

Year 4

HEALTH AND WELL-BEING		
Keeping Safe	Healthy Lifestyles	Growing and Changing
<u>How to stay safe in our local area</u> What dangers are there outside of school. How do we stay safe? SCARF Danger, risk or hazard? Suggest simple strategies for managing risk. Picture Wise Images that are safe/unsafe to share online. Strategies for safe online sharing. Implications of sharing images online without consent. Know the norms Know some of the risks and effects of smoking and drinking alcohol. Medicines: check the label Understand that medicines are drugs. Safety issues for medicine use. Under pressure Strategies to respond to being bullied.	<u>What makes a balanced lifestyle</u> Children to think about an active lifestyle Link to sporting events and what the children can get involved in throughout the year <u>Drugs that are common to our everyday life</u> Introduce children to the concept that drugs are not always negative and can help us feel better SCARF Hotel Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health. Making choices Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.	SCARF An email from Harold! Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. My feeling are all over the place! Name some positive and negative feelings. Understand how the onset of puberty can have emotional as well as physical impact All Change! Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia. Understand and explain why puberty happens. Preparing for Periods (vocabulary: menstruation, periods). End of Year 4. Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls. Identify some of the ways to cope better with periods.
LIVING IN THE WIDER WORLD		
Rights and Responsibilities	Environment	Money
SCARF How do we make a difference? Why do we have rules? Everyone can make a difference (democracy) The people we share our world with Ways in which people are different to each other (ethnicity, gender, religious beliefs) That is such a stereotype! Media stereotypes It's your right Humans have rights and with them come responsibility	<u>What does it mean to be sustainable?</u> How can we live sustainably? What could we do in school to be more sustainable? SCARF Logo quiz National and international organisations who help care for the environment Harold's Seven Rs Ways we can care for the environment	<u>How to effectively manage money</u> Saving and budgeting <u>What are loans and what is interest?</u> When would we need to ask for a loan? SCARF Harold's expenses Prioritise expenses within the home.
RELATIONSHIPS		
Feelings and Emotions	Healthy Relationships	Valuing Difference
<u>When is it appropriate to keep a secret?</u> Asked to keep a secret - how did it make them feel? <u>Listening to others' point of view</u> Concept of the Restorative Approach and importance of listening to each other. SCARF Different feelings Feelings linked to physical state. People can have different feelings in the same situation. Secret or surprise? Define secret and surprise. How might you feel? Who to ask for help. How dare you! Strategies for managing dares.	<u>Acceptable and unacceptable physical contact</u> Appreciate the need to respect personal space <u>Solving disputes and conflicts amongst friends</u> Go through the concept of Restorative Approach. SCARF Ok or not ok? Qualities of a positive relationship. Recognise times when you might need to say no to a friend Islands Personal space, non-verbal signals. Can you sort it? Negotiation and compromise. Need to manage conflict Together Marriage is a free commitment. Recognise that marriage partners can be same sex and opposite sex.	SCARF Friend or acquaintance? Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances). Give examples of features of these different types of relationships, including how they influence what is shared. What would I do? List some of the ways that people are different to each other (including differences of race, gender, religion). Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. What makes me ME! Identify ways in which everyone is unique. Appreciate their own uniqueness. Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.

