The **BIG** Picture

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, sometimes referred to virtues, in the individual. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know? Year 4 PSHE – Me and My Relationships

- To name something that shows me a person is feeling worried just by their body language.

- To explain the difference between teasing and bullying.

- To give an example of how to say 'no' to someone, without being aggressive (mean or unkind).

Key vocabulary & understanding:

collaborate
aggressive
resolution
conflict
pressure
emotional needs
passive
assertiveness
negotiation
unsafe
compromise
body language
respect
uncomfortable touching
qualities
unhealthy relationship

DfE Statutory Requirements – end of Primary statements
(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Caring Friendships: 1, 2, 3, 4, 5
Respective Relationships: 1, 3, 4, 5
Online Relationships: 2, 3
Mental Health and Wellbeing: 1, 2, 3, 4, 8, 9, 10

Additional Learning:
Teamwork

Specific unit objectives:
-To give a range of examples of our emotional needs and explain why they are important.
- To explain why the qualities of a good friend are important.
- To give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.

Key Questions:

Why are emotional needs important?

What qualities make a good friend? Why?

Do these qualities make a difference in friendships? How?

Is assertiveness the best way to react to pressure? Why?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Tolerance and Respect for others

Education for a Connected World: Online Relationships, Online Reputation, Online Bullying and Managing Online Information

Additional Resources: Black History Month, Brain Breaks and Water Safety

Key Themes:

Feelings

Friendship skills, including compromise

Assertive skills

Co-operation

Recognising emotional needs

The BIG Picture

Our world is constantly changing and as it becomes more diverse and interconnected, children need to understand that all people are unique; they have varying abilities, beliefs, and traditions. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for a diverse range of people.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know? Year 4 PSHE – Valuing Difference

 - To say some ways that people are different besides how they look.

 - To recognise that people are labelled (stereotyped) and that these labels are often wrong.

Key vocabulary & understanding:

multicultural society
compare
point of view
stereotype
discrimination
diverse
racism
false impression
respect
prejudice
similarities
excluded
conflict
celebrate
religious
social media
cultural
tolerance
acceptance

DfE Statutory Requirements – end of Primary statements
(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Families and people who care for me: 3
Caring Friendships: 1, 2, 3, 4, 5
Respective Relationships: 1, 2, 3, 4, 5, 6, 7
Online Relationships: 2, 3, 4, 5
Being safe: 1
Internet Safety and harms: 2, 3, 5, 6

Specific unit objectives:
 - To give examples of different faiths and cultures and positive things about having these differences.
 - To explain how people sometimes aim to create an impression of themselves in what they post online that is not real and what might make them do this.

Key Questions:

Can differences in faiths and cultures be positive? Why?

Does a person's online posts about themselves reflect their life?

Why would someone want to create a false impression when they post online?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age, Race, Religion or Belief, Sex and Sexual Orientation

British Values: Tolerance and Respect for others

Education for a Connected World: Online Relationships, Online Reputation, Online Bullying and Managing Online Information

Additional Activities: The Adoptable School Toolkit, Anti-bullying Week and Safeguarding - NSPCC

Key Themes:

Recognising and celebrating difference, including religions and cultural

Influence and pressure of social media

The **BIG** Picture

As children get older, they will want to becomes more independent. Allowing children to start doing things themselves will help increase their self-confidence and is an important part of growing up. Teaching children about personal safety and giving them the skills to make sensible decisions will help them to be safe when they go out . Teaching children about personal safety reduces the likelihood of a child entering into an unsafe situation and increases their sense of confidence and resiliency.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know? Year 4 PSHE – Keeping Safe
 - To give examples of risky situations and what can make them less risky.
 - To say one risk of smoking and drinking alcohol
- To know that most young people choose not to smoke and that not all adults drink alcohol.
- To understand the term 'influence' and that I am aware that things around me (friends, people in the media etc..) could influence my behaviour and decisions.

