



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Personal, Social and Health Education Year 4

	Autumn 1 Being me in my world Zones of Regulation	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me including First Aid	Summer 1 Relationships	Summer 2 Changing Me
Content Declarative Knowledge 'I know'	<ul style="list-style-type: none"> Know the four different zones and how we might feel or act in each of them Name some strategies for the different zones. Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together 	<ul style="list-style-type: none"> Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first 	<ul style="list-style-type: none"> Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group 	<ul style="list-style-type: none"> Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink 	<ul style="list-style-type: none"> Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ul style="list-style-type: none"> Know that personal characteristics are inherited from birth parents Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions

	to reach a consensus • Know that having a voice and democracy benefits the school community	impressions can change		alcohol • Know ways to resist when people are putting pressure on them • Know what they think is right and wrong • Know some basic First Aid techniques		
Skills Procedural Knowledge 'I know how to'	• Identify the feelings associated with being included or excluded • Can make others feel valued and included • Be able to take on a role in a group discussion / task and contribute to the overall outcome • Can make others feel cared for and welcomed • Recognise the feelings of being motivated or unmotivated • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	• Try to accept people for who they are • Identify influences that have made them think or feel positively/negatively about a situation • Identify feelings that a bystander might feel in a bullying situation • Identify reasons why a bystander might join in with bullying • Revisit the 'Solve it together' technique to practise conflict and bullying scenarios • Identify their own uniqueness • Be comfortable with the way they look • Identify when a first impression they had was right or wrong • Be non-judgemental about	• Can talk about their hopes and dreams and the feelings associated with these • Can identify the feeling of disappointment • Can identify a time when they have felt disappointed • Be able to cope with disappointment • Help others to cope with disappointment • Can identify what resilience is • Have a positive attitude • Enjoy being part of a group challenge • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time	• Can identify the feelings that they have about their friends and different friendship groups • Recognise how different people and groups they interact with impact on them • Identify which people they most want to be friends with • Recognise negative feelings in peer pressure situations • Can identify the feelings of anxiety and fear associated with peer pressure • Can tap into their inner strength and knowhow to be assertive • Demonstrate some basic First Aid techniques	• Can identify feelings and emotions that accompany jealousy • Can suggest positive strategies for managing jealousy • Can identify people who are special to them and express why • Can identify the feelings and emotions that accompany loss • Can suggest strategies for managing loss • Can tell you about someone they no longer see • Can suggest ways to manage relationship changes including how to negotiate	• Can appreciate their own uniqueness and that of others • Can express how they feel about having children when they are grown up • Can express any concerns they have about puberty • Can say who they can talk to about puberty if they are worried • Can apply the circle of change model to themselves to have strategies for managing change • Have strategies for managing the emotions relating to change

		others who are different				
Vocabulary	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal, Unique, Characteristics, Parents, Penis, Testicles, Vagina / vulva, Womb / uterus, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy
Key Questions	<ul style="list-style-type: none"> • What makes an effective class team? • How do all the different people in school work together so that it runs well? Does everyone have a role in school? • Do you have choices about how to behave? How do rules, rewards and consequences help with this? • What do you think democracy is? Can you give an example? • What skills do you have 	<ul style="list-style-type: none"> • What is an assumption? Are assumptions always right? • What can influence us to make an unfair judgement about someone else? • Is social media always helpful? • What's good/ bad about social media? • What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? • Are stereotypes fair? 	<ul style="list-style-type: none"> • What are your hopes and dreams? • Can you tell me about a time that one of your dreams didn't come true? • What can we do when we feel disappointed? • What is resilience? • Describe how it felt when you achieved your goal? • Can I tell you what my dreams and goals were when I was your age? • How can you use this 	<ul style="list-style-type: none"> • Who are your friends? How do they make you feel? • Which groups do you spend time with? How do you feel when you are with the different groups? • Can you tell me about a time when you were the leader / follower in the group? • How can smoking affect people's health? • How can drinking affect people's health? • What can 	<ul style="list-style-type: none"> • Can you tell me about a time when you felt jealous? Did it affect how you behaved? • Can we tell each other about the people we love? • Do you miss seeing anyone? • Who could we make a memory box for? • Have you ever fallen out with any of your friends? What happened? How did you resolve it? • Do you have any friends that you fall out with a lot? 	<ul style="list-style-type: none"> • Which of your characteristics did you get from your birth parents? • Do you have any questions about the changes that happen to a girl/boy when they grow up? • How do you feel about the changes that will happen to you as you grow?

	that can help a team work well together?	Do you know any rules for staying safe with technology? • What could you do if you were worried about something online or in social media e.g. cyber-bullying?	feeling the next time you are stuck?	you do if a group of children are trying to convince you to do something you don't want to do or know you shouldn't do? • How can you build your inner strength?		
Assessment	I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can identify feelings of anxiety and fear associated with peer pressure.	I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.
Cross Curricular Links/Character Education	Our Scheme of Work Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. SMSC opportunities have been mapped across all lessons as shown here . The British values have also been mapped across lessons and can be found here .					