

YEAR GROUP	4																																								
SUBJECT	PSHE																																								
Term 1	<div data-bbox="526 391 907 949" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Spending Wisely</p> <ol style="list-style-type: none"> 1. Responsible Spending 2. What is Fairtrade? (Optional) 3. Value for Money 4. Keeping Track of Money 5. What is Advertising? 6. Gambling and Risk </div> <div data-bbox="929 391 1948 574" style="border: 2px dashed black; padding: 5px; background-color: #FFD700;"> <p style="text-align: center;">PROGRESSION AND GOLDEN THREAD</p> <p>This Year 4 Spending Wisely Unit builds on prior learning from KS1. In Year 2, we explored what money is, how we pay for things, ways people earn money, and how to manage money using spend, save, and share jars. We also looked at wants and needs, and how foodbanks help when money is limited. This year, we will focus on money management, budgeting, identifying the best value for money, and considering the environmental and global impact of our purchases through fair trade and responsible spending. We'll also revisit advertising (introduced in KS1) and explore gambling, helping us make informed, responsible financial decisions.</p> </div> <div data-bbox="929 590 1411 949" style="border: 2px dashed black; padding: 5px; background-color: #FF69B4;"> <p style="text-align: center;">INCOME AND EXPENSES</p> <p>To budget our money effectively, we need to balance our income (the money we receive) with our expenses (the money we spend).</p> <table border="0"> <tr> <td> Salary – Money earned by working.</td> <td> Transport e.g. Petrol or bus fare</td> </tr> <tr> <td> Pension – Money paid to support people in old age.</td> <td> Electricity Bill</td> </tr> <tr> <td> Interest – Money earned from saving money in a bank.</td> <td> Water Bill</td> </tr> <tr> <td></td> <td> Gas Bill Heating and cooking</td> </tr> <tr> <td></td> <td> Rent – Payment for housing</td> </tr> </table> <p style="text-align: center;">Income Expenses</p> </div> <div data-bbox="1433 590 1948 1316" style="border: 2px dashed black; padding: 5px; background-color: #FFFF00;"> <p style="text-align: center;">KEY TERMS</p> <table border="0"> <tr> <td></td> <td>Fairtrade</td> <td>A trade organisation that makes sure farmers and workers in other countries get fair pay for products like bananas, tea, cocoa, and coffee.</td> </tr> <tr> <td></td> <td>Price</td> <td>The amount of money needed to buy something.</td> </tr> <tr> <td></td> <td>Budget</td> <td>A plan for how to spend and save money.</td> </tr> <tr> <td></td> <td>Value</td> <td>What something is worth.</td> </tr> <tr> <td></td> <td>Quality</td> <td>How good or bad something is.</td> </tr> <tr> <td></td> <td>Risk</td> <td>The chance of something bad or harmful happening.</td> </tr> <tr> <td></td> <td>Gambling</td> <td>A game or activity where you bet money on an outcome, hoping to win, but there's a risk of losing it.</td> </tr> <tr> <td></td> <td>Advert</td> <td>A message or image that promotes or tries to sell something.</td> </tr> <tr> <td></td> <td>Paid Placement</td> <td>A type of advert that lets websites appear at the top of search results on sites like Google.</td> </tr> <tr> <td></td> <td>Cookie</td> <td>A type of data file that records information about your preferences, like products or websites you've visited.</td> </tr> </table> </div> <div data-bbox="537 965 907 1316" style="border: 2px dashed black; padding: 5px; background-color: #FF69B4;"> <p style="text-align: center;">TYPES OF GAMBLING</p> <p>Loot Boxes – Paying to open boxes in an online game for a chance to win a reward. </p> <p>Skin Betting – Betting virtual items (skins) on whether you win or lose a game. </p> <p>Slot Machines – Paying money to try to match symbols on a reel, with a cash payout if you win. </p> <p>National Lottery – Buying tickets for a chance to win a large cash prize through a random draw. </p> </div> <div data-bbox="929 965 1411 1316" style="border: 2px dashed black; padding: 5px; background-color: #FF69B4;"> <p style="text-align: center;">RESPONSIBLE SPENDING</p> <p>Fairtrade Fairtrade makes sure farmers and workers get fair pay for products like bananas, tea, cocoa, and coffee. By buying fair trade products, we help support fair working conditions and protect the environment.</p> <p>Organic Produce Organic produce is food grown without harmful chemicals, using natural methods that protect the environment. It's usually more expensive, but it's better for the planet.</p> <p>Eco-friendly Products Products that are made in ways that are better for the environment, using less waste and harmful chemicals.</p> </div>	Salary – Money earned by working.	Transport e.g. Petrol or bus fare	Pension – Money paid to support people in old age.	Electricity Bill	Interest – Money earned from saving money in a bank.	Water Bill		Gas Bill Heating and cooking		Rent – Payment for housing		Fairtrade	A trade organisation that makes sure farmers and workers in other countries get fair pay for products like bananas, tea, cocoa, and coffee.		Price	The amount of money needed to buy something.		Budget	A plan for how to spend and save money.		Value	What something is worth.		Quality	How good or bad something is.		Risk	The chance of something bad or harmful happening.		Gambling	A game or activity where you bet money on an outcome, hoping to win, but there's a risk of losing it.		Advert	A message or image that promotes or tries to sell something.		Paid Placement	A type of advert that lets websites appear at the top of search results on sites like Google.		Cookie	A type of data file that records information about your preferences, like products or websites you've visited.
Salary – Money earned by working.	Transport e.g. Petrol or bus fare																																								
Pension – Money paid to support people in old age.	Electricity Bill																																								
Interest – Money earned from saving money in a bank.	Water Bill																																								
	Gas Bill Heating and cooking																																								
	Rent – Payment for housing																																								
	Fairtrade	A trade organisation that makes sure farmers and workers in other countries get fair pay for products like bananas, tea, cocoa, and coffee.																																							
	Price	The amount of money needed to buy something.																																							
	Budget	A plan for how to spend and save money.																																							
	Value	What something is worth.																																							
	Quality	How good or bad something is.																																							
	Risk	The chance of something bad or harmful happening.																																							
	Gambling	A game or activity where you bet money on an outcome, hoping to win, but there's a risk of losing it.																																							
	Advert	A message or image that promotes or tries to sell something.																																							
	Paid Placement	A type of advert that lets websites appear at the top of search results on sites like Google.																																							
	Cookie	A type of data file that records information about your preferences, like products or websites you've visited.																																							



