

Year 4

Cornerstone	Autumn	Spring	Summer
Emotional Health and Wellbeing	<p>Feelings and Attitudes</p> <ul style="list-style-type: none"> -Develop feelings vocab – range and intensity. -Understand fight of flight and the effect this can have on our bodies. -Identify ways to make himself/herself happy and share happiness <p>Emotional Resilience</p> <ul style="list-style-type: none"> -Identify stress and stressful situations -Understand the importance of mental health. -Difference between growth and fixed mindset. -Identify basic 'coping strategies' for dealing with difficult emotions. -Identify strengths, areas for improvement and set aspirational goals. <p>Being Safe NSPCC Assembly</p>	<p>Feelings and Attitudes</p> <ul style="list-style-type: none"> -Develop feelings vocab – range and intensity. <p>Being Safe</p> <ul style="list-style-type: none"> - Understand that everyone has right to their own “body space”. -Respect other people’s “body space”. -Understand that loving someone doesn’t mean you always have to say yes. -Understand risks and how to make decisions about personal safety. -Know how to give or deny consent when it is important to them. -Understand what it means to be assertive. -Know where to go to for help if something feels unsafe. 	<p>Feelings and Attitudes</p> <ul style="list-style-type: none"> -Develop feelings vocab – range and intensity. - Changing moods and “mood swings” and how we can experience a range of emotions. <p>Emotional Resilience</p> <ul style="list-style-type: none"> -Identify stress and stressful situations -Understand the importance of mental health. -Difference between growth and fixed mindset. -Identify basic 'coping strategies' for dealing with difficult emotions. Move to Autumn -Identify strengths, areas for improvement and set aspirational goals. - Different types of loss including divorce, separation and bereavement -Transition to year 5
Physical Health and Wellbeing	<p>Hygiene and Protecting your health</p> <ul style="list-style-type: none"> -Identify the value of sleep for our health 	<p>Eating Well and Being Active</p> <ul style="list-style-type: none"> - Explain the types and amounts of food needed for a balanced healthy diet - Identify the energy that certain foods contain by looking at the packaging - Explain the benefits to the body of regular exercise - Recognise opportunities to make their own choices about food and exercise. - Understand the term “balanced lifestyle”. - Discuss differences between the health of people from different countries / regions. <p>Taught within DT - smoothies</p> <p>Physical Health and Wellbeing</p> <ul style="list-style-type: none"> -Know the effects of smoking and vaping. -Know the effects of alcohol. 	<p>Eating Well and Being Active</p> <ul style="list-style-type: none"> - Explain the types and amounts of food needed for a balanced healthy diet - Identify the energy that certain foods contain by looking at the packaging - Explain the benefits to the body of regular exercise - Recognise opportunities to make their own choices about food and exercise. - Understand the term “balanced lifestyle”. - Discuss differences between the health of people from different countries / regions. <p>Healthy Eating Week- Whole school.</p>

		<p>Keeping Safe and Emergencies</p> <ul style="list-style-type: none"> - Fire safety – contacting Fire Brigade/Police/Ambulance. - Basic emergency first aid. 	
<p>Relationship and Sex Education</p>	<p>Identity</p> <p>Key text: 'Proudest Blue' by Ibtihaj Muhammad</p> <ul style="list-style-type: none"> -Understanding difference including disability. -Equal opportunities and their importance. -Recognise and appreciate the range of national, regional, religious and ethnic identifies in the UK. -Learn about the lives of people living in other places and people with different values and customs. <p>Also Taught within RE</p> <p>Harvest Festival – Turning the Tide</p> <p>Reverse Advent Calendar</p> <p>Keeping Safe and Risks</p> <ul style="list-style-type: none"> • that their actions affect themselves and others -Explain what a 'dare' is and consider how they make us feel -Identify when dares are okay or not -Identify persuasive language that might be used if someone is daring someone else to do something -be able to demonstrate some basic techniques for resisting peer pressure -about the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' 	<p>Families, friendships and relationships</p> <ul style="list-style-type: none"> -What is a positive and healthy relationship and how we can maintain this. -Recognise that friendships change and their role in that. <p>Keeping Safe and Risks</p> <ul style="list-style-type: none"> -That their actions affect themselves and others. -Understand that choices can have positive, negative or neutral consequences. -Start to identify strategies to manage own personal safety (especially with regards water, roads and train crossings). -Starting to understand the idea of low to high risk and making appropriate decisions. <p>Also taught through trips to Assembly rooms and Drusillas.</p>	<p>Family and friendships, and relationships</p> <ul style="list-style-type: none"> -Different types of relationships including civil partnerships and marriage. -Recognise that people can be in a committed relationship and not be married. -Different types of loss (divorce, separation, bereavement).

<p>Digital and Media Literacy</p>	<p>Online Relationships and Media</p> <ul style="list-style-type: none"> - Sources of persuasion, including the media. - Recognise some persuasive media tactics e.g. adverts - Understand how images in the media do not always reflect reality and can affect how people feel about themselves. - Know that the media stereotypes gender. <p>Also Identity</p> <p>Online relationships and Cyberbullying</p> <ul style="list-style-type: none"> - Identify cyberbullying in a range of contexts - Name some similarities and differences between on and offline bullying. - Name a range of ways to stay safe online. - How to manage requests for images of themselves or others <p>The importance of protecting personal information, including passwords, addresses and images</p> <p>Taught in Computing</p>	<p>Online relationships and Media</p> <ul style="list-style-type: none"> - How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) - The responsible use of mobile phones and safe user habits (time limits, use of passcode, turning off at night etc) <p>Online Content and Critical Thinking</p> <ul style="list-style-type: none"> - How and why information online may not be accurate or the same as the real world. - How search results are ranked. <p>Taught in Computing</p>	
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