



'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 Mental health and wellbeing	Autumn 2 Exploring ways to manage risk	Spring 1 Forming respectful relationships	Spring 2 Money matters and news literacy	Summer 1 Families and growing together	Summer 2 Changing me
Content Declarative Knowledge 'I know'	-Explain how a community or classroom is made stronger and more interesting when people have different backgrounds, qualities, and identities. -Identify the qualities of a positive, healthy friendship (e.g., trust, kindness, active listening, and respect). -Identify the signs that someone might be feeling left out, lonely, or unwelcome in school or on the playground. -Explain why it is important to avoid forming exclusive "cliques" and how to positively stand up	-Define what "risk" means and distinguish between a safe, positive risk (like trying a new sport or speaking in assembly) and an unsafe risk (which could cause physical or emotional harm). -Identify potential risks in everyday contexts, including online spaces, on the road, at home, and in the community. -Explain how "peer influence" works, recognizing the difference between positive encouragement from friends and negative pressure to do something unsafe or uncomfortable.	-Distinguish between a normal conflict (a one-off disagreement where both sides have equal power) and bullying (behaviour that is repetitive, intentional, and involves an imbalance of power). -Identify the different forms bullying can take, including physical, verbal, emotional, and online (cyberbullying). -Explain the social impact of kindness, recognising how small actions can change the atmosphere of a classroom and	-Identify external factors that influence money choices, such as peer pressure, advertisements, celebrity endorsements, and family habits. -Explain the difference between a "need" and a "want", and recognize how emotional impulses can blur the line between the two. -Understand that news stories are crafted to catch attention, and explain how media headlines can purposefully trigger strong emotions like fear, excitement, or anger.	-Identify and respect a wide variety of family structures, including nuclear families, single-parent families, blended/step-families, foster/adoptive families, same-sex parent families, and families led by grandparents or other relatives. -Explain the common features that define a family, focusing on love, care, safety, and mutual support rather than just biological connections. -Recognise that family structures can change over time (due to events like a	-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

	against deliberate exclusion.	-Identify trusted adults and emergency resources they can access immediately if a risky situation escalates or if they feel unsafe.	support a peer's well-being. -Understand the role of the "bystander", realising how doing nothing can encourage bullying, while safely intervening or reporting it makes a positive difference.	-Recognise the difference between a factual news report and an opinion piece or a sponsored advertisement disguised as news.	new baby, separation, divorce, bereavement, or moving homes) and understand that change is a natural part of life. -Understand that a change in family structure does not change a child's worth or the right to feel safe and loved.	
Skills Procedural Knowledge 'I know how to'	-Describe their own unique strengths, interests, and character traits, and appreciate that everyone has a different identity. -Recognise that friends do not always have to agree or like the same things, and demonstrate how to respect those differences. -Demonstrate practical ways to make someone feel welcome, such as inviting them into a game, using welcoming body language, or offering a kind word.	-Assess a situation quickly using a basic "risk check" (e.g., stopping to think about potential consequences before acting). -Demonstrate simple strategies to resist negative peer pressure, such as using firm "No" statements, suggesting a safer alternative, or walking away.	-Demonstrate basic conflict-resolution strategies, such as using "I" statements (e.g., "I feel upset when...") to express feelings calmly without blaming others. -Apply safe strategies to challenge bullying behaviour, whether acting as an "upstander" for a classmate or reporting the incident immediately to a trusted adult. -Practice intentional acts of kindness in daily school life and reflect on how these actions affect their	-Pause and evaluate a purchasing choice by asking critical questions (e.g., "Do I want this because I actually need it, or because of the ad I just saw?"). -Critically analyse a child-friendly news headline or story, identifying the facts versus the emotional words used to sway the reader. -Apply strategies to manage emotions triggered by the news, such as talking to a trusted adult, checking multiple sources, or taking a break from screens.	-Discuss diverse family types positively and respectfully, using inclusive language that values everyone's background. -Express feelings safely and clearly regarding changes or challenges within their own family dynamic. -Identify strategies and support networks (such as talking to a school counsellor, a trusted teacher, or using a worry box) to help manage big emotions when family changes occur.	-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

			own and others' emotions.			
Vocabulary	Identity, Quality, Background, Appreciate, Demonstrate, Clique, Exclusion, Inclusion (Welcoming), Active Listening, Respect	Risk, Assess, Situation, Consequences, Strategy, Resist, Peer pressure, Influence, Alternative, Firm	Conflict-resolution, Strategy, Blaming, Challenge, Upstander, Incident, Intentional, Reflect, Emotion, Peer pressure	External factors, Influence, Advertisement, Celebrity endorsement, Emotional impulse, Media headline, Trigger, Factual, Opinion piece, Sponsored, Evaluate, Critically analyse, Sway, Source	Diverse, Family structure, Blended family, Adoptive family, Biological, Separation, Divorce, Bereavement, Support network, Inclusive language	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