Key vocabulary & understanding:

habit

cigarettes

drugs

pressure

alcohol

vapes

weigh up risk

influence

privacy settings

assertive

cyberbullying

decision

social norms

assessing risk

e-cigarettes

DfE Statutory Requirements – end of Primary statements
(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Caring Friendships: 5
Respective Relationships: 1, 2, 4, 5, 6, 8
Online Relationships: 1, 2, 3, 4, 5
Being safe: 1,2, 4
Mental Health and Wellbeing: 8
Internet Safety and harms: 1, 2, 3,4, 5, 6, 7
Drugs, alcohol and tobacco: 1

Additional Learning:
Risks

Specific unit objectives:
 - To give examples of things that might influence a person to take risks online.
 - To explain that I have a choice.
- To say the percentage of people aged 11-15 years old that smoke in the UK (3%) and give reasons why some people think it's a lot more than this.

Key Questions:

What can influence a person to take risks online?

Why do some people think that lots of young people smoke?

Can knowing the true percentage (3%) influence people's choice about smoking? How?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Democracy and The Rules of Law

Education for a Connected World: Self-Image and Identity, Online Relationships, Online Relationships, Online Reputation, Online Bullying, Managing Online Information, Privacy and Security,

Additional Resources: Children's Mental Health Week, A to Z of coping strategies, Anxiety and Stress, Dental Hygiene, Digital Media Awareness, , Gambling, Road Safety and Vaccinations and Immunisations

Key Themes:

Managing risk, including online safety

Norms around use of legal drugs (tobacco, alcohol)

Decision – making skills

The **BIG** Picture

Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Learning about rights, respect and responsibilities helps children to achieve their potential and develop into responsible citizens. This teaches children how to respect others, think critically and make informed decisions.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know? Year 4 PSHE – Rights and Respect
- To explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour
 - To explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.
- To give examples of decisions about how to spend money and explain how they might relate to me

Key vocabulary & understanding:

councillors
environment
interest
rights
costs
responsibility
debit
borrow
credit
health
public services
loan
council
community group
exercise
vote
duties
sustainable
elections

DfE Statutory Requirements – end of Primary statements
(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Online Relationships: 4
Mental Health and Wellbeing: 5
Internet Safety and harms: 6
Physical Health and Fitness: 2, 3
Healthy Eating: 1

Additional Learning:
Respecting Rights
Money
Local Councils

Specific unit objectives:
 - To give examples of some of the rights and respect of others' rights (people and things) I have as I grow older, at home and school.
- To give real examples of each that relate to me.
- To give a few different examples of things that I can take ownership of to keep myself healthy.
- To explain that local councils have to make decisions about how money is spent on things we need in the community.
- To give an examples of some of the things they have to allocate money for.

Key Questions:

What rights and responsibilities do we have to the community and the environment?

Why do some people find it hard to stick to their responsibilities for keeping healthy?

How might a council's spending choices affect different groups in the community?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Health, Well-Being and Lifestyles and Copyright and Ownership

Additional Resources: Belonging Toolkit, Careers Education and Economic Education (money)

Key Themes:

Rights, respect and duties relating to my health

Making a difference

Decisions about lending, borrowing and spending

The **BIG** Picture

Self-care skills can help children of all ages to become more introspective and aware of their physical and emotional needs, preparing them to effectively handle future stressors and promoting wellness of the body and mind. A nutritious diet is essential for health and wellbeing to fuel growth and development. Teaching children to consume the right food and drink and regular exercise and sleep patterns help to establish lifelong positive habits. Developing a Growth Mindset encourages a passion for learning and an ease in facing new challenges as they are more likely to bounce back from failures in order to succeed.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know year 4 PSHE – Being My Best

- To give a few examples of different things that I do already that help me to keep healthy.

- To give different examples of some of the things that I do already to help look after my environment.

Key vocabulary & understanding:

perseverance

media-influence

kindness

celebrities

independence

patience

resilience

consideration

confidence

personal qualities

DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Being safe: 1
Internet Safety and harms: 4
Drugs, alcohol and tobacco: 1
Basic First Aid: 1, 2

Additional Learning:
Internal body parts
Talents
Community

Specific unit objectives:

- To give an example of when I have had increased independence and how that has also helped me to show that I can take ownership of something.
- To name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.

Key Questions:

Does having more independence mean having more responsibility? Why?

How can media images of celebrities make someone feel?