Term 2

YEAR 4 – AUTUMN 2 HEALTH AND WELLBEING KNOWLEDGE ORGANISER

HOW DO VACCINES WORK

A vaccine is a type of medicine that trains your body to fight a certain germ.

It works by giving you a tiny, weak part of the germ that isn't strong enough to make you sick.

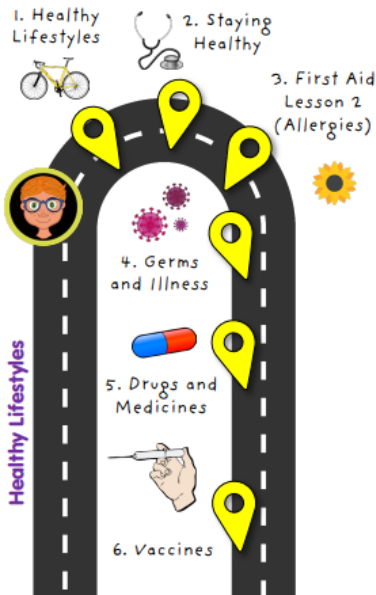
Your body learns to fight it and remembers how to stop it in the future. This helps keep you from getting sick!

DRUGS AND MEDICINES

- Caffeine** A chemical found in tea, coffee, and chocolate. Children should avoid caffeinated drinks.
- Alcohol** A chemical in drinks like beer and wine. Only adults should drink alcohol.
- Paracetamol** A type of pain medicine. Adults usually take it as tablets, while children often take it as a liquid.
- Antibiotic** A medicine that fights infections.
- Antihistamine** A medicine used to treat allergy symptoms, like itchy eyes and sneezing.

