



PSHE Implementation

PSHE Implementation - Key Concepts

Living in the wider world

- Rights and responsibilities
- Money
- Taking care of the environment

Health and wellbeing

- Healthy lifestyles
- Growing and changing
- Keeping safe

Relationships

- Feelings and emotions
- Healthy relationships
- Valuing difference



The Key Concepts of PSHE are taught through the following sequence of topics:

Autumn 1 Relationships	Autumn 2 Living in the Wider World	Spring 1 Health and Wellbeing	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in the Wider World
<p>VIP's</p> <p>This unit explores the Very Important Persons (VIPs) in the children's lives and the ways in which they can develop positive relationships with them. It enables them to identify what makes someone a special person in their life and who these are. They are also encouraged to explore why families and friendships are important and understand that although these units are different for everyone, there are things they can do to resolve differences and build healthy and positive relationships within them. This unit also teaches the children the importance of cooperation and how to show the special people in their lives that they care and the positive impact of doing this.</p>	<p>Respecting Rights</p> <p>This unit is based on the concept that we should all be rights respecting citizens in our communities. It is inspired by the fact that all people have rights that are shared and that it is important for us all to respect these rights. It aims to enable the children to explore the concepts of difference and fairness and encourages them to reflect on how we should behave towards those who are different from us and why it is important to be fair. In this unit, children also learn about who helps us to protect our rights and what we can do if we don't feel safe. They will also reflect on how they can take part in the school community and why it is good to do what we can to make a positive difference.</p>	<p>Safety First</p> <p>In this unit of work, children will learn about everyday dangers, in the home and outside and how they can keep themselves safe. Children will also learn about the Internet and how to stay safe online. They will be taught about the Underwear Rule, which includes information about appropriate and inappropriate touching and knowing that what is inside their underwear is private. Children will also learn about people who help them and how to get help when needed, as well as their growing responsibility for their own safety</p>	<p>Growing Up</p> <p>This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, looking at similarities and differences in people and learning about gender stereotypes. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences</p>	<p>Think Positive</p> <p>This unit is designed to help children recognise, talk about and accept their feelings, both positive and negative, as well as how to manage certain emotions. The lessons support themes of thinking positively and calmly, making good decisions and developing resilience. It also encourages the children to explore the positive feelings associated with being thankful, grateful and mindful.</p>	<p>One World</p> <p>This unit is inspired by the idea that we can benefit from learning about people living in different places to us and their ways of life. It aims to enable the children to explore their own family life, home and school and compare these to children's family life, homes and school from around the world which are different from their own. In this unit, children also learn about the relationship between people and their environment and how this affects their way of life. They will also learn about how people use the earth's resources and the importance of protecting the earth for ourselves and future generations and how we can work together to do this.</p>



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Topic Specific Vocabulary		
Relationships	Health and wellbeing	Living in the wider world
<p>feelings, empathy, recognising others' feelings friendships, families, couples, positive relationships actions, behaviour, consequences physical contact, touch, acceptable, unacceptable confidentiality, secrets, surprises, personal safety listening, viewpoints, opinions, respect collaborative working, shared goals disputes, conflict, feedback, support, negotiation, compromise people, identity, similarities, differences, equality bullying, discrimination, aggressive behaviour dares, challenges stereotypes privacy, sharing, personal boundaries</p>	<p>balanced lifestyles, choices, health, wellbeing balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting conflicting emotions, feelings, managing feelings change, transitions, loss, separation, divorce, bereavement risk, danger, hazard, responsibility, safety bacteria, viruses, hygiene routines pressure, managing pressure, influences, media, peer emergency aid, help, safety, rules habits drugs, alcohol, tobacco, medicines, caffeine puberty, physical and emotional changes safety, roads, cycle, rail, water, fire safety, online, personal information, passwords, images advice, support, asking for help</p>	<p>discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children's rights, anti-social behaviour, aggression, bullying, discrimination rights, duties, home, school, environment resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing people, difference, diversity, identity, UK people, places, values, customs money, spending, saving, budgeting money, interest, loan, tax, debt resources, sustainability, economics, choices, environment enterprise, enterprise skills, entrepreneurs media, social media, information, forwarding</p>



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child's journey of PSHE at Whinstone.

