



Year 4

<p>Citizenship (Living in the wider world)</p> <p>Fundamental British Values</p> <p>Prevent Democracy.</p> <p>The rule of law.</p> <p>Individual liberty.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</p> <p><i>Taught in Spring term</i></p>	<ul style="list-style-type: none"> • Provide a safe environment for debating controversial issues. • Help pupils to understand how they can influence and participate in decision-making. • Belonging – setting up the classrooms. • Class rules and charter • RE <p>Key Stage Assemblies include:</p> <ul style="list-style-type: none"> • I can identify fact from opinion (PREVENT). • I can recognise aggressive and anti-social behaviours and their effects on individuals and communities (Individual Liberty) • I understand that there is great diversity locally and across the world which affects peoples’ choices (Democracy, Individual Liberty, Mutual Respect) • I understand that everyone has human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. (Rule of Law) <p>Parliament day includes:</p> <ul style="list-style-type: none"> • What is the House of Lords? • What happens in the House of Lords? • What are the names of the different political parties? • Who is the current Prime Minister? <ul style="list-style-type: none"> • Explain democracy and how this relates to rules and human rights. • To understand human rights are not dependent on responsibilities. • Understand respect/rights of others. • Understand how stereotypes can stop human rights being met. • Understand expenditure and taxes <p><i>Ethos and culture embedded throughout all learning and woven into assemblies.</i></p> <p><i>Specific Content- PSHE units: Respecting rights</i></p> <p><i>How can we treat each other with respect?</i></p> <p><i>What rights are and rules and laws. United nations- Human rights- Children’s rights. Discuss stereotypes.</i></p> <p><i>PSHE- Growing and changing- linked to families. Discuss safe and loving relationships. Discuss families, gay and lesbian, adopted and civil partnership parents.</i></p> <p><i>PSHE- SCARF How can we be a good friend? This considers feelings and strategies.</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>RE curriculum- learning about different faiths and religions.</i></p> <p><i>Community larder collection- Harvest.</i></p> <p><i>Assemblies linked to news items/current issues e.g. refugees, winner of US open, food bank Egyptians- democracy and how it has impacted the world as we know it.</i></p> <p><i>Class text- Firework maker’s daughter. Beliefs and cultures.</i></p> <p><i>COJO respect behaviour traits. Resilience, empathy, self-aware, passion, excellence, communication and teamwork. Through research based and mission based learning.</i></p> <p><i>Black history month assembly.</i></p>
<p>Health and well-being</p> <p><i>Taught in Autumn term</i></p>	<ul style="list-style-type: none"> • I can identify some factors that affect emotional health and wellbeing e.g. relationships with family and friends, stress levels, physical activity, diet, self-image, media • I can make informed choices about healthy eating and exercising (Linked to PE, and digestion (science topic) • I can identify good/not so good feelings. • I know the scale of emotions and experiences impacts on these emotions. • I know feelings can change. • Positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes are difficult but there are things we can do to cope. • I can use mindfulness techniques well. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges.



	<p><i>Linked throughout the year with Science, P.E and class assemblies.</i></p> <p><i>Specific Content- PSHE units:</i> <i>How do we grow and change? Understand feelings and understanding that different people can have different feelings with the same situations.</i> <i>Body parts- using the correct vocabulary, puberty- what changes in the body and emotion, how to stay healthy and clean. Reproduction linked to animals. PANTS</i> <i>PSHE Summer Term-Think positively! Managing positive and negative thought. Positive mindset- strategies of supporting changes in feeling and managing mindfulness techniques.</i> <i>Taking on new challenges- reliance- lead values.</i></p> <p>Wider curriculum opportunities: <i>School extra-curricular offer</i> <i>World mental health day</i> <i>Project Evolve</i> <i>Health, well-being and life style.</i> <i>Science-Teeth.</i> P.E- <i>Tag rugby, gymnastics, swimming, dance, netball, basketball, dodgeball, orienteering, hockey, Pilates, rounders and athletics.</i> <i>Class Text- Cool. Boy in a coma.</i> <i>Zones of regulations taught as a discrete unit.</i> <i>Additional units on grief and loss, including managing feelings around divorce.</i></p>
<p>Online Safety <i>Taught Termly within computing</i></p>	<ul style="list-style-type: none"> • I understand our school's e-safety code of conduct and agree to abide by this policy both in and outside of school through signed charter.(Rule of Law) • I participate in e-safety week at the beginning of each school year as I know that e-safety is continuously developing and changing. • I have developed an awareness of relevant e-safety issues such as cyber bullying, stranger danger (Cyber bullying) • I understand my role in keeping myself and my peers safe (reporting) (PREVENT). • I can use the internet as a resource to support my work, and begin to understand plagiarism • I know that not everything on the internet is true and know what to do if I access something inappropriate • I can use a range of online communication tools to exchange information and collaborate with others within and beyond my school e.g. school's learning platform (Seesaw), email, instant messaging, social networking, online gaming, and mobile phones • I understand the need to keep some information private in order to protect myself when communicating online, including passwords, addresses and the distribution of images of myself and others • I begin to recognise how electronic communications may be used for manipulation or persuasion • I know to use sensitive and appropriate language when using online communication tools. • I know my parents can view and support with e-safety and have access to school policies and advice on our website. • I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). • I can keep myself safe on-line. <p><i>Specific Content- PSHE units:</i> <i>Keeping myself safe.</i></p> <p><i>Wider curriculum opportunities:</i> <i>Discuss online safety issues such as gaming on line with other people.</i> <i>How mobile phone messages should be used appropriately</i> <i>Safer Internet Day (Feb)</i> Project Evolve <i>Privacy and security</i> <i>Copyright and ownership</i> <i>Online bullying</i> <i>Online reputation</i> <i>Managing online information</i> <i>Health, well-being and life style.</i></p>