What non-physical qualities make people attractive? Why?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum.

Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Individual Liberty

Education for a Connected World: Self-Image and Identity,

Additional Resources: Kindness through animal welfare, Resilience and Sleep

Key Themes:

Growing independence and taking ownership

Keeping myself healthy

Media awareness and safety

My community

The **BIG** Picture

Learning about life cycles is an important way to develop children's understanding of the world and help them understand and deal with weighty concepts such as life, death and birth. Children should be taught about relationships and health, including puberty. It is important to prepare children for the emotional and physical changes that occur as children go through puberty and how to approach this stage with confidence. Age-appropriate lessons on Relationships and Sex Education will be included here.

Brining SCARF values home:

https://www.coramlifeeducation.org.uk/family-scarf

What do we already know? Year 4 PSHE – Growing and Changing

- To label some parts of the body that only boys have and only girls have.

- To list some of the reasons why a teenager might have difficult feeling when going through puberty (e.g. conflict with parents).

- To tell you why people get married

Key vocabulary & understanding:

respect

wellbeing

trust

hormones

mood swings

Confidential

confidence

resilience

puberty

crush

embarrassed

menstruation

unwanted attention

separation

unwanted touch

period products

DfE Statutory Requirements – end of Primary statements
(See DfE Statutory Guidance Categories: Relationship Education (Primary))
Pupils should be taught:
Families and people who care for me: 2, 4, 6
Respective Relationships: 1, 2, 3, 4, 5
Being safe: 1, 2, 3, 4, 5, 6, 7, ,8
Mental Health and Wellbeing: 2, 3, 4
Changing adolescent body: 1, 2

Additional Learning:
Separation from someone or something you like

Specific unit objectives:
- To explain what resilience is and how it can be developed.
- To list ways that I can prepare for changes (e.g. to get facts, talk to someone).

Key Questions:

Why do people have good and not so good feelings?

Does having resilience help people with their feelings?

How might preparing for change help someone cope with it?

What advice would you give to someone who needs to get help?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Sex

Additional Resources: Bereavement and Loss

Key Themes:
Managing difficult feelings

Managing change

How my feelings help keeping safe

Getting help

By the end of primary school pupils should know:

Families and people who care for me (FPC)	1.	that families are important for children growing up because they can give love, security and stability.
	2.	the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
	3.	that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
	4.	that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
	5.	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
	6.	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships (CF)	1.	how important friendships are in making us feel happy and secure, and how people choose and make friends.
	2.	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
	3.	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
	4.	that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
	5.	how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships (RR)	1.	importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
	2.	practical steps they can take in a range of different contexts to improve or support respectful relationships.
	3.	the conventions of courtesy and manners.
	4.	the importance of self-respect and how this links to their own happiness.
	5.	that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
	6.	about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
	7.	what a stereotype is, and how stereotypes can be unfair, negative or destructive.
	8.	the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships (OR)	1.	that people sometimes behave differently online, including by pretending to be someone they are not.
	2.	that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
	3.	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	4.	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	5.	how information and data is shared and used online.

Being safe (BS)	1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Mental wellbeing (MW)	1. that mental wellbeing is a normal part of daily life, in the same way as physical health. 2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms (ISH)	1. that for most people the internet is an integral part of life and has many benefits.
	2. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
	3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
	4. why social media, some computer games and online gaming, for example, are age restricted.
	5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
	6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
	7. where and how to report concerns and get support with issues online.
Physical health and fitness (PHF)	1. the characteristics and mental and physical benefits of an active lifestyle.
	2. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	3. the risks associated with an inactive lifestyle (including obesity).
	4. how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating (HE)	1. what constitutes a healthy diet (including understanding calories and other nutritional content).
	2. the principles of planning and preparing a range of healthy meals.
	3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention (HP)	1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
	2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
	3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
	4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
	5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.
	6. the facts and science relating to allergies, immunisation and vaccination.

Basic first aid (BFA)	1.	how to make a clear and efficient call to emergency services if necessary.
	2.	concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (CAB)	1.	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
	2.	about menstrual wellbeing including the key facts about the menstrual cycle.