



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### PSHE - Y4



Year 4 Cycle B	Me and My Relationships	Keeping Safe	Being my Best
KNOWLEDGE ORGANISERS	<a href="#">Knowledge Organiser</a>	<a href="#">Knowledge Organiser</a>	<a href="#">Knowledge Organiser</a>
KEY VOCAB	Feelings, intensify, communicate, good feelings, not so good feelings, empathise, trust, bullying, positive relationships, emotions, qualities, admire, teamwork, assertiveness, bullying, safety, teasing.	Risk taking, danger, safety, support networks, hazard, risk, consequences, harmful content, information, data, personal information, screenshot, assertive, peer pressure, medicine, safety, drugs, alcohol, smoking, social norms, choices.	Growth mindset, tolerance, respect, British values, diversity, achievement, qualities, talents, skills, choices, healthy lifestyles, physical activity, exercise, environment, caring, refuse, reduce, reuse, recycle, repair, rethink, community, citizenship, pupil voice, wellbeing, first aid.
SUBSTANTIVE KNOWLEGDE	<ul style="list-style-type: none"><li>Describe ‘good’ and ‘not so good’ feelings and how feelings can affect our physical state;</li><li>Explain how different words can express the intensity of feelings.</li><li>Explain what we mean by a ‘positive healthy relationship’;</li><li>Describe some of the qualities that they admire in others.</li><li>Recognise that there are times when they might need to say ‘no’ to a friend;</li><li>Describe appropriate assertive strategies for saying ‘no’ to a friend.</li><li>Demonstrate strategies for working on a collaborative task;</li><li>Define successful qualities of teamwork and collaboration.</li><li>Identify a wide range of feelings;</li><li>Recognise that different people can have different feelings in the same situation;</li><li>Explain how feelings can be linked to physical state.</li><li>Demonstrate a range of feelings through facial expressions and body language;</li><li>Recognise that their feelings might change towards someone or something once they have further information.</li><li>Give examples of strategies to respond to being bullied, including what people can do and say;</li><li>Understand and give example of who or where pressure to behave in an unhealthy, acceptable or risky way might come from.</li></ul>	<ul style="list-style-type: none"><li>Define the terms ‘danger’, ‘risk’ and ‘hazard’ and explain the difference between them;</li><li>Identify situations which are either risky or hazardous;</li><li>Suggest simple strategies for managing risk.</li><li>Identify images that are safe/unsafe to share online;</li><li>Know and explain strategies for safe online sharing.</li><li>Understand and explain the implications of sharing images online without consent.</li><li>Define what is meant by the word ‘dare’;</li><li>Identify from given scenarios which are dares and which are not;</li><li>Suggest strategies for managing dares.</li><li>Understand that medicines are drugs;</li><li>Explain safety issues for medicine use;</li><li>Suggest alternatives to taking medicine when unwell;</li><li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</li><li>Understand some of the key risks and effects of smoking and drinking alcohol;</li><li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (social norms theory).</li><li>Describe stages of identifying and managing risk;</li><li>Suggest people they can ask for help in managing risk.</li><li>Understand that we can be influenced both positively and negatively;</li><li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li></ul>	<ul style="list-style-type: none"><li>Identify ways in which everyone is unique;</li><li>Appreciate their own uniqueness;</li><li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li><li>Give examples of choices they make for themselves and choices others make for them;</li><li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li><li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li><li>Plan a menu which gives a healthy balance of foods from across the good groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate).</li><li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li><li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li><li>Define what is meant by the word ‘community’;</li><li>Suggest ways in which different people support the school community;</li><li>Identify qualities and attributes of people who support the school community.</li></ul>
