

# Year 4

## **Health and Wellbeing:**

What is meant by a healthy lifestyle and how to maintain, manage risks and the different influences of physical, mental and emotional health and wellbeing. Managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing, including keeping physically and emotionally safe, and to recognise sources of help with this including how to respond in an emergency.

H1. What positively and negatively affects their physical, mental and emotional health.

H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.

H15. School rules about health and safety, basic emergency aid procedures, where and how to get help.

H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.

H18. How their body will, and their emotions may, change as they approach and move through puberty.

H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

## **AFL Questions**

- ***What can we do to ensure we have a balanced lifestyle?***
- ***How can we manage our feelings?***
- ***How will we grow and change?***
- ***What responsibilities do we have to keep yourself and others safe?***
- ***How can we keep ourselves and others safe from unseen dangers such as bacteria and viruses?***

## **Relationships:**

How to develop and maintain a variety of health relationships, within a range of social/cultural contents. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond and ask for help. How to respect equality and diversity in relationships.

R1. To recognise and respond appropriately to a wider range of feelings in others.

R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.

R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.

R7. That their actions affect themselves and others.

R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

R11. To work collaboratively towards shared goals.

R12. To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

R16. To recognise and challenge stereotypes.

R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

## **AFL Questions**

- ***If you are in disagreement with someone, what can you do to resolve it?***
- ***Is it ever right to share a secret, if so when and who to?***
- ***If a classmate was being bullied what could be happening to them?***
- ***What range of things can make us similar or different to other people?***
- ***What are the key elements of a healthy relationship?***

## **Living in the wider world**

Respect for self and others, including diversity and equality within different groups and communities, and how to be a productive member of a diverse community. Rights and responsibilities as family members and citizens and the importance of responsible behaviours and actions. A basic understanding of enterprise, where money comes from, keeping safe and the importance of managing in effectively.

L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

L8. To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

L12. To consider the lives of people living in other places, and people with different values and customs.

## **AFL Questions**

- ***How can people's spending decisions affect others and the environment?***
- ***What role could we play in protecting the environment?***
- ***What is meant by voluntary, community and pressure groups? Can you think of a scenario they may be involved in?***
- ***What is meant by 'human rights'?***
- ***How might we resolve conflicts with other people in a positive way?***