



Year 4 Coverage and progression



1 decision	Keeping/ staying safe		Keeping/staying healthy		Relationships		Being responsible		Feelings and emotions.		Computer safety.		The working world		A world without judgement.	
Subject title	Assessment Baseline	Cycle Safety	Assessment Baseline	Healthy living	Assessment Baseline.	Appropriate touch/Baseline	Assessment Baseline	Coming home on time	Assessment baseline	Jealousy	Assessment Baseline	Online bullying.	Assessment Baseline	Chores at home	Assessment Baseline	Breaking Down barriers
Learning objective	What do we need to keep safe from? How do we keep safe?	Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice.	What is a healthy lifestyle choice? Do you make healthy lifestyle choices?	Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.	Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity	Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?	Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?	Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy.	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in.	Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to	Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT?	Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who covers the cost of our education	What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged?	How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect others.

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<p style="text-align: center;">Impact Covers Statutory Elements DfE RSE 2019</p>	<p>KS2 Expectations: Physical health and fitness (H) The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	<p>KS2 Expectations: Healthy Eating (H) What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. 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)</p>	<p>KS2 Expectations: Families and people who care for me (R) How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships (R) How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed Being Safe (R) How to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p>KS2 Expectations: Respectful relationships (R) Practical steps they can take in a range of different contexts to improve or support respectful relationships. The conventions of courtesy and manners.</p>	<p>KS2 Expectations: Mental Wellbeing (H) That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. How to recognise and talk about their emotions, including having a varied vocabulary.</p>	<p>KS2 Expectations: Internet safety and harms (H) How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Why social media, some computer games and online gaming, for example, are age restricted. That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative</p>	<p>PSHE programme of study Core theme – Living in the Wider World About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people’s lives A basic understanding of enterprise</p>	<p>KS2 Expectations: Respectful relationships (R) 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 Practical steps they can take in a range of different contexts to improve or support respectful relationships.</p>
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