KEY TERMS

- Sugar** A sweet substance added to foods that gives the body energy quickly but also causes energy crashes.
- Complex carbohydrates** A healthy source of energy that releases energy slowly and steadily over several hours.
- Germ** A tiny infectious agent that can make you sick.
- Infection** When harmful germs enter the body and cause illness.
- Symptom** Signs or changes in the body that happen when someone is sick.
- Allergy** When the body overreacts to a harmless substance, causing symptoms like sneezing and itchy eyes.
- Drug** A chemical that affects the body.
- Medicine** A drug used to treat illness.
- Prescription** A note from a doctor that lets you get certain medicines.
- Vaccination** An injection that helps protect the body from getting a disease.
- Immune** When the body is protected and unable to catch a disease.



GETTING THE RIGHT HELP

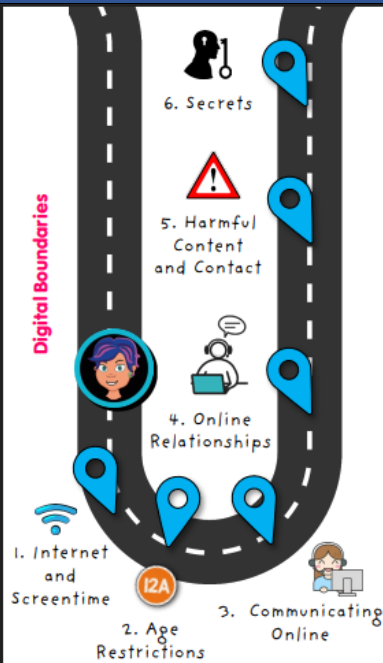
- Doctor (GP)** Diagnoses and treats illnesses.
- Optometrist** Checks vision and prescribes glasses.
- Nurse** Cares for patients and gives treatments.
- Pharmacist** Gives medicines and advises how to use them.
- Dentist** Cares for teeth and treats problems like tooth decay.
- Paramedic** Provides emergency medical care.

PROGRESSION AND GOLDEN THREAD

This Year 4 Healthy Lifestyles unit builds on our previous learning. In Year 1, we learned about handwashing, healthy foods, dental care, and staying physically active, recognising how small daily actions help keep us well. In Year 2, we built on this by exploring healthy habits, such as bedtime routines and brushing our teeth morning and night, as well as understanding the importance of using medicines safely. In Year 3, we explored healthy choices, considering the impact of food, hydration, and lifestyle decisions. Now, in Year 4, we will build on this further by learning how our bodies respond to illness, how vaccines and medicines protect us, and how factors like germs, allergies, and drugs can affect our health.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 3a



HARMFUL ONLINE CONTENT

- Websites that encourage dangerous behaviour
- Pictures or videos showing violent or disturbing images
- Bullying, unkind behaviour, name-calling and threats.
- A child viewing content that was made for adults.
- Impersonation – when someone pretends to be a different person online.

PROGRESSION AND GOLDEN THREAD

This Year 4 Digital Boundaries unit builds on our prior learning. In Year 1, we explored the online world, balancing screen time and staying safe through stories like Chicken Clicking and Once Upon a Time Online. In Year 2, we learned about SafeSearch, good and bad secrets, and the importance of protecting personal information. In Year 3, we looked at age-appropriate content in TV, film and video games, as well as online privacy and setting boundaries. Now, in Year 4, we will examine the importance of limiting screen time in greater detail, understanding why balance matters. We will explore a wider range of age restrictions, take a deeper look at online communication, and learn to recognise harmful online content. Finally, we will revisit harmful secrets and happy surprises in greater depth, helping us to make safer choices online.

AGE RESTRICTIONS

12A **Rule of Law**

Social Media You must be 13 to create a social media account in the UK.

Alcohol and Tobacco Alcohol and tobacco are legally restricted to adults (18 and over).

TV and Film (BBFC) In the UK, TV shows and films have age restrictions. For your age group, U and PG certificates are appropriate.

Videogames (PEGI) Video games are also restricted by age. Look for PEGI 3 and PEGI 7 rated games.

HARMFUL SECRETS AND HAPPY SURPRISES

Someone online asking you to keep your conversations a secret.	A surprise party.
Being told to hide messages, pictures, or videos from adults.	A birthday gift.
Being told that you'll get in trouble if you tell an adult about something.	A surprise outing.
A friend or stranger asking you to meet them in secret.	A handmade card for a day like Mother's Day.
	A surprise visit from a close friend or relative.
	Waiting to reveal whether a baby will be a boy or a girl.

