

## Year 4 Progression map

	Statutory Guidance For Relationships Education, RSE and Health Education ( 2020)	REMEMBER (prior Knowledge)	KNOW (new knowledge)
<u><b>Being Me in My World</b></u> <u><b>Autumn 1</b></u>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• the importance of permission seeking and giving in relationships with friends, peers and adults</li> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>	<p>Week 1-Recognise self-worth. Identify personal strengths</p> <p>Week 2-Understanding what a challenge is</p> <p>Week 3-Know why rules are needed and how these relate to choices and consequences</p> <p>Week 4-Know that actions can affect others’ feelings.</p> <p>Week 5-Know that actions can affect others’ feelings.</p> <p>Week 6-Know that others may hold different views Know that actions can affect others’ feelings</p>	<p>Week 1- Know how individual attitudes and actions make a difference to a class</p> <p>Week 2- Know about the different roles in the school community. Know their place in the school community</p> <p>Week 3- Know what democracy is (applied to pupil voice in school)</p> <p>Week 4- Know that their own actions affect themselves and others in class.</p> <p>Week 5- Know how groups work together to reach a consensus</p> <p>Week 6- Know what democracy is (applied to pupil voice in school).Know that having a voice and democracy benefits the school community</p>
<u><b>Celebrating Difference</b></u> <u><b>Autumn 2</b></u>	<p><u>Pupils should know:</u></p> <ul style="list-style-type: none"> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being</li> <li>• that others’ families, either</li> </ul>	<p>Week 1- Know why families are important. Know that everybody’s family is different</p> <p>Week 2 -Know that conflict is a normal part of relationships</p>	<p>Week 1- Know that sometimes people make assumptions about a person because of the way they look or act.</p>

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	<p>in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</p> <ul style="list-style-type: none"> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> </ul>	<p>Week 3 - Know what it means to be a witness to bullying.</p> <p>Week 4 - Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</p> <p>Week 5 - Know that some words are used in hurtful ways</p> <p>Week 6 - Know that some words are used in hurtful ways and that this can have consequences</p>	<p>Week 2 - Know there are influences that can affect how we judge a person or situation</p> <p>Week 3 - Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</p> <p>Week 4 - Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</p> <p>Week 5 - Identify their own uniqueness</p> <p>Week 6 - Know that first impressions can change</p>
<p><u>Dreams and goals</u> <u>Spring 1</u></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> </ul>	<p>Week 1- Know about specific people who have overcome difficult challenges to achieve success</p> <p>Week 2- Know what dreams and ambitions are important to them</p> <p>Week 3- Know how they can best overcome learning challenges</p> <p>Week 4- Know that they are responsible for their own learning</p> <p>Week 5 - Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles</p>	<p>Week 1- Know what their own hopes and dreams are</p> <p>Week 2- Know that hopes and dreams don't always come true</p> <p>Week 3- Know that reflecting on positive and happy experiences can help them to counteract disappointment</p> <p>Week 4- Know how to make a new plan and set new goals even if they have been disappointed</p> <p>Week 5 – Know how to work out the steps they need to take to achieve a goal</p> <p>Week 6- Know how to work as part of a successful group</p>

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	<ul style="list-style-type: none"> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	Week 6 - Know how to evaluate their own learning progress and identify how it can be better next time	
<u>Healthy me</u> <u>Spring 2</u>	<ul style="list-style-type: none"> <li>the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness</li> <li>simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>the principles of planning and preparing a range of healthy meals</li> <li>the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>	<p>Week 1- Know how exercise affects their bodies</p> <p>Week 2- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health</p> <p>Week 3- Know that there are different types of drugs</p> <p>Week 4- Know that there are things, places and people that can be dangerous</p> <p>Week 5- Know when something feels safe or unsafe .Know a range of strategies to keep themselves safe</p> <p>Week 6- that their bodies are complex and need taking care of.</p>	<p>Week 1- Know how different friendship groups are formed and how they fit into them. know which friends they value most</p> <p>Week 2- Know that there are leaders and followers in groups</p> <p>Week 3- Know the facts about smoking and its effects on health</p> <p>Week 4- Know the facts about alcohol and its effects on health, particularly the liver</p> <p>Week 5 – Know ways to resist when people are putting pressure on them</p> <p>Week 6- Know what they think is right and wrong</p>
<u>Relationships</u> <u>Summer 1</u>	<ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability</li> <li>that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's</li> </ul>	<p>Week 1- that different family members carry out different roles or have different responsibilities within the family</p> <p>Week 2- Know some of the skills of friendship, e.g. taking turns, being a good listener</p> <p>Week 3- Know some strategies for keeping themselves safe online</p> <p>Week 4 Know how some of the actions</p>	<p>Week 1- Know some reasons why people feel jealousy. Know that loss is a normal part of relationships</p> <p>Week 2- Can identify people who are special to them and express why</p> <p>Week 3- Can tell you about someone they no longer see</p>

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	<p>families are also characterised by love and care</p> <ul style="list-style-type: none"> <li>that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> </ul>	<p>and work of people around the world help and influence my life</p> <p>Week 5- Know that they and all children have rights (UNCRC)</p> <p>Week 6- express appreciation to my family.</p>	<p>Week 4- Can suggest ways to manage relationship changes including how to negotiate.</p> <p>Week 5 – can identify that having a boyfriend/girlfriend is a special relationship.</p> <p>Week 6- Know that memories can support us when we lose a special person or animal</p>
<p><u>Changing me</u> <u>Summer 2</u></p>	<ul style="list-style-type: none"> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>about menstrual well-being including the key facts about the menstrual cycle.</li> </ul>	<p>Week 1- Know that in animals and humans lots of changes happen between conception and growing up</p> <p>Week 2- Know that in nature it is usually the female that carries the baby. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Week 3- Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Week 4- Know some of the outside body</p>	<p>Week 1- Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Week 2- Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Week 3- Know how the female and male body change at puberty</p>

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		<p>changes that happen during puberty. Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Week 5- Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</p> <p>Week 6- Can identify changes they are looking forward to in the next year</p>	<p>Week 4- Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Week 5 – Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Week 6- Have strategies for managing the emotions relating to change</p>
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