



Knowledge, Understand, Skills and Processes for:
Personal, Social, Health and Economic Education (PSHEE) & Citizenship

PSHEE & Citizenship coverage for **YEAR 4**

Me and My Relationships

WHEN was it taught? In WHAT way? WHO needs extra support?

Relationships and Sex Education:

- I feel good about myself and my body and have an understanding of how the media presents 'body image'
- I understand that my body and emotions will change as I grow older and I know the importance of taking care of myself throughout this change
- I can recognise what love is and understand that marriage/civil partnerships represent a legally recognised commitment, freely entered into by two people
- I know that there are different kinds of families and partnerships (including same sex); and understand the importance of stable, loving and caring relationships in all
- I can demonstrate the features of a good friendship (both online and offline) and have the skills to manage a falling out

Anti-Bullying:

- I can respond appropriately to other people's feelings
- I can recognise my worth as an individual and the worth of other people
- I understand a range of feelings and how these affect me, both emotionally and physically

Keeping Myself Safe

WHEN was it taught? In WHAT way? WHO needs extra support?

Drug (and Wider Risk Taking) Education:

- I can describe what risk means to me (both online and offline)
- I can take responsibility for my own behaviour and safety; and realise that actions have consequences (both online and offline)
- I can recognise, predict and assess risk (home, road, fire, water, electricity, rail, school and online) relating to myself and others
- I know how to get help and I know how to call 999 in an emergency
- I have some effective strategies to cope with peer influence and peer pressure (both online and offline)

Internet Safety:

- I know the internet has many benefits, but I know I need to balance my time spent online and offline and adhere to the age rating of social media and computer games
- I know that not everything on the internet is true and know what to do if I access something that makes me unhappy or uncomfortable
- I understand the need to keep some information private, in order to protect myself when communicating online, and I can implement strategies to do this
- I recognise how online communications, including from friends, may be used for manipulation or persuasion and I have ways of managing this
- I know how to recognise and display respectful behaviour online

My Healthy Lifestyle*WHEN was it taught? In WHAT way? WHO needs extra support?***Physical and Mental Wellbeing:**

- I can identify some factors (positive and negative) that affect physical and mental wellbeing e.g. relationships with family and friends, stress levels, activity levels, diet, self-image, media; and have started to develop ways of counteracting the negative factors
- I understand what is meant by a healthy diet, including understanding calories and nutritional content
- I can make informed choices about healthy eating and exercising
- I understand safe and unsafe exposure to the sun, and how to reduce the risk of skin damage

Emotional Health and Resilience:

- I have a range of strategies for managing and controlling strong feelings and emotions
- I can respond appropriately to other people's feelings
- I can recognise my worth as an individual and the worth of other people
- I understand what being resilient means to me and I have strategies I can use
- I can identify positive things about myself; and recognise some of my mistakes and learn from them
- I can make some changes quickly and easily, but also understand that some changes are hard and can take a long time

Me and My Future*WHEN was it taught? In WHAT way? WHO needs extra support?***Personal Finance:**

- I can demonstrate how to look after and save money
- I have an understanding that people have different financial circumstances
- I can understand some of the different values and attitudes that people have with regard to money
- I know what borrowing means and why people might choose this option
- I know what 'value for money' means
- I understand how money helps others, including those in need
- I understand and am able to use a budget

Careers and Enterprise:

- I can recognise the range of jobs carried out by people I know
- I can explain how I will develop skills for work in the future

Transition:

- I can identify positive achievements during my time in Year 4
- I can identify my strengths, areas for improvement and set myself some goals for Year 5
- I can explain what I am worried about and what I am looking forward to in Year 5
- I know what to expect when I start Year 5

Becoming an Active Citizen*WHEN was it taught? In WHAT way? WHO needs extra support?***Citizenship Education:**

- I can acknowledge that others have different points of view (both online and offline)
- I know why and how rules are made and enforced; why different rules are needed in different situations; and how to take part in making and changing rules in school
- I can recognise aggressive and anti-social behaviours (both online and offline); and their effects on individuals and communities
- I can begin to respond to negative behaviours (both online and offline) such as stereotyping, homophobia, transphobia and racism
- I understand that to resolve differences I need to respect other people's point of view and respect their decisions
- I understand how my choices may impact on the environment
- I can describe the 'British Values' and give examples of what they mean in school and society
- I can demonstrate respect and tolerance towards people different from myself (both online and offline)