

PSHE Jigsaw Curriculum Overview — Year 4

Being Me in My World

- I know my attitudes and actions make a difference to the class team
- I know how good it feels to be included in a group and understand how it feels to be excluded
- I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
- I try to make people feel welcome and valued
- I understand who is in my school community, the roles they play and how I fit
- I can take on a role in a group and contribute to the overall outcome
- I understand how democracy works through the school council
- I understand how rewards and consequences motivate people's behaviour
- I understand how groups come together to make decisions
- I can take on a role in a group and contribute to the overall outcome
- I understand how democracy and having a voice benefits the school community

Celebrating Difference

- I understand that, sometimes, we make assumptions based on what people look like
- I try to accept people for who they are
- I understand what influences me to make assumptions based on how people look
- I can question why I think what I do about other people
- I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure
- I know how it might feel to be a witness to and a target of bullying
- I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
- I can problem-solve a bullying situation with others
- I can identify what is special about me and value the ways in which I am unique
- I like and respect the unique features of my physical appearance
- I can tell you a time when my first impression of someone changed when I got to know them
- I can explain why it is good to accept people for who they are

Dreams & Goals

- I can tell you about some of my hopes and dreams
- I know how it feels to have hopes and dreams
- I understand that sometimes hopes and dreams do not come true and that this can hurt
- I know how disappointment feels and can identify when I have felt that way
- I know that reflecting on positive and happy experiences can help me to counteract disappointment
- I know how to cope with disappointment and how to help others cope with theirs
- I know how to make a new plan and set new goals even if I have been disappointed
- I know what it means to be resilient and to have a positive attitude
- I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
- I can enjoy being part of a group challenge
- I can identify the contributions made by myself and others to the group's achievement
- I know how to share in the success of a group

Healthy Me

- I can recognise how different friendship groups are formed. I recognise when other people's actions make me feel embarrassed, hurt or inadequate and I can help myself to manage these emotions
- I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations
- I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with
- I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
- I can relate to feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
- I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
- I can relate to the feelings of shame and guilt and know how to act assertively to resist pressure from myself and others
- I can recognise when people are putting me under pressure and can explain ways to resist this when I want
- I can identify feelings of anxiety and fear associated with peer pressure
- I know myself well enough to have a clear picture of what I believe is right and wrong

Our role as educators is to teach respect, tolerance and equality for all, in line with the Equality Act 2010.