

PSHE/RSHE Knowledge Organiser

Year 4: Autumn Term 1 Puzzle -

Being Me In My World



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about being part of a team. We talk about attitudes and actions and their effects on the whole class. We learn about our school and its community, who all the different people are and what their roles are. We discuss democracy and link this to our own School Council, what its purpose is and how it works. We talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. We also talk about considering other people's feelings. We refresh our Jigsaw Charter and set up our Jigsaw Journal Floor book.

Subject Specific Key Vocabulary

authority The power or tight to give orders or make decisions.	charter A statement of the rights/rules that have been agreed upon.	consequence A result of a particular action or situation.	contribution Something you give or do to help produce or achieve something together.	democracy A system in which everyone has equal rights and can make decisions.	democratic Using the principles of democracy in elections.	decisions Another word for choice.
excluded To prevent someone or something from entering a place or taking part in an activity	included Make part of a whole or set.	job description A written document that outlines the duties and responsibilities of a specific role.	learning charter A set of rules, promises, or guidelines that learners and their teacher agree on for the classroom.	observer A person who watches or notices something.	role The function assumed or part played by a specific person or thing in a particular situation.	rights Things that we are allowed to have as human beings.
responsibility The requirement to do something correctly.	reward Something given in exchange for good behaviour or good work.	school community A group of people who share common values for the education of students and are involved with a school.	UNCRC The UN convention on Rights of Child.	valued To recognise how good someone or something is and to value them for it.	voting To make an official choice for or against something/some one by casting a ballot.	welcome A feeling of being happy or comfortable as part of a group.



We will learn together:

... how individual attitudes and actions make a difference to a class.

... our place in the school community.

... about the different roles in the school community.

... what democracy is (applied to pupil voice in school).

... that our own actions affect ourselves and others.

... how groups work together to reach a consensus.

... that having a voice and democracy benefits the school community.

What social and emotional skills will we use?

- Identify the feelings associated with being included or excluded
 - Can make others feel valued and included
- Be able to take on a role in a group discussion / task and contribute to the overall outcome
 - Can make others feel cared for and welcomed
 - Recognise the feelings of being motivated or unmotivated
- Understand why the school community benefits from a Learning Charter
 - Be able to help friends make positive choices
 - Know how to regulate my emotions

Puzzle outcomes of weekly celebrations



Learning objectives

1. I know my attitudes and actions make a difference to the class team
2. I understand who is in my school community, the roles they play, how I fit in and how I can contribute
3. I understand how democracy works through the School Council
4. I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them
5. I understand how groups come together to make decisions
6. I understand how democracy and having a voice benefits the school community

PSHE/RSHE Knowledge Organiser

Year 4: Autumn Term 2 Puzzle - Celebrating Difference



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about judging people by their appearance, first impressions and what influences our thinking on what is normal. We talk about bullying, including online bullying and what to do if we suspect or know that it is taking place. We discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. We talk about our own uniqueness and what is special about ourselves. We talk about first impressions and when our own first impressions of someone have changed.

Subject Specific Key Vocabulary

accept To believe or come to recognise something as correct. To receive something.	assumption A thing that is accepted as true without proof.	appearance The way that something or someone looks.	attitude A way of thinking or feeling about something.	bystander A person who is present at an event or incident but does not take part.	bullying Trying to harm or intimidate another person.	character Someone's personality.
cyber bullying A type of bullying that takes place using technology.	changed To make something different.	different A way in which someone or something isn't the same as someone or something else.	deliberate Something intentional or planned.	impression An idea, feeling or opinion about something. An imitation of a person.	influence The capacity to have an effect on the character, development or behaviour of someone or something.	judgement The ability to make considered decisions or some to sensible conclusions.
opinion A personal view or judgment about something or someone.	problem solve To try and find solutions or answers to difficult issues.	secret A piece of information that is only known by one person or a few people.	troll Someone who intentionally posts or comments online to upset others, get attention or cause trouble.	unique Being the only one of its kind; unlike anything else.	website A collection of files accessed through a web address, covering a particular theme or subject.	witness A person who sees an event.



