Year 4 – **My Healthy Self:** How can I make healthy choices?
Autumn 1 Knowledge Organiser

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This PSHE unit builds on from the Year 3 '**My Healthy Self:** How can I take care of my mind and body' previously studied. The children will learn how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration. They will identify strategies for developing a growth mindset and how to take some responsibility for their self-care. Towards the end of this unit the children will explore and recognise how acts of kindness and helping others can have a positive impact on themselves and those around them.

Key knowledge

- Describe the role of different food groups in keeping us healthy.
- Explain why eating a variety of foods matters.
- Name activities that help them stay active at school and at home.
- Explain how being active helps their bodies stay strong and healthy.
- Explain the importance of diet and hydration in maintaining energy levels.
- Identify behaviours that can positively and negatively affect energy levels.
- Describe simple signs of emotional or mental health challenges using familiar vocabulary.
- Explain why asking for help is important.
- Describe the difference between a fixed and growth mindset.
- Recognise how helping others can make them feel good.

Getting help
Always ask for help from a trusted adult if you or someone you know needs it.

I am feeling...
I am worried about...
I need help because...
I think..... needs help.
I do not know what to do about...

Star Words - Key Vocabulary

Nutrients - A substance that provides nourishment for growth or metabolism
Physical health – The overall well-being and functioning of the body
Dehydrated – Loss of fluid, not enough water to function normally
Support – Provide assistance
Growth mindset – Believing your abilities can be improved over time
Pledge – An agreement to do, give, or refrain from doing something



Key Skills

- Describing various personal ways they look after their feelings and mood (for example, resting, playing, talking, spending time with others) and explaining why these can be helpful.
- Reflecting on how helping others makes them and others feel.
- Identifying different ways they are regularly active during the school day and outside of school.
- Recognising when they have been inactive for too long and choosing to move or be active.
- Describing how different activities make their body feel (for example, out of breath, sweaty, energised, tired).
- Recognising and explaining some of the benefits of being physically active.
- Planning a healthy lunchbox or snack.
- Describing the role of different food groups and what makes for a healthy, balanced diet.
- Recognising natural and processed foods and what makes them different.

Year 4 – **Connecting with others**: How can we respect each other?
Autumn 2 Knowledge Organiser

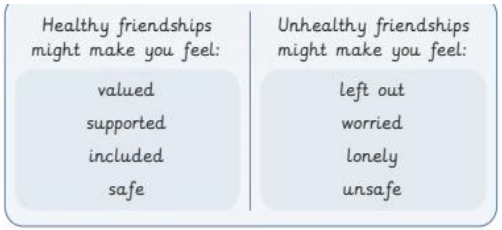
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This unit builds on from the Year 3 topic **Connecting with others**: What helps us feel safe and included previously studied. In this module the children will start by examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings. They will then learn how to develop strategies for building trust and resolving friendship challenges. Towards the end of the unit the children will practise responding to bullying and learn how stereotypes can negatively affect people and communities.

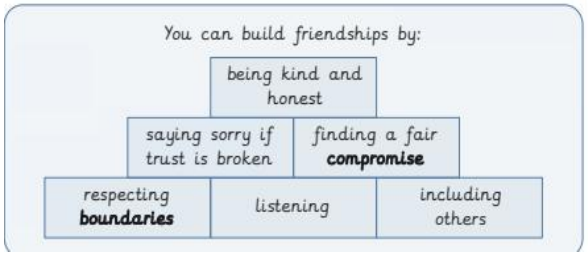
Key knowledge

- Recognise how their words, tone and behaviour show respect in different places and situations.
- Use positive self-talk to stay calm, build confidence and manage frustration.
- Explain what trust looks like in friendships and how to strengthen or repair it when problems arise.
- Set and respect personal boundaries and respond assertively when something feels unfair or unsafe.
- Practise resolving disagreements fairly, including through compromise.
- Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying.
- Learn what stereotypes are and how they can be unfair.











Star Words - Key Vocabulary

Self-respect - Treating yourself with care.
Disrespect - Not being thoughtful in the way we think, speak and act.
Trust - Believing someone will be honest, kind or do the right thing.
Compromise - Each person giving up a little of what they want to find a fair solution.
Unkind behaviour - Several times on purpose.
Stereotype -The idea that people who share a characteristic are all the same.

Key Skills

- Beginning to recognise unhealthy or unhappy friendships.
- Taking ownership of their actions and explaining how they have acted impulsively or unkindly.
- Identifying respectful and disrespectful behaviours in a range of scenarios.
- Recognising when their own behaviour might affect others
- Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema).
- Listening and responding respectfully when someone makes a request or expresses a boundary.
- Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk).
- Beginning to challenge negative self-talk and compare themselves less to others.
- Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes).
- Practising how they would ask for help and say 'no' in certain situations.
- Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).