KEY TERMS

Screen Time The amount of time spent using a digital device, like a tablet, phone, or computer.

Social Media Websites and apps where people can share and communicate, like Instagram, YouTube, and TikTok.

Online Content Text, images, videos, or anything else shared on the internet.

Online Communication Talking or sharing messages with others through the internet.

Unfollow To stop following someone or something on social media, so you no longer see their updates.

Blocking Stopping someone from contacting you or seeing your content online.

12A Age Restrictions Rules that limit what content or activities someone can access based on their age.

Secret Information that you are meant to keep to yourself.

Harmful Secret A secret that can hurt someone or make them feel unsafe.

Happy Surprise A fun secret that will be revealed later, like a birthday present or a surprise party.

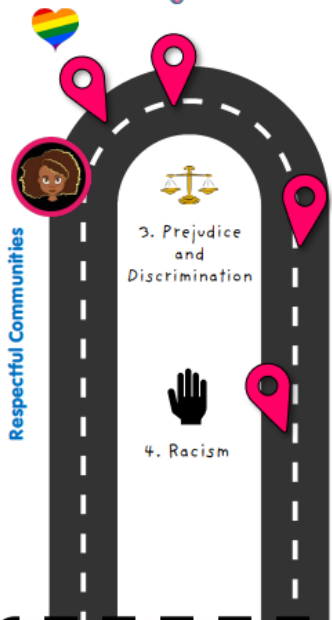
YEAR 4 – SPRING 1 RELATIONSHIPS 1 KNOWLEDGE ORGANISER



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 3b

1. Respecting Difference 2. Diverse Communities



PROGRESSION AND GOLDEN THREAD

This Year 4 Respectful Communities unit builds on our previous learning. In Reception, we celebrated our differences through the story Incredible You by Rhys Brisenden. In Year 1, we explored our identities, looking at our strengths, interests, and what makes us unique. In Year 2, we learned about diversity through Same but Different Too, identifying similarities and differences between ourselves and others. In Year 3, we focused on identity, learning about our ethnicities, nationalities, and roles as citizens. In Year 4, we'll build on this by revisiting diversity and the importance of celebrating differences, then focusing on new topics of prejudice, discrimination, and stereotypes.

CELEBRATING DIFFERENCE

Common Interests	Shared Values	Protected Characteristics
Things people enjoy and share in common with others.	Shared values are like ingredients for a happy, fair society.	Traits or characteristics people have that must be respected by law.
Playing sports	Trust	Race
Reading books	Honesty	Religion
TV and film	Kindness	Sex
Videogames	Respect (BV)	Age
Music	Rule of Law (BV)	Disability
Hobbies	Democracy (BV)	

KEY TERMS

Difference	A way in which people or things are not the same.
Diversity	A mix of different people, ideas, or things.
Identity	What make you, you.
Community	A group of people who live, work, or share interests together.
Volunteering	Giving your time and effort to help others without being paid.
Teamwork	Working together with others to achieve a goal.
Compassion	Caring about others and wanting to help them.
Respect	Treating others with kindness and valuing their feelings and beliefs.
Prejudice	Judging someone unfairly before knowing them.
Discrimination	Treating someone unfairly because of their differences, such as their race, gender, or beliefs.
Stereotype	An oversimplified and often incorrect idea about a person or group of people, based on things like their appearance, culture, or beliefs.

WHAT ARE STEREOTYPES?

Stereotypes are oversimplified ideas about people that are often harmful and usually aren't true.

Examples:

- All girls like pink.
- All teenagers are disrespectful.
- People with glasses are bad at PE.
- Boys are better at maths than girls.

TYPES OF DISCRIMINATION

Sexism Treating someone badly or unfairly based on their sex (being male or female).

Racism Treating someone badly or unfairly because of their skin colour or other physical traits linked to their race.

Homophobia Treating someone badly or unfairly simply because they are gay.

Disability Discrimination Treating someone badly or unfairly because of an illness or disability they have.

YEAR 4 – SPRING 2 WIDER WORLD 2 KNOWLEDGE ORGANISER



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 4



PROGRESSION AND GOLDEN THREAD

This Year 4 Respectful Behaviour unit builds on previous learning. In Year 1, we explored small acts of kindness with *Be Kind* by Pat Zeitlow Miller. In Year 2, we learned how kindness can spread through the story, *Kindness Grows*. We also focused on unkind words, the importance of inclusion, as well as an introduction to bullying through *One* by Kathryn Otoshi. This year, we build on our understanding of prejudice, discrimination, and stereotypes from the previous unit, learning about different types of bullying, including those involving hateful comments about identity. We will also discuss ways to prevent bullying and reflect on the impact of hurtful words and behaviour.

PREVENTING BULLYING

Be a friend to the person being bullied. Include them in games, sit with them at lunchtime, and let them know that they can talk to you.

Stand up to bullying and unkind behaviour. If you feel safe, let them know that what they are doing is wrong.

Tell a trusted adult if you or someone you know is being bullied. Bullying rarely stops on its own, so speaking to an adult can help protect and support a friend.

KEY TERMS

	Hurtful Behaviour	When someone says or does something that makes another person feel sad, upset, or left out
	Joking	When someone says or does something funny to make people laugh and have fun.
	Left Out	When someone is not included in a game, activity, or group, and it makes them feel sad or lonely.
	Kindness	Being nice, caring, and helpful to others.
	Respect	Treating people the way you want to be treated.
	Unkind Words	Words that hurt someone's feelings.
	Bullying	When someone keeps being mean to another person on purpose.
	Online Harassment	When someone is mean or hurtful to another person on the internet.
	Trusted Adult	A grown-up you feel safe with and can talk to if you're upset, worried, or need help.

TYPES OF BULLYING

- **Physical bullying:** Hitting, kicking, or harming someone physically.
- **Verbal bullying:** Calling names, saying mean things, or spreading rumours.
- **Emotional bullying:** Excluding someone or making them feel left out.
- **Racist bullying:** Being unkind because of someone's race, ethnicity, or appearance.
- **Cyberbullying:** Using the internet or phones to send hurtful messages or threats.

UNKIND WORDS

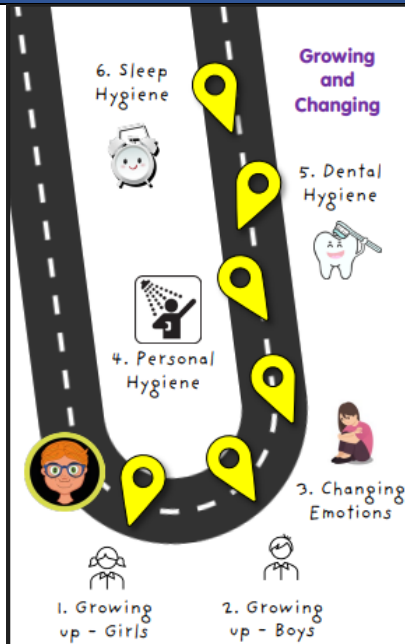
Body Shaming
When someone makes unkind or hurtful comments about another person's appearance, like their face, body size or shape, or hair colour.

Using 'gay' as an insult
When someone calls another person 'gay' in a mean or hurtful way. Being gay is not shameful or wrong, and it should never be used to insult or hurt anyone.

Hateful Comments
Words that are hurtful to someone because of their race, religion, or identity. These comments are often illegal and can make people feel unwelcome or unsafe, which is never acceptable.

