



Honington CEVCP School

RHE and PSE Progression of Learning Outcomes - Year 4

The document below has been designed to show how we will cover all of the relevant PSHE knowledge and skills across our school. The context in which these are taught is left to the discretion of teachers, where possible trying to match the content to their year group's topic. Where this is not possible discrete lessons are taught.

	Me and my Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
Year 4	<p>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <p>Explain how different words can express the intensity of feelings.</p> <p>Explain what we mean by a 'positive, healthy relationship';</p> <p>Describe some of the qualities that they admire in others</p> <p>Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p> <p>Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities</p>	<p>Define the terms 'negotiation' and 'compromise';</p> <p>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Understand that they have the right to protect their personal body space;</p> <p>Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;</p> <p>Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.</p> <p>Recognise that they have different types of relationships with people they know (e.g. close</p>	<p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</p> <p>Identify situations which are either dangerous, risky or hazardous;</p> <p>Suggest simple strategies for managing risk.</p> <p>Identify images that are safe/unsafe to share online;</p> <p>Know and explain strategies for safe online sharing;</p> <p>Understand and explain the implications of sharing images online without consent.</p> <p>Define what is meant by the word 'dare';</p>	<p>Explain how different people in the school and local community help them stay healthy and safe;</p> <p>Define what is meant by 'being responsible';</p> <p>Describe the various responsibilities of those who help them stay healthy and safe;</p> <p>Suggest ways they can help the people who keep them healthy and safe.</p> <p>Understand that humans have rights and also responsibilities;</p> <p>Identify some rights and also responsibilities that come with these.</p> <p>Understand the reason we have rules;</p> <p>Suggest and engage with ways that they can contribute to the decision</p>	<p>Identify ways in which everyone is unique;</p> <p>Appreciate their own uniqueness;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Give examples of choices they make for themselves and choices others make for them;</p> <p>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</p> <p>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</p>	<p>Describe some of the changes that happen to people during their lives;</p> <p>Explain how the Learning Line can be used as a tool to help them manage change more easily;</p> <p>Suggest people who may be able to help them deal with change.</p> <p>Name some positive and negative feelings;</p> <p>Understand how the onset of puberty can have emotional as well as physical impact</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Take part in a role play practising how to compromise.</p> <p>Identify parts of the body that males and females</p>



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	<p>of teamwork and collaboration.</p> <p>Identify a wide range of feelings;</p> <p>Recognise that different people can have different feelings in the same situation;</p> <p>Explain how feelings can be linked to physical state.</p> <p>Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p> <p>Give examples of strategies to respond to being bullied, including what people can do and say;</p> <p>Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>	<p>family, wider family, friends, acquaintances);</p> <p>Give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>List some of the ways that people are different to each other (including differences of race, gender, religion);</p> <p>Recognise potential consequences of aggressive behaviour;</p> <p>Suggest strategies for dealing with someone who is behaving aggressively.</p> <p>List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Understand and identify stereotypes, including those promoted in the media.</p>	<p>Identify from given scenarios which are dares and which are not;</p> <p>Suggest strategies for managing dares.</p> <p>Understand that medicines are drugs;</p> <p>Explain safety issues for medicine use;</p> <p>Suggest alternatives to taking a medicine when unwell;</p> <p>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines).</p> <p>Understand some of the key risks and effects of smoking and drinking alcohol;</p> <p>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Describe stages of identifying and managing risk;</p> <p>Suggest people they can ask for help in managing risk.</p>	<p>making process in school (e.g. through pupil voice/school council);</p> <p>Recognise that everyone can make a difference within a democratic process.</p> <p>Define the word <i>influence</i>;</p> <p>Recognise that reports in the media can influence the way they think about a topic;</p> <p>Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.</p> <p>Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;</p> <p>Recognise that they can play a role in influencing outcomes of situations by their actions.</p> <p>Understand some of the ways that various national and international environmental organisations work to help take care of the environment;</p>	<p>Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate).</p> <p>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</p> <p>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</p> <p>Define what is meant by the word 'community';</p> <p>Suggest ways in which different people support the school community;</p> <p>Identify qualities and attributes of people who support the school community.</p>	<p>have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens.</p> <p>Know the key facts of the menstrual cycle;</p> <p>Understand that periods are a normal part of puberty for girls;</p> <p>Identify some of the ways to cope better with periods.</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will;</p>
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			<p>Understand that we can be influenced both positively and negatively;</p> <p>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</p>	<p>Understand and explain the value of this work.</p> <p>Define the terms 'income' and 'expenditure';</p> <p>List some of the items and services of expenditure in the school and in the home;</p> <p>Prioritise items of expenditure in the home from most essential to least essential.</p> <p>Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';</p> <p>Understand how a payslip is laid out showing both pay and deductions;</p> <p>Prioritise public services from most essential to least essential.</p>		<p>Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in England or Scotland;</p> <p>Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p>
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