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| **Time 4 Us – Year 4 Curriculum Map 2022/2**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png**3** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Keeping Safe** | **Ourselves** | **Aspirations** |
| **Time for Us** | **Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively**   * to recognise differences between people such as gender, race, faith * to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations * about the importance of respecting the differences and similarities between people * a vocabulary to sensitively discuss difference and include everyone   **What makes a community; shared responsibilities**   * the meaning and benefits of living in a community * to recognise that they belong to different communities as well as the school community * about the different groups that make up and contribute to a community * about the individuals and groups that help the local community, including through volunteering and work * how to show compassion towards others in need and the shared responsibilities of caring for them | **Families and friendships Positive friendships, including online**   * about the features of positive healthy friendships such as mutual respect, trust and sharing interests * strategies to build positive friendships * how to seek support with relationships if they feel lonely or excluded * how to communicate respectfully with friends when using digital devices * how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don’t know * what to do or whom to tell if they are worried about any contact online | **Media literacy and Digital resilience How data is shared and used**   * that everything shared online has a digital footprint * that organisations can use personal information to encourage people to buy things * to recognise what online adverts look like * to compare content shared for factual purposes and for advertising * why people might choose to buy or not buy something online e.g. from seeing an advert * that search results are ordered based on the popularity of the website and that this can affect what information people access * how people may behave differently online including pretending to be someone they are not. * how to report concerns and seek help if worried or uncomfortable about someone's behaviour online. | **Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online**   * • to differentiate between playful teasing, hurtful behaviour and bullying, including online * • how to respond if they witness or experience hurtful behaviour or bullying, including online * • recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable * • how to manage pressures associated with dares * • when it is right to keep or break a confidence or share a secret * • how to recognise risks online such as harmful content or contact * • how people may behave differently online including pretending to be someone they are not * • how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online * • about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully) (H40) | **Physical and emotional changes in puberty; support with puberty**  Growing and changing Personal identity; Physical and emotional changes in puberty  •about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes (H25)  • that for some people their gender identity does not correspond with their biological sex (H26)  • how to recognise, respect and express their individuality and personal qualities (H27)  • about the physical and emotional changes during puberty ( The focus in Year 4 is to be on periods) (H31)  • the importance of personal hygiene routines during puberty including washing regularly and using deodorant (H32)  • how to discuss the challenges of puberty with a trusted adult (H34)  • how to get information, help and advice about puberty (H34)  •Strategies to manage transitions between classes (H36)  **(The objectives above need to be touched upon as we will have children going through these changes in Year 4. However it will be covered in much more detail in Year 5)** | **Work - Different jobs and skills; job stereotypes**   * about jobs that people may have from different sectors e.g. teachers, business people, charity work * that people can have more than one job at once or over their lifetime * about common myths and gender stereotypes related to work * to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM |