

Year 4 - Families and Relationships

Autumn 1 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE unit follows on from the Year 3 learning of families and relationships. In this topic, the children start by exploring respect and manners appropriate to a range of social situations. They will learn that families are varied and differences must be respected. The children will be encouraged to understand physical and emotional boundaries in friendships and explore the roles of a bully, victim and bystander. As the learning progresses, they will review how behaviour affects others and the possible consequences for unkind actions. In the latter part of this unit, the children will be introduced to change, loss and bereavement in a safe and caring environment.

Key knowledge

- Families are varied in the UK and across the world and this must be respected.
- There are different roles related to bullying including the victim, bully and bystander.
- Everyone has the right to decide what happens to their body and permission must be sought and respected.
- The courtesy and manners which are expected in different social situations and scenarios.
- Stereotypes exist related to disability and the different contributing factors.
- Change, loss and bereavement describes the feeling someone might have after someone dies or following another big change in their lives.
- Where and how to access support for situations or actions that could upset, hurt or we have not given permission for.

Key Questions

Why do you think it is important to show good manners? How do manners change in different situations? How do we communicate assertively? Why are personal boundaries important and how can we communicate them? How can one action affect others? How would these actions make us feel afterwards? What is bullying and where can bullying happen? Why might someone become a bully? What should we do if we see bullying happening? How can we challenge gender stereotypes? How are people influenced by others? How are stereotypes portrayed in other areas of our lives? How do stereotypes affect people with disabilities? How can stereotypes affect the way we see others? What is family life like in other countries? Why do we need to be careful about the information we find out about other countries? How can we help someone who has experienced a bereavement? What can we say to someone following a bereavement? Who is there if we need extra help for ourselves or our friends?



How we behave can have a positive impact on other people, for example saying something kind or helping them.



How we behave can have a negative impact on other people, for example saying nasty things or not letting them join in.

Star Words-Key Vocabulary

Bereavement: Mourning or grieving somebody who has died.

Behaviour: The way in which one acts or conducts oneself, especially towards others.

Boundaries: A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally.

Bystanders: Someone who watches something happening without getting involved.

Disability: Impaired or limited by a physical, mental, cognitive, or developmental condition : affected by disability.

Respect: Due regard for the feelings, wishes, or rights of others.

Stereotype: A view or idea about something, often someone, which is often untrue.

Variety: Being different or diverse

Everyone should be respected, especially people who have a position of authority such as police and teachers.



People have different boundaries and we should respect these.

Year 4 – Health and Wellbeing Autumn 2 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE unit builds on from the Year 3 health and wellbeing topic previously studied. The children begin this topic by understanding how to take responsibility for looking after their teeth and the importance of good dental health.. Next they will identify calming and relaxing activities to support a healthy mind and body. Developing emotional maturity and celebrating mistakes as a part of our learning process is another topic covered before moving on to exploring our happiness and qualities. The children will then gain a deeper understanding of emotions and how they are responsible for these. The unit ends on appreciating the emotions of others and developing a growth mind-set.

Key knowledge

- How to look after our teeth and knowledge of the importance of good dental health.
- How to use visualisation as a tool for relaxation .
- Different job roles need different skills and so some roles may suit me more than others.
- Experiencing a range of emotions is a part of growing up.
- Mental health refers to our emotional wellbeing, rather than physical.
- Making mistakes is part of growing up and these can help us to learn.
- Avenues of support if we are worried about our own or other people's mental health.

*Sometimes, people have problems with their mental health.
If they do, there are people who can help them.*

Key Questions

- What key messages about dental health do we want to share?
- How can we share information to get a message across?
- What places make you feel calm and relaxed?
- How do mistakes make you feel and why are mistakes useful? How can mistakes help our learning?
- What skills do you have which would make you good at certain jobs? Why are different emotions useful?
- What can we do to maintain or increase our happiness?
- What actions can you take to reach a goal? What different emotions can you identify?
- What can we do to help if we have negative feelings? How do different colours make you feel?
- What does it mean to have a problem with your mental health?
- Where can you get help when you have a problem with your mental health?

We can learn from our mistakes.

We can all learn new skills.



Emotions can be positive and negative and we need to learn to deal with both.

Star Words—Key Vocabulary

Fluoride: A chemical found in toothpaste that helps keep our teeth strong and healthy.

Growth Mindset: A growth mindset is all about the attitude with which a person faces challenges, how they process failures, and how they adapt and evolve as a result.

Mental health: Our emotional wellbeing.

Negative emotions: Emotions which make us feel sad and angry.

Positive emotions: Emotions which make us and others around us feel happy.

Resilience: A willingness to keep trying even when things become very hard.

Self-Respect: Pride and confidence in oneself; a feeling that one is behaving with honour and dignity.

Wellbeing: The state of being comfortable, healthy, or happy.



There are number of things we can do to keep our teeth healthy including: brushing twice a day, visiting the dentist, avoiding sugary food and drinks and using a fluoride toothpaste.

Visit a dentist regularly to make sure your teeth are healthy.

Keep a diary of things which happen to you and how they make you feel.

Your physical and mental health are equally important and there are things you can do to look after them both.