YEAR 4 – SPRING 2 RELATIONSHIPS 2 KNOWLEDGE ORGANISER

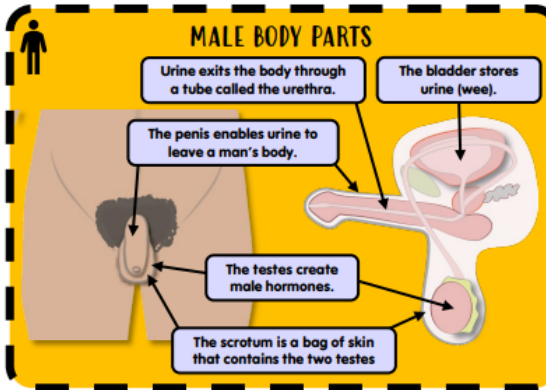
Term 5



Growing and Changing

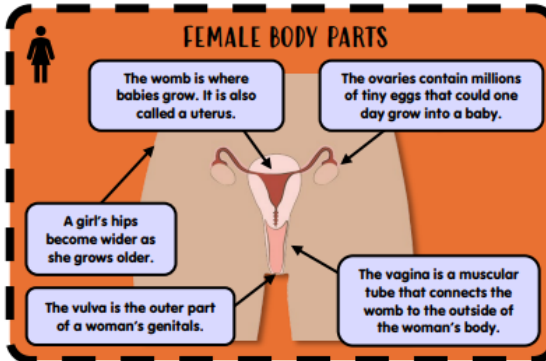
PROGRESSION AND GOLDEN THREAD

This Year 4 Growing and Changing unit builds on our previous learning, connecting our understanding of emotions, body parts, and self-care as we grow. In Reception, Year 1, and Year 3, we explored a range of feelings and emotions, along with strategies to manage them. Year 2 focused on learning about our bodies, including external private parts, dental care, and bedtime routines. Now, in Year 4, we will study male and female anatomy, focusing on internal reproductive body parts, and explore the physical and emotional changes that happen during puberty. We'll discuss how puberty impacts our feelings, and we'll build on our understanding of hygiene by focusing on personal care routines, including dental and sleep hygiene.



WHAT ARE PERIODS?

Periods are when a girl's womb sheds its lining each month. It's a sign that her body is growing, and she may one day be able to have children. A period typically lasts around 5 days and usually starts between the ages of 8 and 16.



KEY TERMS

	Puberty	When a child's body changes to become an adult body.
	Hormones	A chemical messenger that tells your body to grow and change.
	Acne	A skin condition that causes spots, often on the face or back.
	Growth Spurt	When a child grows taller in a short period of time.
	Pubic Hair	Hair that grows around the private parts of the body during puberty.
	Voice Breaking	When the voice changes and becomes deeper during puberty.
	Body Odour	A strong, unpleasant smell that is caused by sweat.
	Deodorant	A product that is applied under the arms to help control body odour.
	Period Pads	A soft, absorbent pad that is worn inside underwear to absorb blood during a period.
	Period Pants	Special underwear that absorbs period blood, so you don't need to use pads.




Term 6a


YEAR 4 – SUMMER 2 HEALTH AND WELLBEING KNOWLEDGE ORGANISER

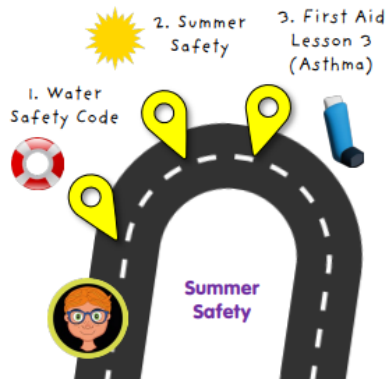
THE WATER SAFETY CODE

Stop and Think
Is it safe to swim? Look for danger and wear something like a float vest to keep you safe.

Stay Together 
Never swim alone. Go with friends and family and stay together.

Call 999 
In an emergency shout for help. Never go into the water yourself. Call 999.

Float 
If you fall into the water, lie on your back and spread your arms and legs like a star. Then, shout for help. If you see someone else in the water throw them something that floats.



PROGRESSION AND GOLDEN THREAD

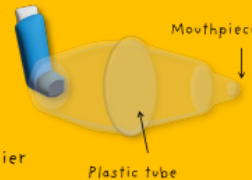
This Year 4 Summer Safety unit builds on our previous learning. In Reception and Year 1, we explored sun safety through stories such as *George the Sun Safe Superstar*. In Years 2 and 3, we focused on personal safety both at home and in the local environment. In the Autumn term of Year 4, we learned about allergies in our earlier First Aid lesson. In this unit, we will deepen our understanding by learning about the Water Safety Code. We will revisit key areas such as sun safety, water safety, and staying safe around unfamiliar adults, before progressing to our third First Aid lesson, which focuses on asthma and how to respond in an emergency situation.

