

Year 4 PSHE Learning Targets

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| Health and Wellbeing - Ourselves, Growing and Changing | Examine personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). |
| | Explore how to manage setbacks/perceived failures, including how to reframe unhelpful thinking using growth mindset techniques. |
| Health and Wellbeing - Keeping Safe | Know about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). |
| | Know what is meant by first aid and know basic techniques for dealing with common injuries. |
| | Explain what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. |
| | Explore how their online identity can be different to the identity they present in 'real life'. |
| | Describe the right decisions about how they interact with others and how others perceive them. |
| Relationships - Families and close positive relationships | Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). |
| | Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability. |
| Relationships - Safer relationships | Identify strategies to respond to unwanted physical contact. |
| | Know when something is unsafe or makes them feel uncomfortable and strategies for managing this. |
| | Know about seeking and giving permission (consent) in different situations. |
| | Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. |
| | Know about privacy and personal boundaries. |
| | Describe strategies for safe and fun experiences in a range of online social environments. |
| | Give examples of how to be respectful to others online. |
| | Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and the risks of communicating online with others not known face-to-face. |
| | Explain what is meant by 'trusting someone online' and know why this is different from 'liking someone online'. |
| Living in the Wider World - Media literacy and digital resilience | Analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Understand what criteria have to be met before something is a 'fact'. |
| | Explore methods used to encourage people to buy things online (e.g., advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. |
| | Understand that some 'people' online (e.g. on social media) may be computer programmes pretending to be real people. |
| | Identify why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true. |
| Living in the Wider World - Economic wellbeing: Money | Know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity). |
| | Recognise that people make spending decisions based on priorities, needs and wants. |
| Living in the Wider World - Economic wellbeing: Aspirations, work and career | Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. |
| | Explore what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). |