MAKING CONNECTIONS	<b>Year 3 – Me and My Relationships</b> To know how to: <ul style="list-style-type: none"><li>Explain why we have rules;</li><li>Explore why rules are different for different age groups, in particular for internet-based activities;</li><li>Suggest appropriate rules for a range of settings;</li><li>Consider the possible consequences of breaking the rules.</li><li>Explain some of the feelings someone might have when they lose someone important to them;</li><li>Understand that these feelings are normal and a way of dealing with the situation</li><li>Define and demonstrate cooperation and collaboration;</li><li>Identify the different skills that people can bring to a group task;</li><li>Demonstrated how working together in a collaborative manner can help everyone to achieve success.</li><li>Identify people who they have a special relationship with;</li><li>Suggest strategies for maintaining a positive relationship with their special people.</li><li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li><li>Explain what a dare is;</li><li>Understand that no-one has the right to force them to do a dare;</li><li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li><li>Express opinions and listen to those of others;</li><li>Consider others’ points of view;</li><li>Practise explaining the thinking behind their ideas and opinions.</li></ul>	<b>Year 3 – Keeping Myself Safe</b> To know how to: <ul style="list-style-type: none"><li>Identify situations which are safe or unsafe;</li><li>Identify people who can help if a situation is unsafe;</li><li>Suggest strategies for keeping safe.</li><li>Define the words danger and risk and explain the difference between the two;</li><li>Demonstrate strategies for dealing with a risky situation.</li><li>Identify some key risks and effects of cigarettes and alcohol;</li><li>Know that most people choose not to smoke cigarettes; (social norms message)</li><li>Define the word ‘drug’ and understand that nicotine and alcohol are both drugs</li><li>Identify risk factors in given situations;</li><li>Suggest ways of reducing or managing those risks.</li><li>Evaluate the validity of statements relating to online safety;</li><li>Recognise potential risks associated with browsing online;</li><li>Give example of strategies for safe browsing online.</li><li>Know that our body can often give us a sign when something doesn’t feel right; to trust these signs and talk to a trusted adult if this happens;</li><li>Recognise and describe appropriate behaviour online as well as offline;</li><li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li><li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li><li>Demonstrate strategies for assessing risks;</li><li>Understand where to get help from when making decisions</li></ul> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <b>Year 5 – Keeping Myself Safe</b>	<b>Year 3 – Being My Best</b> To know how to: <ul style="list-style-type: none"><li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li><li>Explain what is meant by the term ‘balanced diet’;</li><li>Give examples what foods might make up a healthy balanced meal.</li><li>Explain how some infectious illnesses are spread from one person to another;</li><li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li><li>Suggest medical and non-medical ways of treating an illness.</li><li>Develop skills in discussion and debating an issue;</li><li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li><li>Empathise with different viewpoints;</li><li>Make recommendations, based on their research.</li><li>Identify their achievements and areas of development;</li><li>Recognise that people may say kind things to help us feel good about ourselves;</li><li>Explain why some groups of people are not represented as much on television/in the media.</li><li>Demonstrated how working together in a collaborative manner can help everyone to achieve success;</li><li>Understand and explain how the brain sends and receives messages through the nerves.</li><li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li><li>Describe how food, water and air get into the body and blood.</li></ul>

	<ul style="list-style-type: none"><li>• Identify the qualities of friendship;</li><li>• Suggest reasons why friends sometimes fall out;</li><li>• Rehearse and use, now or in the future skills for making up again.</li></ul> <p><b>Year 5 – Me and My Relationships</b></p> <ul style="list-style-type: none"><li>• Explain what collaboration means;</li><li>• Give examples of how they have worked collaboratively;</li><li>• Describe the attributes needed to work collaboratively.</li><li>• Explain what is meant by the term’s negotiation and compromise;</li><li>• Describe strategies for resolving difficult issues or situations.</li><li>• Demonstrate how to respond to a wide range of feelings in others;</li><li>• Give examples of some key qualities of friendship;</li><li>• Reflect on their own friendship qualities.</li><li>• Identify what things make a relationship unhealthy;</li><li>• Identify who they could talk to if they needed help.</li><li>• Identify characteristics of passive, aggressive, assertive behaviours;</li><li>• Understand and rehearse assertive skills.</li><li>• Recognise basic emotional needs, understand that they change according to circumstance;</li><li>• Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.