

Year 4

National Curriculum	Composite	Component
<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT: Caring Friendships</p> <ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.	<p>I know the importance of friendships.</p>	<ul style="list-style-type: none">• I know that friendships do not make others feel lonely or excluded• I know different ways to make new friends• I know the characteristics that makes a good friend (including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties)• I know that that friendships have ups and downs and that friends can fall out• I know some strategies to solve friendship problems effectively and safely
<p>RELATIONSHIPS AND HEALTH EDUCATION</p> <p>ONLINE SAFETY AND RELATIONSHIPS UNIT: Online behaviour and content</p>	<p>I know about online safety</p>	<ul style="list-style-type: none">• I know who to tell if I encounter cyberbullying.• I know how the impact cyber bullying can have on our mental health and well being

<p>(Linked to computing)</p> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> • How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online. <p>Relationships:</p> <ul style="list-style-type: none"> • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • How information is shared and used online. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 		<ul style="list-style-type: none"> • I know what a bystander is and what to do to support someone who is being cyber-bullied • I know how an online search works. • I know how to search for specific information effectively and safely online • I know that not everything online is trustworthy • I know what how to identify whether information online is reliable • I know how to keep myself safe online. • I know how to keep myself emotionally safe online. • I know where and how to report concerns and get support with issues online
<p>LIVING IN THE WIDER WORLD</p> <p>LOOKING AFTER OUR WORLD</p> <p>PSHE ASSOCIATION COVERAGE:</p> <ul style="list-style-type: none"> • L1 to recognise reasons for rules and laws; consequences of not adhering to rules and laws 	<p>I know I have a responsibility to look after our world.</p>	<ul style="list-style-type: none"> • I know that there are human rights to protect everyone • I know I have rights and responsibilities • I know I have a responsibility to protect the planet • I know there are rules and laws to protect me and the environment

<ul style="list-style-type: none"> • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) 		<ul style="list-style-type: none"> • I know there are consequences for breaking this rules • I know the negative impact litter has on our environment • I know ways we can reduce the amount of littering • I know what climate change and global warming is • I know what the greenhouse effect is and what causes it • I know the impact the greenhouse effect on global warming and climate change • I know I have a responsibility to protect our environment • I know that by reducing, reusing and recycling I can reduce amount of rubbish going to landfill sites • I know what recycling is and how it can help reduce greenhouse gas emissions • I know what renewable and non-renewable energy sources are • I know what sustainable means • I know I have a responsibility to protect the environment • I know that everyday life choices can help save energy
HEALTH EDUCATION PHYSICAL HEALTH AND WELLBEING UNIT: Healthy Lifestyles	I know how to look after my physical health and wellbeing.	<ul style="list-style-type: none"> • I know how germs (bacteria) spread

<p>(Health and prevention/ Drugs, alcohol and tobacco)</p> <ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 		<ul style="list-style-type: none"> • I know how following simple routines (regular handwashing) can reduce the spread of diseases • I know about good dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • I know how substances and drugs can damage our health • I know how alcohol, tobacco and 'energy drinks can damage our immediate and future health and safety • I know that there are illegal and legal types of drugs. • I know that there are different types of commonly used drugs and substances. • I know that people take drugs to make them better. • I know the importance of taking medicines correctly • I know what the NHS is
<p>RELATIONSHIPS EDUCATION</p> <p>RELATIONSHIPS UNIT: Respectful relationships and being safe</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds). 	<p>I know what a respectful relationship looks like.</p>	<ul style="list-style-type: none"> • I know it is important to respect others even when they are different from me • I know when a relationships is not respectful. • I know strategies to improve or support respectful relationships • I know how to get help for myself or others. • I know what sort of touch I am happy with and what sort I am not happy with. • I know the difference between appropriate and inappropriate touch

<ul style="list-style-type: none"> • Practical steps they can take in a range of different contexts to improve or support respectful relationships. • The importance of permission-seeking and giving in relationships with friends, peers and adults. • What sorts of boundaries are appropriate in friendships with peers and others. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • How to recognise and report feelings of being unsafe or feeling bad about any adult. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. 		<ul style="list-style-type: none"> • I know that I have the right to say "no" to unwanted touch • I know what permission is and why people should ask for permission in relationships • I know that it is important to have clear boundaries in relationships • I know what privacy is and why it is important for adults and children • I know that it is not always right to keep secrets especially if they make me unsafe • I know what a trusted adult is • I know how to recognise feelings of being unsafe or feeling bad about any adult and how to seek help
<p>HEALTH EDUCATION</p> <p>GROWING AND CHANGING</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	<p>I know the key facts about puberty.</p>	<ul style="list-style-type: none"> • I know the difference between male and female body parts (internal and external) • I know the different stages in the human lifecycle • I know that puberty is when our bodies change from a child to an adult for reproduction • I know that puberty mostly happens between the ages of 8 and 18 years old although this can be different for different people

<ul style="list-style-type: none"> • About menstrual wellbeing including the key facts about the menstrual cycle. 		<ul style="list-style-type: none"> • I know the physical changes that happen to female and male bodies in puberty (including pubic hair growth, spots or acne, genitalia growth, growth spurts, menstruation) • I know what the menstrual cycle is the process where the body thickens the lining of the uterus and releases an egg needed for pregnancy • I know that menstruation is when your body releases the lining of the uterus through the vagina. • I know that the length of a menstrual cycle can vary from person to person • I know what menstrual products are and why they are used. • I know that different menstrual products vary as people's menstruation varies too. • I know who you can talk to if you want help, advice or support about the menstrual cycle
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