
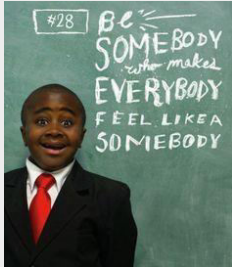
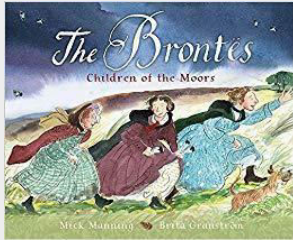


# Year 4

	<p style="text-align: center;"><b><u>Autumn</u></b></p> <p style="text-align: center;"><b>Children of the world</b></p> 	<p style="text-align: center;"><b><u>Spring</u></b></p> <p style="text-align: center;"><b>Children of the future</b></p> 	<p style="text-align: center;"><b><u>Summer</u></b></p> <p style="text-align: center;"><b>Children of the moors</b></p> 
<p><b>Health and well Being</b></p> <p>What strengths, skills and interests do we have ?</p> <p>How can we manage our feelings?</p> <p>How will we grow and change?</p>	<p><b><u>Autumn 1</u></b></p> <p>Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes</li> </ul>	<p><b><u>Spring 1</u></b></p> <p>Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23</p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at</li> </ul>	<p><b><u>Summer 2</u></b></p> <p>Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a</li> </ul>

How can we	and reframe unhelpful thinking	times of loss, grief and change • how to access advice and support	desire for peer approval; how to manage this influence
<p><b>Living in the wider world</b></p> <p>How can our choices make a difference to others and the environment?</p>			<p><u>Summer 1</u></p> <p>Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34</p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) - Link to Greta Thunberg</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>

## Relationships

How do we treat each other with respect?

Autumn 2

Respect for self and others:

courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10

Pupils will learn:

- how people's behaviour affects themselves and others, including online
- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return (drama, roleplay, film clips etc)
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)\* (scenarios to discuss)
- the rights that children have and why it is important to protect these\*
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination

	<ul style="list-style-type: none"><li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact)</li><li>- how to report concerns</li></ul>		
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