</li><li>• Understand that online communication can be misinterpreted</li><li>• Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face</li></ul>	<ul style="list-style-type: none"><li>• Explain what a habit is, giving examples;</li><li>• Describe why and how a habit can be hard to change.</li><li>• Recognise that there are positive and negative risks;</li><li>• Explain how to weigh up risk factors when making a decision;</li><li>• Describe some of the possible outcomes of taking a risk.</li><li>• Demonstrate strategies to deal with both face- to- face and inline bullying;</li><li>• Demonstrate strategies and skills for supporting others who are bullied;</li><li>• Recognise and describe the difference between online and face- to – face bullying.</li><li>• Define what is meant by a dare;</li><li>• Explain why someone might give a dare;</li><li>• Suggest ways of standing up to someone who gives a dare.</li><li>• Recognise which situations are risky;</li><li>• Explore and share their view about decision making when faced with a risky situation;</li><li>• Suggest what someone should do when faced with a risky situation.</li><li>• Consider what information is safe/unsafe to share offline and online and reflect on the consequences of not keeping personal information private;</li><li>• Recognise that people aren’t always who they appear to be online and explain the risks of being friends inline with a person they have not met face- to- face;</li><li>• Know how to protect personal information online;</li><li>• Recognise disrespectful behaviour online and know how to respond to it.</li><li>• Understand some of the complexities of categorising drugs;</li><li>• Know that all medicines are drugs but not all drugs are medicines;</li><li>• Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</li><li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li><li>• Identify risk factors in a given situation, including emotional risks;</li><li>• Understand the actual norms around smoking/ alcohol and the reasons for common misperceptions of these.</li></ul>	<ul style="list-style-type: none"><li>• Explain some of the different talents and skills that people have and how skills are developed;</li><li>• Recognise their own skills and those of other children in the class.</li></ul> <p><b>Year 5 – Being My Best</b></p> <ul style="list-style-type: none"><li>• Know two harmful effects of each smoking and drinking alcohol.</li><li>• Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health.</li><li>• Understand the actual norms around smoking and the reasons for common misperceptions of these.</li><li>• Know the basic functions of the four systems concerned and know they are inter-related.</li><li>• Explain the function of at least one internal organ.</li><li>• Understand the importance of food, water, oxygen, sleep and exercise for the human body and it’s health.</li><li>• Identify their own strengths and talents;</li><li>• Identify areas that need improvement and describe strategies for achieving those improvements.</li><li>• State what is meant by community;</li><li>• Suggest ways of improving the school community.</li><li>• Identify people who are responsible for helping them stay healthy and safe;</li><li>• Identify ways that they can help these people.</li><li>• Describe ‘star’ qualities of celebrities as portrayed in the media;</li><li>• Recognise that the way people are portrayed in the media isn’t always an accurate reflection of them in real life;</li><li>• Describe ‘star’ qualities that ‘ordinary’ people have.</li><li>• How to make a clear and efficient call to emergency services if necessary.</li><li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ul>
<b>KEY SKILLS</b>	<p><u>Feelings</u></p> <ul style="list-style-type: none"><li>• I can usually accept the views of others and understand that we don’t always agree with each other.</li></ul> <p><u>Friendship</u></p> <ul style="list-style-type: none"><li>• I can give you lots of ideas about what makes a good friend and also tell you some different ideas for how I make up with a friend if we’ve fallen out.</li></ul>	<p><u>How our feelings can keep us safe</u></p> <ul style="list-style-type: none"><li>• I can say what I could do to make a situation less risky or not risky at all.</li><li>• I can tell you a few things about keeping my personal details safe online. I cam explain why information I see online might not always be true.</li></ul> <p><u>Medicine safety</u></p> <ul style="list-style-type: none"><li>• I can say medicines can be helpful or harmful.</li></ul>	<p><u>Being my best</u></p> <ul style="list-style-type: none"><li>• I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I’ve done which shows this.</li><li>• I can explain and give an example of a skill or talent I have developed and the goal-setting that I’ve already done (or plan to do) in order to improve it.</li></ul>