

Y4 Personal Development (PSHE / Relationship, Sex and Health Education)	TERM 1		TERM 2		TERM 3A		TERM 3B	
	Rules and routines Assertiveness		Mental health Kindness		Growing and changing		Continued from term 3A First aid – Choking Body positivity	
	Key knowledge Rules and routines	Key skills Rules and routines	Key knowledge Mental health	Key skills Mental health	Key knowledge Growing and changing	Key skills Growing and changing	Key knowledge First aid – Choking	Key skills First aid – Choking
	<p>To know there are rules in the school to help the children remain safe, happy and able to learn.</p> <p>To know the rules for Year 4 in all areas of the school.</p> <p>Assertiveness To know assertive people state their opinions while being respectful of others.</p> <p>To know aggressive people attack or ignore others’ opinions in favour of their own.</p> <p>To know passive people don’t state their opinions at all and often follow other people’s opinions and instructions.</p> <p>To know assertiveness will allow you to call out behaviour that you do not think is okay. It can be done in a respectful way.</p> <p>When being assertive: -To know to speak calmly and stand up for personal rights, say what your thoughts are, what you are feeling and what you believe.</p> <p>-To know to be respectful of the other person’s rights. Be open to compromise.</p> <p>To know the body language: direct, but non-threatening eye contact, respect personal body space, and stand with an erect, but relaxed posture.</p>	<p>To be able to follow the group plan.</p> <p>To be able to make expected choices.</p> <p>To be able to follow the rules of Year 4.</p> <p>To be able to speak to a trusted adult if they do not feel safe in school or at home.</p> <p>Assertiveness To be able to recognise and report feelings of being unsafe or feeling bad about any child or adult.</p> <p>To be able to ask for advice or help for themselves or others, and keep trying until they’re heard.</p> <p>To be able to understand and be able to be assertive.</p> <p>To be able to disagree with people in a polite but firm manner e.g. ‘I do not think we should do that because...’.</p> <p>To be able to identify when it could help others to be assertive.</p> <p>To be able to know when to ask for help.</p> <p>To be able to make a positive impact in the community.</p>	<p>To know that mental wellbeing is a normal part of daily life, in the same way physical health is.</p> <p>To know there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>To know that many things can help improve mental wellbeing, such as time spent with friends and family, the importance of rest and the benefits of hobbies and interests.</p> <p>To know that bullying (including cyberbullying) has a negative and lasting impact on mental wellbeing.</p> <p>To know it is common for people to experience mental ill health and for many people problems can be resolved with the right support.</p> <p>To know isolation and loneliness can affect children.</p> <p>To know how to deal with loss.</p> <p>Kindness To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know the importance of respecting others, even when they are very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p>To know the conventions of courtesy and manners.</p> <p>To know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</p>	<p>To be able to identify a range of emotions using varied vocabulary of words to describe their own feelings and feelings of others.</p> <p>To be able to judge whether what they are feeling and how they’re behaving is appropriate and proportionate (size of the problem matching size of reaction).</p> <p>To be able to know simple self-care techniques that work for them and to suggest to others.</p> <p>To be able to identify triggers for mental ill health and when to seek support.</p> <p>To be able to speak to a trusted adult if they are experiencing mental ill health or think someone else is struggling.</p> <p>To be able to talk about loss and possible emotional responses.</p> <p>Kindness To be able to show respect to others.</p> <p>To be able to display healthy friendships that are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To be able to identify positive traits and qualities of children in the class.</p>	<p>To know during puberty the body changes from a child into a young adult.</p> <p>To know puberty can happen at any time between the ages of 8 and 17, and it starts and ends at different times for everyone.</p> <p>To know physical changes happen at puberty such as: growing pubic hair and hair under arms, getting taller, voices changing, skin may start getting spotty or greasy, girls’ hips broaden, breasts start growing and they start their period, boys may get facial hair, their genital organs mature.