



Milestones Document - PSHRE in Year 4



Intent	
<p>Our PSHRE curriculum aims to give children the knowledge and skills they need to lead confident, healthy and independent lives. This includes attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of three core themes: Health and Wellbeing, Relationships and Living in the Wider World. It aims to help them understand how they are developing personally and socially and tackles many of the moral, social and cultural issues that are part of growing up. Relationships education teaches the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults.</p>	
Subject Content, Knowledge and Skills:	Progression Outcomes
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> H1. what positively and negatively affects their physical, mental and emotional health H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H4. to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these H8. about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong H15. school rules about health and safety, basic emergency aid procedures, where and how to get help H17. which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future 	<p>Health and Wellbeing (H)</p> <ul style="list-style-type: none"> I can explain what can affect my physical, mental and emotional health positively and negatively including dental health I can explain what is meant by a balanced lifestyle I can explain what is meant by a balanced diet for health and wellbeing I can explain that images in the media can be changed, altered and adapted and this means they may not represent the true image I can share personal successes and describe how I achieved them I can identify what personal actions I can take to improve I can use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings I can identify risk in a range of situations and describe steps that can be taken to reduce the risk or avoid danger I can recognise that pressure to do something can come from others, from within myself or from wanting approval from others I understand when it is necessary to seek help from others and who I can ask for that help I know some basic techniques for resisting pressure I can explain why we need to have different health and safety rules in different places I can describe how drugs change the way people feel eg. feel more relaxed or more energised I can describe and demonstrate how to keep myself physically and emotionally safe in the local environment I can explain that there are rules to help keep me safe on-line, and the importance of following these

health and safety; that some are restricted and some are illegal to own, use and give to others

H21. strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety)

H22. strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R7. that their actions affect themselves and others

R8. to judge what kind of physical contact is acceptable or unacceptable and how to respond

R9. the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R11. to work collaboratively towards shared goals

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)

R15. to recognise and manage 'dares'

L1. discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L3. to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child

L6. to realise the consequences of harmful behaviours such as bullying and discrimination of individuals; to develop strategies for getting support for themselves

L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

Relationships (R)

I can explain how others are feeling and describe how I can support them

I can describe the responsibilities I have in maintaining good friendships

I can identify different types of relationships I have and know about

I understand how my actions impact on others and how I can address problems caused

I can explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like

I can give reasons for when we should or should not agree to keep something confidential or secret

I can recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree

I can demonstrate negotiating a shared goal or working collaboratively to achieve one

I understand what it means to negotiate and give examples of compromise that occur in school and at home

I can give helpful feedback to my peers sensitively

I can differentiate between playful teasing, hurtful behaviour and bullying

I recognise a dare and understand how to not give in to pressure

Living in the Wider World (L)

I can share my views and opinions on health and wellbeing

I understand that our society has rules and laws which govern us

I understand my responsibilities at school and home

I follow the classroom and school rules and works as a role model to younger children

I can work with others to develop a set of rules to work or live by

I can recognise what is meant by basic human rights

I can give examples of what might be termed bullying and discrimination and develop strategies to get support if I need it

I can give suggestions of how I can make a difference to local and world-wide environment issues

I can suggest different ways to demonstrate that we value other's point of view (for example, agreeing to disagree)

I can compare customs and traditions of my family to that of others

I understand how money plays a role in my own and other's lives

L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
L12. to consider the lives of people living in other places, and people with different values and customs
L13. about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer

I can explain different ways to manage my money, including being a critical consumer and making choices

Key Vocabulary and information:

Using PSHE Association Programme of Study and Toolkit

Health, Wellbeing

Healthy eating, Physical activity, Sleep, Dental health

Achievements, strengths goals, target setting, duties

Managing feelings, resolving difference, points of view

Change, loss

Hygiene, cleanliness

Growing, independence, young to old

Correct terminology: body parts, external genitalia

Medicines, household products, safety, risk

Road, water, rail, fire, online rules

Asking for help

Privacy, respecting privacy, private

Communicating, empathy, behaviour, fair/unfair, right/wrong

Secrets, surprises, sharing, discussion, views

Co-operating, similarities and differences

Special people, caring, physical contact, touch, acceptable, unacceptable, bodies, hurt, comfortable

Classroom rules, rights, responsibilities, needs

Groups, communities, roles, everybody, individual, emergencies

Commonalities

Unique, customs, values

Saving, spending and money, budgeting

Environment

Teasing and bullying

Resolving arguments

Germs, diseases

Balanced lifestyle

Choices, managing pressure

Balanced diet

Influences

Media, images, reality, fantasy

Aspirations

Conflicting emotions

Transitions, separation, divorce, bereavement

Danger, hazard

Emergency/aid

Drugs alcohol, tobacco and caffeine

Personal information, passwords

Positive relationships, consequences, empathy

Physical contact

Confidentiality

Viewpoints, opinions, respect

Collaborative working

Disputes, conflict, feedback, negotiation and compromise, discussion, debate, topical issues, events

Discrimination, laws. Human rights, children's rights

Dares, challenges