RESPONDING TO AN ASTHMA ATTACK






If someone is having an asthma attack, help them sit comfortably. Stay calm and tell them you're getting their inhaler. Encourage them to breathe slowly as they use their inhaler. If the attack doesn't improve, call 999 for emergency help.

Sometimes, people use a tube called a spacer with their inhaler which helps the medicine to get deep into the lungs.










This makes the inhaler easier to use and more effective.



SAFETY FLAGS

 No Swimming	 Danger Strong Winds	 Lifeguard On Duty
 Water Sports Area (No swimming)	 Dangerous Conditions (Do not enter the water)	

KEY TERMS

	Water Safety Code	A set of simple rules that help keep you safe around water.
	Lifeguard	A trained person who watches over people in the water and helps keep them safe.
	Current	The flow of water in a certain direction.
	Riptide	A strong current that moves quickly away from the shore. It can pull swimmers out to deeper water if they're not careful.
	Hazard	Anything that has the potential to cause harm.
	Lifebuoy	A floating ring used to help someone who is in trouble in the water.
	Sunscreen	A cream or spray that protects your skin from the sun's harmful rays.
	Asthma	A condition that makes it hard to breathe because the airways in the lungs get tight or swollen.
	Asthma Attack	When asthma suddenly gets worse, making it very hard to breathe. It can cause coughing, wheezing, and tightness in the chest.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 6b

YEAR 4 – SUMMER 2 RELATIONSHIPS EDUCATION KNOWLEDGE ORGANISER



FAMILY STRUCTURES – RECAP

- Two-Parent family:** A family unit consisting of two parents and their children living together. This could be a mom and a dad, two moms or two dads.
- Single-parent family:** A family where one parent raises their child or children alone.
- Blended family:** A family formed when two separate families come together.
- Foster family:** A family that cares for children who are not able to live with their birth parents.

THE HISTORY OF MARRIAGE

As early as 10,000 years ago, our ancestors got married so they could pass on land and property to their children.

Over time, the meaning of marriage changed. It became a tradition with rules and laws. The oldest known marriage laws are from around 2100 BC.

In many ancient civilisations, men could marry men, and women could marry women. A famous example is Emperor Nero in ancient Rome. It was also quite common for people to be married to more than one person at the same time.

Until the 1700s, many wealthy families arranged marriages for their children based on money (wealth) and social status (how important or respected a family was).

In the Victorian era, people began to believe that marriage should be about love and companionship (two people choosing to be together because they care about each other).

Marriage continues to change today. In the early 2000s, civil partnerships gave same-sex couples legal rights that were similar to the rights of married couples. Then, in 2013, same-sex marriage became legal in the UK.

KEY TERMS

- Trust**: Trust means believing that someone will do what they say and won't hurt you.
- Honesty**: Honesty means telling the truth and doing the right thing, even when it's hard.
- Love**: Love means caring deeply about someone and wanting them to be happy.
- Positive Friendship**: Having a positive friendship means being nice, helping each other, and having fun with someone who makes you feel happy and safe.
- Committed Relationship**: A committed relationship is when two grown-ups care deeply about each other and choose to stay together, like in a marriage.
- Marriage**: Marriage is when two grown-ups make a legal promise to be together, take care of each other, and share their lives.
- Cohabitation**: When two grown-ups choose to live together and share their lives, but they're not married.
- Civil Partnership**: A legal promise made by two grown-ups in a loving relationship to care for and support each other. It's similar to marriage, but there are some differences.



PROGRESSION AND GOLDEN THREAD

This Year 4 Respectful Relationships unit builds on learning from previous years. In Year 1, we explored families and the people who care for us. In Year 2, we focused on friendship and how to be a good friend. In Year 3, we learned about different family structures and began to understand how to set boundaries in friendships and other relationships. This year, we will revisit our learning about family structures, then explore different types of committed relationships, such as cohabitation, marriage, and civil partnership. We will also discuss the importance of honesty and trust in relationships, learn what makes a positive friendship, and begin to recognise signs that a friendship may not be healthy.