



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: **4**

Subject: **PSHE**

Topic → Unit → Curriculum Strand ↓	Autumn: Being me in my world (1) Celebrating difference (2) (Anti-Bullying Week)	Spring: Dreams and goals (3) Healthy me (4) (Safer Internet Day)	Summer: Relationships (5) Changing me (6) (Healthy Eating Week)
Staying safe (including online safety)	Children can... <ul style="list-style-type: none"> • (Safer Internet Day) Identify something has made them feel uncomfortable or scared them online. • (Safer Internet Day) Say what their personal information is. Children know... <ul style="list-style-type: none"> • (Safer Inter Day)To show or tell an adult about online content that has made them feel uncomfortable or scared. • (Safer Internet Day) Not to share their personal information online. 		
Mental wellbeing	Children can... <ul style="list-style-type: none"> • Empathise with others to show they care about their feelings. (5) • Identify what is special about them and the ways in which they are unique and show they are proud of this. (1) • Explain why it is good to accept people for who they are. (2) • Identify some of their hopes and dreams for the future and explain how they feel about having these. (3) • Say ways they can manage things that disappoint them and how they can help others cope with their disappointments. (4,5) • Identify changes that have been and may continue to be out of their control that they can learn to accept. (4) • Identify what they are looking forward to in the following year group and reflect on positive changes they would like to make. (1,3) Children know... <ul style="list-style-type: none"> • Their actions affect themselves and others. (5) • How rewards and consequences motivate peoples behaviour. (5) • What feeling disappointed feels like and can identify times they have felt this way. (1,5) • That being positive can help them feel better about something that is disappointing. (4) • Strategies to resist when people are putting them under pressure. (4) • What is right and wrong in accordance to school expectations. (1,5) • Strategies for managing changes positively. (4) 		
Relationships	Children can... <ul style="list-style-type: none"> • Take on a role in a group and contribute to the overall outcome. (1,5) • Identify a time when their first impression of someone changed once they got to know them. (1,5) • Recognise the friendships groups they fit in to and the feelings they have about these groups, why they are important and who they value most from them. (4,5) • Identify someone they love and express why they are special to them. (5) 		

	<p>Children know...</p> <ul style="list-style-type: none"> • Who is in their school community and understand the roles they play and how they fit in. (1) • How most people feel when they lose someone or something they love. (4,5) • How to make new friends and how to manage when they fall out with friends. (1,4,5) • How to stand up for themselves and negotiate and compromise. (1,5)
<p>Staying healthy</p>	<p>Children can...</p> <ul style="list-style-type: none"> • Identify feelings of anxiety associated with being put under pressure. (4,5) <p>Children know...</p> <ul style="list-style-type: none"> • Strategies to resist when people are putting them under pressure and know the negative feelings associated with peer pressure. (4,5)
<p>British Values</p>	<p>Children can...</p> <ul style="list-style-type: none"> • Recognise their contribution to making a learning charter for their class. (1) <p>Children know...</p> <ul style="list-style-type: none"> • How democracy works through the school council in their school. (1)