</p> <p>To know hormones can affect people in different ways and change how people think and feel.</p> <p>To know that as children go through puberty they need to start looking after their personal hygiene more.</p>	<p>To be able to describe the main stages of the human life cycle.</p> <p>To be able to describe the body changes that happen when a child grows up.</p> <p>To be able to use the correct names for reproductive organs.</p> <p>To be able to recognise changes between boys and girls during puberty.</p> <p>To be able to ask questions relating to the topic sensibly and maturely.</p> <p>To be able to learn strategies to deal with feelings in the context of a relationship.</p> <p>To be able to show awareness that feelings change during puberty and these changes can affect our relationships.</p> <p>To be able to empathise with other people’s feelings including parents and carers.</p> <p>To be able to look after their own personal hygiene as and when appropriate, such as by showering or bathing more often, cleaning their faces regularly and using deodorant.</p>	<p>To know to call 999 or 112 in an emergency.</p> <p>To know we have two openings at the back of our throat: one leads to the oesophagus where the food should go and one leads to the trachea which is linked to our lungs.</p> <p>To know if something gets stuck in the trachea it could cause choking.</p> <p>To know a choking child may have trouble breathing or may clutch their throat.</p> <p>To know to identify ways to reduce the risk of choking, such as sensible sized bites, not putting objects in your mouth etc.</p> <p>To know to recap knowledge of DRS ABC (danger, response, shout, airway, breathing, CPR).</p> <p>Body positivity To know a stereotype is a widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p> <p>To know stereotyping is unfair and unhelpful, and can have a negative effect on someone.</p>	<p>If a child is choking, to be able to:</p> <p>1) Ask them to cough.</p> <p>2) If they cannot speak, cough or breathe, lean them forwards and support their chests with one hand. With the heel of the other hand, give 5 sharp blows to the back between their shoulder blades. Stop if one of the blows stops the blockage.</p> <p>3) Place arms around the upper part of the tummy, below their ribs. Make a fist with one hand and grab it with the other. Pull hard inwards and upwards. Do this up to 5 times, checking between each one if the blockage is clear.</p> <p>4) Repeat steps 2 and 3 until the obstruction is removed or help arrives.</p> <p>Body positivity To be able to know positive things to do to challenge stereotypes.</p>

	<div><div>Key vocabulary</div><div>Rules and routines</div><div>assembly</div><div>classroom</div><div>expected behaviour</div><div>help</div><div>playground</div><div>respect</div><div>routines</div><div>rules</div><div>safe</div><div>transitions</div><div>trust</div><div>unexpected behaviour</div><div>values</div></div>	<div><div>Kindness</div><div>compliment</div><div>differences</div><div>diversity</div><div>friendship</div><div>healthy relationships</div><div>kindness</div><div>loyalty</div><div>manners</div><div>qualities</div><div>trust</div></div>	<div><div>Assertiveness</div><div>aggressive</div><div>assertive</div><div>body language</div><div>community</div><div>compromise</div><div>impact</div><div>passive</div><div>respectful</div></div>	<div><div>Mental health</div><div>angry</div><div>anxious</div><div>appropriate responses</div><div>bored</div><div>excited</div><div>flip the lid</div><div>frustrated</div><div>furious</div><div>happy</div><div>hungry</div><div>mental health</div><div>mental ill health</div><div>overjoyed</div><div>panicked</div><div>physical health</div><div>proud</div><div>sad</div><div>scared</div><div>self-care</div><div>shocked</div><div>sick</div><div>silly</div><div>terrified</div><div>thirsty</div><div>tired</div><div>worried</div><div>zones of regulation</div></div>	<div><div>Growing and changing</div><div>body hair</div><div>breasts</div><div>broad shoulders</div><div>facial hair</div><div>hormones</div><div>hygiene</div><div>mature</div><div>mature genital organs</div><div>mood swings</div><div>nipples</div><div>penis</div><div>pubic hair</div><div>reproductive organs</div><div>testicles</div><div>vagina</div><div>vulva</div></div>	<div><div>First aid – Choking</div><div>airway</div><div>blockage</div><div>blow</div><div>breathing</div><div>choking</div><div>CPR</div><div>danger</div><div>obstruction</div><div>oesophagus</div><div>response</div><div>shoulder blades</div><div>shout</div><div>trachea</div></div>	<div><div>Body positivity</div><div>able-bodied</div><div>age</div><div>assumptions</div><div>disabled</div><div>gender</div><div>race</div><div>religion</div><div>sexism</div><div>stereotype</div></div>
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