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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 |
| **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) | | | | | |
| **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 | | | | | |