



## PSHE 3D Overview Per Half Term Year 4

Skills Progression		
Personal Wellbeing Skills	Health and Wellbeing Skills (covers all phases)	Citizenship Skills
<p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p> <p>PW24 Recognise why people work</p> <p>PW26 Recognise what influences the choices people make about how money is spent</p> <p>PW27 Reflect on the range of skills needed in different jobs</p> <p>PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising</p> <p>PW29 Face new challenges positively and know when to seek help</p> <p>PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements</p> <p>PW31 Reflect on own mistakes and make amends</p> <p>PW32 Talk about their views on issues that affect themselves and their class</p> <p>PW33 Begin to make responsible choices and consider consequences</p> <p>PW34 Develop strategies for managing and controlling strong feelings and emotions</p> <p>PW35 Show awareness of changes that take place as they grow</p> <p>PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle</p> <p>PW38 Extend strategies to cope with risky situations</p> <p>PW39 Behave safely and responsibility in different situations</p> <p>PW40 Follow school rules about health and safety and know where to get help</p> <p>PW41 Begin to make informed lifestyle choices</p> <p>PW42 Identify strategies to respond to negative behaviour constructively and ask for help</p> <p>PW44 Empathise with another viewpoint</p> <p>PW45 Form and maintain appropriate relationships with a range of different people</p> <p>PW52 Talk, write and explain their views on issues that affect the wider environment</p> <p>PW65 Recognise how new relationships may develop</p>	<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p> <p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p>	<p>Ci5 Work co-operatively, showing fairness and consideration to others</p> <p>Ci8 Show awareness of issues affecting communities and groups</p> <p>Ci9 Recognise the need to take responsibility for actions</p> <p>Ci10 Identify the difference between needs and wants</p> <p>Ci11 Identify and understand why laws are made and how they are applied justly</p> <p>Ci12 Recognise the importance of local organisations in providing for the needs of the local community</p> <p>Ci13 Reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally</p> <p>Ci14 Reflect on the impact of people's actions on others and the environment</p> <p>Ci15 Work co-operatively, showing fairness and consideration to others</p> <p>Ci16 Make decisions, giving consideration to the impact they may have on others</p> <p>Ci24 Work collaboratively towards common goals</p> <p>Ci25 Reach agreements, make decisions and manage discussions to achieve positive results</p>

*Love God, Love One Another.*



HW28 Respond to challenges, including recognising, taking and managing risk

## Autumn 1

### **E-SAFETY / STEREOTYPING**

#### **Concepts**

- To use ICT safely including using software features and settings
- Know how information and data is shared and used online
- Know that for most people the internet is an integral part of life and has many benefits
- Know 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
- To know why social media, some computer games and online gaming, for example, are age restricted
- To know where and how to report concerns and get support with issues online
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
- Know and understand the terms 'discrimination' and 'stereotype'
- Challenge stereotypes relating to work and gender

## Autumn 2

### **BULLYING**

#### **Concepts**

- Know how to recognise the difference between isolated hostile incidents and bullying
- Understand what self-esteem is and why it is important
- Know how to communicate their opinions in a group setting
- Understand the 'resilience' and 'persistence' and why these character traits are important
- Know 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
- Know how to recognise bullying behaviour

*Love God, Love One Another.*



- Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate

### Spring 1

#### **NUTRITION AND FOOD**

##### **Concepts**

- Know what constitutes a healthy diet (including understanding calories and other nutritional content)
- Know where different foods come from
- Know about and understand the function of different food groups for a balanced diet
- Know the principles of planning and preparing a range of healthy meals
- Learn to prepare and cook a variety of dishes

### Spring 2

#### **COMMUNICATION / EMOTIONS**

##### **Concepts**

- Understand why it is important to listen to others
- Know how to communicate their opinions in a group setting
- Know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- Know 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
- Understand that family units can be different and can sometimes change

### Summer 1

#### **ASPIRATIONS**

##### **Concepts**

- Understand that everyone has different strengths and weaknesses

*Love God, Love One Another.*



- Learn about the importance of self-respect and how this links to their own happiness
- Know how to set realistic targets
- Understand how to break down the steps needed to achieve a goal

## Summer 2

### **SIMILARITIES AND DIFFERENCES / ECONOMIC AWARENESS**

#### **Concepts**

- Understand how we are all connected by our similarities
- Know 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
- Know and understand how the make-up of family units can differ
- Understand and appreciate the range of different cultures and religions represented within school
- Learn about the need for tolerance for those of different faiths and beliefs
- Know what a stereotype is, and how stereotypes can be unfair, negative or destructive
- Understand the term 'diversity' and appreciate diversity within school
- Learn about the need for tolerance for those who are different from us
- Learn about and reflect on their own spending habits / choices

Understand why financial management and planning is important from a young age

*Love God, Love One Another.*