	<p><i>Online relationships.</i> <i>Self- image and identity.</i> <i>Online Safety Workshop -LCC</i></p>
<p>Sex Relationship Education <i>Taught in Summer term</i></p>	<p>Through RSHE:</p> <ul style="list-style-type: none"> • Understand how both boys and girls bodies change during puberty. • Understand how to deal with physical changes. e.g. periods • Explore how to deal with a range of emotional changes during puberty. • Understand how they need to keep clean during changes in puberty. • Know strategies for coping with change. • Develop positive attitude to personal body image. • Recognise some of their own positive skills, qualities and attributes. • Develop strategies to deal with peer pressure. • Recognise that there are agencies to keep young people safe and happy. • I can describe male and female body parts and explain what these are used for. <p><i>PSHE units:</i> <i>How do we grow and change? Understand feelings and understanding that different people can have different feelings with the same situations.</i> <i>Body parts- using the correct vocabulary, puberty- what changes in the body and emotion, how to stay healthy and clean. Reproduction linked to animals . PANTS</i> <i>Think positively</i> <i>Wider curriculum opportunities:</i> <i>Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. Eg Boy at the back of the class</i></p>
<p>Drug Education and Staying Safe <i>Taught in Spring term</i></p>	<ul style="list-style-type: none"> • I can take increasing responsibility for my own choices, behaviour and safety and realise that actions have consequences (Individual Liberty) • I know that drugs can be used to help health as well as to affect health negatively. • I understand that it's alright to break a secret in order to keep me safe. • I know that decisions have consequences, positive/negative and I am responsible for my own actions. • I can identify a risky situation and respond appropriately. • I can choose not to do something that makes me feel uncomfortable. • I know about dangerous substances and how they affect the body. • To understand why people make choices linked to their health. • How to deal with unsafe situations. <p><i>Specific Content- PSHE units:</i> <i>How can we treat each other with respect?</i> <i>How can we be a good friend?</i> <i>Keeping myself safe. Discussion of when drugs are helpful and not.</i> <i>Opportunities to discuss medicines for illnesses i.e. asthma/ inhalers in class.</i> <i>DT- Baking Scones- healthy eating, allergies and intolerances.</i> <i>Summer 2- SCARF Keeping myself safe. Who influences me? Peer pressure. Good and bad influences and consequences.</i> <i>Recognising dangers, hazard, risks. To understand that I can do something that makes me feel uncomfortable.</i> <i>To know about dangerous substances and how they affect our body.</i> <i>Lifestyle choices linked to healthy. Social norms.</i> <i>Online safety- through drama and case studies.</i> <i>How to keep safe emotionally and physically- having strategies.</i> <i>Wider curriculum opportunities:</i> <i>Bonfire night/Firework Safety Assembly</i> <i>P.E Water Safe- through swimming lessons.</i></p>



	<p><i>Science- Electricity Danger around electricity</i> <i>Revisit stranger danger</i> <i>English- class text- Cool. Road safety.</i> <i>English. Class text- Firework maker's daughter. Beliefs and cultures.</i> <i>Bikeability- road safety.</i></p>
<p>Bullying (including cyber bullying) <i>Every term</i> <i>Specific focus</i> <i>Autumn term</i></p>	<ul style="list-style-type: none">• I know the definition of bullying and that certain behaviours do not classify as bullying.• I understand where to go and who to talk to if I have concerns about people's behaviour towards me and whether this classifies as bullying.• I know when to talk to others if I identify signs of bullying towards others.• I know how to keep my details safe online and not talk to anyone I do not know (PREVENT)• Embedded through the school ethos everyone feels safe.• I know that where required I can get individualised support. <p><i>Specific Content- PSHE units:</i> <i>How can we be a good friend? This considers feelings and strategies.</i> <i>ICT safety- zip it, block it flag it. Cyber bullying. Age restrictions. Pupils to make and sign a poster about how to use ICT safely.</i></p> <p><i>English- Class text- Boy and the back of the class.</i> <i>Wider curriculum opportunities:</i> <i>Linked to assembly themes and specific issues that arise.</i> <i>Anti-bullying week (Nov)</i></p>
<p>Other (please specify)</p>	<ul style="list-style-type: none">• Correct logo uniform on trips to identify children quickly• Bespoke support from the pastoral team as required- Service and ELSA support.