Autumn Term	
Autumn 1 – VIP's	Autumn 2 – Respecting Rights
<ul style="list-style-type: none"> • To recognise and respond appropriately to a wider range of feelings in others. • To know that their actions affect themselves and others. • To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. • To know that their actions affect themselves and others. • To learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. • To be aware of different types of relationship, including those between acquaintances, friends, relatives and families. • To recognise ways in which a relationship can be unhealthy and who to talk to if they need support. • To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • 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. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. 	<ul style="list-style-type: none"> • 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. • To know that these universal rights are there to protect everyone and have primacy both over national law and family and community practice. • 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. • To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people. • To know 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. • To know what democracy is, and about the basic institutions that support it locally and nationally. • 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. • To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.



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<ul style="list-style-type: none"> • To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help). • To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities. • To learn how to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) 	<ul style="list-style-type: none"> • To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk. • 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. • To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010). • To recognise and challenge stereotype
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Spring Term	
Spring 1 – Safety First	Spring 2 – Growing Up
<ul style="list-style-type: none"> • To recognise how their increasing independence brings increased responsibility to keep themselves and others safe. • To know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe. • To differentiate between the terms, ‘risk’, ‘hazard’ and ‘danger’. • 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. • To learn strategies for keeping physically and emotionally safe. 	<ul style="list-style-type: none"> • To learn how boys’ bodies will, and emotions may, change as they approach and move through puberty. • To learn how girls’ bodies will, and emotions may, change as they approach and move through puberty • To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.



- To recognise, predict and assess risks in different situations and decide how to manage them responsibly.
- To learn school rules about health and safety, basic emergency aid procedures, where and how to get help.
- To know how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- 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.
- To recognise and manage 'dares'
- To have 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).
- To differentiate between the terms, 'risk', 'hazard' and 'danger'.
- To learn strategies for keeping physically and emotionally safe.
- To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- 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.
- To know and use strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).
- To understand personal boundaries; to identify what they



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<p>are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.</p> <ul style="list-style-type: none"> • To learn the responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.) • To learn how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request. • To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. 	
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Summer Term	
Summer 1 – Think Positive	Summer 2 – One World
<ul style="list-style-type: none"> • 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. • To consider what positively and negatively affects their physical, mental and emotional health. • 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. To consider what positively and negatively affects their physical, mental and emotional health. • To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement. • To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range 	<ul style="list-style-type: none"> • To consider the lives of people living in other places and people with different values and customs. • To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation and disability. • To recognise and challenge stereotype. • To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child • To consider the lives of people living in other places, and people with different values and customs.



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and intensity of their feelings to others.

- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- To learn how their body will, and their emotions may, change as they approach and move through puberty.
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- To understand what positively and negatively affects their physical, mental and emotional health.
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.
- To learn 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'.
- To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.

- To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.
- To consider the lives of people living in other places, and people with different values and customs.
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world
- To understand 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.
- To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world.
- To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.
- To understand 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.



PSHE Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained against expectations.

VIP's - Relationships
Skills and Expectations:
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.

Respecting Rights – Living in the Wider World
Skills and Expectations:
I understand what rights are and that all people share the same rights
I understand what the Universal Declaration of Human Rights and the Declaration of the Rights of the Child are and why they are important
I can explain what democracy is and how this relates to rules and human rights
I understand that human rights are not dependent on responsibilities
I can explain what it means to respect the rights of others and I understand why this is important
I understand how stereotypes can stop people's human rights being met

Safety First – Health and Wellbeing
Skills and Expectations:
I can be responsible for making good choices to stay safe and healthy.
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 be safe on and near the road.
I know about dangerous substances and how they affect the human body
I can keep myself safe when I use the Internet.



Growing Up - Relationships

Skills and Expectations:

I can describe how boys' bodies will change as they go through puberty.

I can describe how girls' bodies will change as they go through puberty.

I can describe the feelings that some people experience as they grow up.

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

Think Positive – Health and Wellbeing

Skills and Expectations:

I understand that having a positive attitude is good for our mental health

I can recognise and manage positive and negative thoughts effectively.

I understand that some changes can be difficult, but that there are things we can do to cope.

I can use mindfulness techniques to keep calm.

I can identify uncomfortable emotions and manage them effectively.

I can apply a positive attitude towards learning and take on new challenges.

One World – Living in the Wider World

Skills and Expectations:

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 and identify what I can do to help.

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