We will learn together:

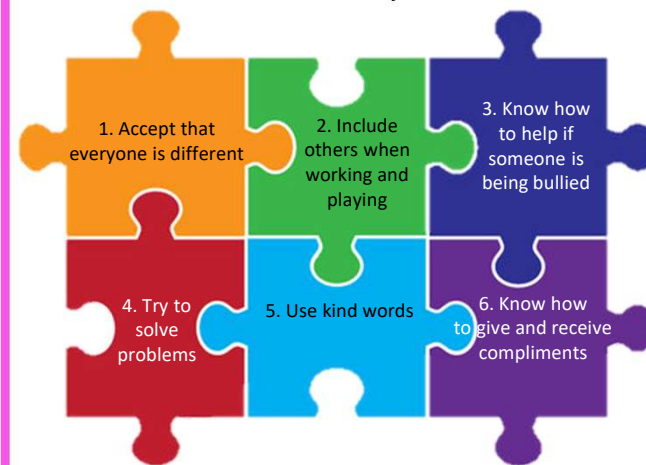
- ... that there are influences that can affect how we judge a person or situation.
- ... that sometimes people make assumptions about a person because of the way they look or act.
- ... what to do if we think bullying is, or might be taking place.
- ... that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying..
- ... the reasons why witnesses sometime join in with the bullying and don't tell anyone.

What social and emotional skills will we use?

- Try to accept people for who we are
- Identify influences that have made us think or feel positively/negatively about a situation
- Identify feelings that a bystander might feel in a bullying situation
 - Identify reasons why a bystander might join in with bullying
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios
 - Identify our own uniqueness
 - Be comfortable with the way we look
- Identify when a first impression we had was right or wrong
 - Be non-judgemental about others who are different

... that first impressions can change.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand that, sometimes, we make assumptions based on what people look like
2. I understand what influences me to make assumptions based on how people look
3. 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
4. I can tell you why witnesses sometimes join in with bullying and sometimes don't tell
5. I can identify what is special about me and value the ways in which I am unique
6. I can tell you a time when my first impression of someone changed when I got to know them

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about our hopes and dreams. We discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. We talk about making new plans and setting new goals even if we have been disappointed. We will talk about group work and overcoming challenges together. We reflect on our successes and the feelings associated with overcoming a challenge.

Subject Specific Key Vocabulary

celebrate To be aware of the good things that people do.	commitment Being dedicated to completing something.	cooperation Working together.	cope Do something effective/well.	determination Never give up.	disappointment Feeling sad or upset about something.	dreams Cherished aspirations.
enterprise A project.	evaluate To say how well (or not well) something has gone.	fears Being frightened or worried about something.	goals Ambitions; something we want to achieve.	hope To expect or long for something to happen.	motivation To have an interest in doing something.	perseverance A persistence in doing something.
positive attitude To believe that things will work out well and to your expectations.	positive experiences Something you do that gives you a happy and powerful memory.	resilience To recover from a difficult situation.	self-belief To trust or believe in your strengths and personality.	strengths Something that we are good at or do well.	success Achieving something and doing it well.	teamwork Working with others to achieve an outcome.



What social and emotional skills will we use?

- We can talk about our hopes and dreams and the feelings associated with these
 - We can identify the feeling of disappointment
 - Can identify a time when we have felt disappointed
- Be able to cope with disappointment and help others to cope with disappointment
 - Can identify what resilience is
 - Have a positive attitude
 - Enjoy being part of a group challenge
 - Can share our success with others
- Can store feelings of success (in our internal treasure chest) to be used at another time

We will learn together:

... what our own hopes and dreams are.

... that reflecting on positive and happy experiences can help us to counteract disappointment.

... how to work as part of a successful group.

... that hopes and dreams don't always come true.

... how to work out the steps we need to take to achieve a goal.

... how to share in the success of a group.

... how to make a new plan and set new goals even if we have been disappointed.

Puzzle outcomes of weekly celebrations




Learning objectives

1. I can tell you about some of my hopes and dreams
2. I understand that sometimes hopes and dreams do not come true and that this can hurt
3. I know that reflecting on positive and happy experiences can help me to counteract disappointment
4. I know how to make a new plan and set new goals even if I have been disappointed
5. I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group
6. I can identify the contributions made by myself and others to the group's achievement

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we look at the friendship groups that we are part of, how they are formed, how they have leaders and followers and how we fit into them. We are asked to reflect on our friendships, how different people make us feel and which friends we value the most. We also look at smoking and its effects on health, we do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, we'll talk about peer pressure and how to deal with it.

