li><li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ul>
Staying Safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li></ul>



	<ul style="list-style-type: none"><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li><li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li><li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li><li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li><li>• Where to get advice e.g. family, school and/or other sources.</li></ul>
Staying safe online	<ul style="list-style-type: none"><li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• Why social media, some computer games and online gaming, for example, are age restricted.</li><li>• What the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• Where and how to report concerns and get support with issues online.</li></ul>
Physical Health	<ul style="list-style-type: none"><li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li><li>• The risks associated with an inactive lifestyle (including obesity).</li><li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li><li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li><li>• The principles of planning and preparing a range of healthy meals.</li><li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li><li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li></ul>
Mental Health	<ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li></ul>



	<ul style="list-style-type: none"><li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
First Aid	<ul style="list-style-type: none"><li>• How to make a clear and efficient call to emergency services if necessary.</li><li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
Living in the wider world	<ul style="list-style-type: none"><li>• That children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li><li>• To consider the lives of people living in other places, and people with different values and customs</li></ul>
British values and school behaviours	<ul style="list-style-type: none"><li>• The school behaviours are:<ul style="list-style-type: none"><li>○ Respectful, kind, resilient, brave and motivated</li></ul></li><li>• The five British Values are:<ul style="list-style-type: none"><li>○ Democracy</li><li>○ The rule of law</li><li>○ Individual liberty</li><li>○ Mutual respect</li><li>○ Tolerance of those of different faiths and beliefs.</li></ul></li></ul>