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| **Time 4 Us – Year 4 Curriculum Map 2020/21**C:\Users\LouLou\Documents\19- 20\PSHCE\logo.png |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Respect** | **Positive Relationships** | **Digital Literacy** | **Mental****Wellbeing** | **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.
 | **Mental wellbeing; Maintaining a balanced lifestyle to support mental wellbeing*** to identify that mental health, just like physical health is part of daily life; and the importance of taking care of mental health.
* to identify a wide range of strategies and behaviours that support mental health - including good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies.
* spending time with family and friends can support mental health and wellbeing.
* about the benefits of being outdoors and in the sun for mental health
* about everyday things that affect feelings and the importance of expressing feelings.
 | **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 – 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) | **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

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| **Keeping Safe** | **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)
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| **Being Healthy** | **Maintaining a balanced lifestyle; oral hygiene and dental care*** to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
* what good physical health means and how to recognise early signs of physical illness
* that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary
* how to maintain oral hygiene and dental health, including how to brush and floss correctly
* the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

**Keeping safe Medicines and household products; drugs common to everyday life*** the importance of taking medicines correctly and using household products safely
* to recognise what is meant by a ‘drug’
* that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
* to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
* to identify some of the risks associated with drugs common to everyday life
* that for some people using drugs can become a habit which is difficult to break
* how to ask for help or advice
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