Subject Specific Key Vocabulary

advice Guidance from someone you trust to make a decision about what you will do in the future.	agree To have the same opinion as someone else.	alcohol A type of drink that the body uses to make sugar.	anxiety The feeling of being anxious, worried or nervous.	assertive To be confident in your beliefs and opinions.	believe To accept that something is true without doubt.	disagree To have a different opinion to someone else.
disease An illness that affects you for a long time.	emotions Your feelings about your situation or other people.	fear An emotion caused by the threat of danger or harm.	follower A person who supports or follows a leader or set of ideas/beliefs.	friendship A shared feeling of liking others, sometimes in a group.	guilt A feeling of having done something wrong.	healthy To be in a good physical state or good health.
leader A person in charge of a group.	liver An organ in the body.	opinion A personal view or judgment about something or someone.	peers Friends or a social group.	pressure To persuade somebody.	relationships How others behave towards each other.	right Something that is correct or true.
			roles Behaviours or things we do as part of a job.	smoking The action of breathing tobacco smoke in and out.	value How important something is.	wrong Something that is not correct or untrue/false.

What social and emotional skills will we use?

- How to identify the feelings that we have about our friends and different friendship groups
 - How to recognise negative feelings in peer pressure situations
- How to identify the feelings of anxiety and fear associated with peer pressure
 - How to tap into our inner strength and know how to be assertive
- Recognise how different people and groups we interact with impact on us
 - Identify which people we most want to be friends with

We will learn together:

... that there are leaders and followers in groups.

... the facts about smoking and its effects on health.

... the facts about alcohol and its effects on health, particularly the liver.

... how to resist when people are putting pressure on us.

... how different friendships groups are formed and how we fit into them.

... what we think is right and wrong.

... that we can take on different roles according to the situation.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I recognise how different friendship groups are formed, how I fit into them and the friends I value the most
2. I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations
3. I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke
4. I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol
5. I can recognise when people are putting me under pressure and can explain ways to resist this when I want
6. I know myself well enough to have a clear picture of what I believe is right and wrong

PSHE/RSHE Knowledge Organiser

Year 4: Summer Term 1 Puzzle -

Relationships




People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we start focussing on the emotional aspects of relationships and friendships. With this in mind, we explore jealousy and loss/ bereavement. We identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. We learn that change is a natural in relationships and we will experience (or may have already experienced) some of these changes. We revisit skills of negotiation particularly to help manage a change in a relationship. We also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.

Subject Specific Key Vocabulary

acceptance Agreeing to receive or do something.	anger A strong feeling of being annoyed or displeased.	appreciation Recognising the full worth of someone or something.	attraction A strong feeling of liking someone or something.	betrayal To break someone's trust.	compromise To agree to something by making concessions.	denial Denying something or saying that it isn't true.
depression A strong feeling of misery and unhappiness.	despair A complete loss of hope.	disbelief Unable to accept that something is true or real.	emotions Your feelings about your situation or other people.	empathy To be able to understand and share the feelings of others.	guilt A feeling of having done something wrong.	jealousy Unhappiness caused by not having what others have.
loyalty To strongly support somebody or something.	memento Something kept as a reminder of someone.	memorial A structure built to remind people of something.	negotiate To find a way of moving through a situation.	numb Not being able to feel anything.	pressure To persuade somebody.	relief A feeling of reassurance.
	shock A sudden and surprising or upsetting experience.	special Something, or someone, that is better than normal.	souvenir Something kept as a reminder of a place or event.	strategy A plan of action used to achieve goals or aims.	symbol Something that is used to represent something else.	

What social and emotional skills will we use?

- Can identify feelings and emotions that accompany jealousy
- Can suggest positive strategies for managing jealousy
- Can identify people who are special to us and express why
- Can identify the feelings and emotions that accompany loss
 - Can suggest strategies for managing loss
 - Can tell you about someone we no longer see
- Can suggest ways to manage relationship changes including how to negotiate

We will learn together:

... some reasons why people feel jealousy.

... that loss is a normal part of relationships.

