



PSHE CURRICULUM YEAR 3 and 4

Essential Skills and Attributes developed through the Programme of Study

Personal effectiveness

1. Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)
2. Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)
3. Resilience (including self-motivation, perseverance and adaptability)
4. Self-regulation (including promotion of a positive, growth mind-set and managing strong emotions and impulses)
5. Recognising and managing peer influence and the need for peer approval, including evaluating perceived social norms
6. Self-organisation (including time management)
7. Strategies for identifying and accessing appropriate help and support
8. Clarifying own values (including reflection on the origins of personal values and beliefs) and re-evaluating values and beliefs in the light of new learning, experiences and evidence
9. Recalling and applying knowledge creatively and in new situations
10. Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)

Interpersonal and social effectiveness

1. Empathy and compassion (including impact on decision-making and behaviour)
2. Respect for others' right to their own beliefs, values and opinions
3. Discernment in evaluating the arguments and opinions of others (including challenging 'group think')
4. Skills for employability, including
 - Active listening and communication (including assertiveness skills)
 - Team working
 - Negotiation (including flexibility, self-advocacy and compromise within an awareness of personal boundaries)
 - Leadership skills
 - Presentation skills
5. Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks)
6. Recognising, evaluating and utilising strategies for managing influence
7. Valuing and respecting diversity
8. Using these skills and attributes to build and maintain healthy relationships of all kinds

Managing risk and decision-making (integral to all of the above)

1. Identification, assessment (including prediction) and management of positive and negative risk to self and others
2. Formulating questions (as part of an enquiring approach to learning and to assess the value of information)
3. Analysis (including separating fact and reasoned argument from rumour, speculation and opinion)
4. Assessing the validity and reliability of information
5. Identify links between values and beliefs, decisions and actions
6. Making decisions

	AUTUMN	SPRING	SUMMER
CYCLE A THEMES	LIFE IN LIVERPOOL	THE ROCK DAYS	ITALY
CYCLE B THEMES	ROMAN EMPIRE - MOSAICS	BRAZILIAN RAINFORESTS	ANCIENT EGYPT
KNOWLEDGE AND UNDERSTANDING	<p>Year 3 Families and friendships</p> <ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe <p>Safe relationships</p> <ul style="list-style-type: none"> What is appropriate to share with friends, classmates, family and wider social groups including online about what privacy and personal boundaries are, including online basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision that bullying and hurtful behaviour is unacceptable in any situation 	<p>Year 3 Belonging to a community</p> <ul style="list-style-type: none"> the reasons for rules and laws in wider society the importance of abiding by the law and what might happen if rules and laws are broken what human rights are and how they protect people to identify basic examples of human rights including the rights of children about how they have rights and also responsibilities that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn <p>Media literacy and digital resilience</p> <ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. 	<p>Year 3 Physical health and mental wellbeing</p> <ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language to recognise how feelings can change overtime and become more or less powerful <p>Growing and changing</p> <ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make

- about the effects and consequences of bullying for the people involved
- about bullying online, and the similarities and differences to face-to-face bullying
- what to do and whom to tell if they see or experience bullying or hurtful behaviour

Respecting ourselves and others

- to recognise respectful behaviours e.g. helping or including others, being responsible
- how to model respectful behaviour in different situations e.g. at home, at school, online
- the importance of self-respect and their right to be treated respectfully by others
- what it means to treat others, and be treated, politely
- the ways in which people show respect and courtesy in different cultures and in wider society

Year 4

Families and friendships

- about the features of positive healthy friendships such as mutual respect, trust and sharing interests
- strategies to build positive friendships
- how to seek support with relationships if they feel lonely or excluded
- how to communicate respectfully with friends when using digital devices
- how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know
- what to do or whom to tell if they are worried about any contact online

Safe relationships

images or content that worry them, unkind or inappropriate communication

Money and work

- about jobs that people may have from different sectors e.g. teachers, business people, charity work
- that people can have more than one job at once or over their lifetime
- about common myths and gender stereotypes related to work
- to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM
- about some of the skills needed to do a job, such as teamwork and decision-making
- to recognise their interests, skills and achievements and how these might link to future jobs
- how to set goals that they would like to achieve this year e.g. learn a new hobby

Year 4

Belonging to a community

- the meaning and benefits of living in a community
- to recognise that they belong to different communities as well as the school community
- about the different groups that make up and contribute to a community
- about the individuals and groups that help the local community, including through volunteering and work
- how to show compassion towards others in need and the shared responsibilities of caring for them

Media literacy and digital resilience

- to recognise how strengths and interests form part of a person's identity
- how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

Keeping safe

- how to identify typical hazards at home and in school
- how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- about fire safety at home including the need for smoke alarms
- the importance of following safety rules from parents and other adults
- how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

Year 4

Physical health and mental wellbeing

- to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- what good physical health means and how to recognise early signs of physical illness
- that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary

- to differentiate between playful teasing, hurtful behaviour and bullying, including online
- how to respond if they witness or experience hurtful behaviour or bullying, including online
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact
- how people may behave differently online including pretending to be someone they are not
- how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

Respecting ourselves and others

- to recognise differences between people such as gender, race, faith
- to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations
- about the importance of respecting the differences and similarities between people
- a vocabulary to sensitively discuss difference and include everyone

- that everything shared online has a digital footprint
- that organisations can use personal information to encourage people to buy things
- to recognise what online adverts look like
- to compare content shared for factual purposes and for advertising
- why people might choose to buy or not buy something online e.g. from seeing an advert
- that search results are ordered based on the popularity of the website and that this can affect what information people access

Money and work

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

- how to maintain oral hygiene and dental health, including how to brush and floss correctly
- the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health

Growing and changing

- how to identify external genitalia and reproductive organs
- about the physical and emotional changes during puberty
- key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- strategies to manage the changes during puberty including menstruation
- the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- how to discuss the challenges of puberty with a trusted adult
- how to get information, help and advice about puberty

Keeping safe

- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'
- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice

FOCI	Healthy Lifestyles Growing & Changing Keeping Safe	Feelings & Emotions Healthy Relationships Valuing Differences	Rights & Responsibilities Environment Money
KEY VOCABULARY			
SIGNIFICANT PEOPLE			