



Singleton Church of England Primary School

Progression of Skills and Knowledge

PSHE - Y4



Year 4 Cycle A	Valuing Difference	Rights and Respect	Growing and Changing
KNOWLEDGE ORGANISERS	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
KEY VOCAB	Negotiate, compromise, fairness, flexible, suggestions, conflict, trust, expressions, uncomfortable, acquaintance, friend, apology, respect, bullying, diversity, tolerance	Responsible, safe, healthy, British values, rights, pupil voice, rules, laws, countries, protect, government, make a difference, negative behaviours, bystanders, bullying, environment, mission statement, taxes, money	Feelings, growth mindset, loss, change, unfamiliar, support, relationships, communication, respect, personal hygiene, safe secrets, unsafe safe secrets comment same sex marriages, marriage
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none">Define the terms 'negotiation' and 'compromise';Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.Understand that they have the right to protect their personal body space;Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);Give examples of features of these different types of relationships, including how they influence what is shared.List some of the ways that people are different to each other (including differences of race, gender, religion);Recognise potential consequences of aggressive behaviour;Suggest strategies for dealing with someone who is behaving aggressively.List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.Understand and identify stereotypes, including those promoted in the media.	<ul style="list-style-type: none">Explain how different people in the school and local community help them stay healthy and safe;Define what is meant by 'being responsible';Describe the various responsibilities of those who help them stay healthy and safe;Suggest ways they can help the people who keep them healthy and safe.Understand that humans have rights and also responsibilities;Identify some rights and also responsibilities that come with these.Understand the reason we have rules;Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);Recognise that everyone can make a difference within a democratic process.Define the word <i>influence</i>;Recognise that reports in the media can influence the way they think about an topic;Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;Recognise that they can play a role in influencing outcomes of situations by their actions.Understand some of the ways that various national and international environmental organisations work to help take care of the environment;Understand and explain the value of this work.Define the terms 'income' and 'expenditure';List some of the items and services of expenditure in the school and in the home;Prioritise items of expenditure in the home from most essential to least essential.Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';Understand how a payslip is laid out showing both pay and deductions;Prioritise public services from most essential to least essential	<ul style="list-style-type: none">Describe some of the changes that happen to people during their lives;Explain how the Learning Line can be used as a tool to help them manage change more easily;Suggest people who may be able to help them deal with change.Name some positive and negative feelings;Understand how the onset of puberty can have emotional as well as physical impactSuggest reasons why young people sometimes fall out with their parents;Take part in a role play practising how to compromise.Identify parts of the body that males and females have in common and those that are different;Know the correct terminology for their genitalia;Understand and explain why puberty happens.Know the key facts of the menstrual cycle;Understand that periods are a normal part of puberty for girls;Identify some of the ways to cope better with periods.Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;Recognise how different surprises and secrets might make them feel;Know who they could ask for help if a secret made them feel uncomfortable or unsafe.Understand that marriage is a commitment to be entered into freely and not against someone's will;Recognise that marriage includes same sex and opposite sex partners;Know the legal age for marriage in England or Scotland;Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
MAKING CONNECTIONS	Year 3 – Valuing Difference. To know how to: <ul style="list-style-type: none">Recognise that there are many different types of family;Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'Define the term 'community';Identify the different communities that they belong to;Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.Reflect on listening skills;Give examples of respectful language;Give examples of how to challenge another's viewpoint, respectfully.Explain that people living in the UK have different origins;Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.Recognise the factors that make people similar to and different from each other;Recognise that repeated name calling is a form of bullying;	Year 3 – Rights and Responsibilities To know how to: <ul style="list-style-type: none">Define what a volunteer is;Identify people who are volunteers in the school community;Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.Identify key people who are responsible for them to stay safe and healthy;Suggest ways they can help these people.Understand the difference between 'fact' and 'opinion';Understand how an event can be perceived from different viewpoints;Plan, draft and publish a recount using the appropriate language.Define what is meant by the environment;Evaluate and explain different methods of looking after the school environment;Devise methods of promoting their priority method.Understand the terms 'income', 'saving' and 'spending';Recognise that there are times we can buy items we want and times when we need to save for items;Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)	Year 3 – Growing and Changing To know how to: <ul style="list-style-type: none">Identify different types of relationships;Recognise who they have positive healthy relationships with.Understand what is meant by the term body space (or personal space);Identify when it is appropriate or inappropriate to allow someone into their body space;Rehearse strategies for when someone is inappropriately in their body space.Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;Recognise how different surprises and secrets might make them feel;Know who they could ask for help if a secret made them feel uncomfortable or unsafe.Explain whose responsibility it is to look after the local environment;Plan and carry out an event which will benefit the local environment Year 5 To know how to: <ul style="list-style-type: none">Use a range of words and phrases to describe the intensity of different feelings

	<ul style="list-style-type: none"> Suggest strategies for dealing with name calling (including talking to a trusted adult). Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is. <p>Year 5 To know how to:</p> <p>ledge & Skills (Y5)</p> <ul style="list-style-type: none"> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using example; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. 	<ul style="list-style-type: none"> Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <ul style="list-style-type: none"> Year 5 To know how to: Identity, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out. Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community. 	<ul style="list-style-type: none"> Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like. Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way. Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
KEY SKILLS	<ul style="list-style-type: none"> I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others. 	<ul style="list-style-type: none"> I can explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour. I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem. I can give examples of these decisions and how they might relate to me. 	<ul style="list-style-type: none"> I can label some parts of the body that only boys have and only girls have. I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents). I can tell you why people get married.