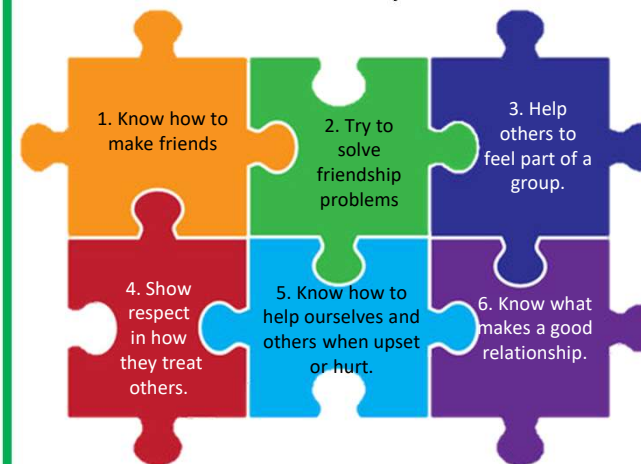
... that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe.

... that jealousy can be damaging to relationships.

... that negative feelings are a normal part of loss.

... that memories can support us when we lose a special person or animal.

Puzzle outcomes of weekly celebrations



1. Know how to make friends

2. Try to solve friendship problems

3. Help others to feel part of a group.

4. Show respect in how they treat others.

5. Know how to help ourselves and others when upset or hurt.

6. Know what makes a good relationship.

Learning objectives

1. I can recognise situations which can cause jealousy in relationships

2. I can identify someone I love and can express why they are special to me

3. I can tell you about someone I know that I no longer see

4. I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

5. I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older

6. I know how to show love and appreciation to the people and animals who are special to me

PSHE/RSHE Knowledge Organiser

Year 4: Summer Term 2 Puzzle -

Changing Me



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. We also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. we are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.

Subject Specific Key Vocabulary

acceptance Agreement with or belief of an idea or explanation.	anxious Feeling or showing worry.	change To make something different.	characteristics A typical or noticeable quality of something or someone.	conception The process of a male and a female sex cell joining and causing a baby to start to form.	control To order or limit something.	egg/ovum The female sex cell.
excited To be very enthusiastic about something.	fertilise A process where two sex cells (sperm and egg) fuse together.	menstruation When blood is released through the vagina.	ovaries One of a pair of female glands in which the eggs form and the female hormones are made.	parents A person's mother or father.	penis The male genital organ carrying ducts for the transfer of sperm.	periods Another word for menstruation.
puberty The period during which adolescents reach sexual maturity and become capable of reproduction.	sexual relating to the activity of sex.	sperm Another word for semen.	testicles The two oval organs that produce sperm in men, enclosed in the scrotum behind the penis.	vagina The internal muscular tube of the female genitals.	vulva The external opening of the female genitals.	womb/uterus The hollow, pear-shaped organ in a woman's pelvis where a foetus develops and grows. Also called a womb.



We will learn together:

... that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm.

... that babies are made by a sperm joining with an ovum.

... that change is a normal part of life and that some cannot be controlled and have to be accepted.

... that personal hygiene is important during puberty and as an adult.

... how the female and male body change at puberty.

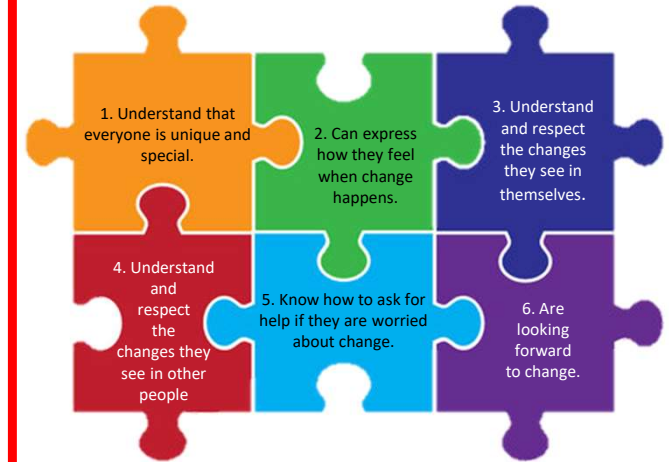
What social and emotional skills will we use?

- Can appreciate our own uniqueness and that of others
 - Can express any concerns we have about puberty
- Have strategies for managing the emotions relating to change
- Can express how we feel about having children when we are grown up
 - Can say who we can talk to about puberty if we are worried
- Can apply the circle of change model to ourselves to have strategies for managing change

... that change can bring about a range of different emotions.

... the names of the different internal and external body parts that are needed to make a baby.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby
3. I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this
4. I know how the circle of change works and can apply it to changes I want to make in my life
5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept
6. I can identify what I am looking forward to when I move to a new class