

**Year Four Personal, social, health and economic education/Citizenship Curriculum and the Rights and Respect of the Child**

Theme	Key Vocabulary	Learning to take place linked to knowledge, skills and understanding	Books/resources to support learning	Links to other areas of the curriculum	RRC
Mental Health, Being Healthy and Wellbeing	Feelings Intensity Predicting Recognising Assessing	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.	Whole school behaviour policy, anti-bullying week		12
	Risks Dares Peer pressure	Deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To manage dares. Explore peer pressure.	Walking trips to Church and locality Road safety week	SRE Y4	6, 39
	Resilience E-Safety Spread Bacteria COVID-19	Learn that bacteria and viruses can affect health and following simple routines can reduce their spread. Reinforce the hand washing approach linked to COVID-19 Develop understanding of how some diseases spread and can be controlled. .		Science	6
	Routines Emergency Procedures Rules Safety	Explore and discuss school rules about health and safety, basic emergency aid procedures, where and how to get help.	Assembly, fire drills First Aid Lessons- St John's Ambulance		6, 19, 24, 39
	Puberty Change Protecting	Recognise their body will change as they approach and move through puberty.		Covered in Year 5	
		Know the importance of protecting personal information, including passwords, images and addresses.		E-Safety	16,17,19,36

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Relationships and respecting the differences between people	Relationships Unhealthy Support Acceptable Judge Secret Discriminate Confidence Aggressive Discrimination Bullying Consequences Concerns Points of view challenge	Recognise the ways in which a relationship can be unhealthy and who to talk to if they need support.		E-Safety	36, 39
		Learn to judge what kind of physical contact is acceptable or unacceptable and how to respond.		Whole school behaviour policy. Anti-bullying week	34,39
		Discuss 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'.	E-safety NSPCC – Speak out Stay Safe	E-safety	19,36,39
		Recognise similarities and differences between people arise from a number of factors. To realise the nature and consequences of discrimination, teasing bullying and aggressive behaviour.	Anti-Bullying week	E Safety	2, 8,14
		Learn to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.	School council	RRC agenda	8,12, 29,30,14
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	Debate Topical issues Health Recommendations	Research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people.	School nursing team BBC Bitesize	School nursing team, Lit Links – Jacqueline Wilson	12, 13, 17, 23

Living in the Wider World	Wellbeing Rights Responsibilities Parliament Voluntary Pressure Government Society decisions duties community	Learn that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.	Assemblies School Council Eco Warrior	RRC agenda	12, 13, 17, 23
		Learn to resolve differences by looking at alternatives, seeing and respecting others' point of view, making decisions and explaining choices.	Whole school behaviour. Anti-bullying week	RRC agenda	12, 13, 17, 23
		Discuss what being part of a community means, and about the varied institutions that support communities locally and nationally.	Local news School newsletter	RE	12, 13, 17, 23
		Discuss political parties, meanings of each party, parliament, society and government and the impact these have on society.	Newsround Clips		4,12, 13, 17, 23
		Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.	Newsround	RE, English links – balanced arguments	12, 13, 17, 23
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Changing and Growing Sex and Relationships Education	Relationships Affection Personal hygiene Change Characteristics Different Hormones growing	To explore different relationships and identifying touching as a sign of affection.	Anti-bullying week. NSPCC lessons		34, 39
		To identify characteristics of a family and how they can be different.		Stonewall stories and materials	20, 21, 18
		Personal hygiene - keeping clean even though we have changed, skin care.		PE, science SRE Policy	24, 27
		To discuss the fact that we are changing at different times.		SRE Policy	24, 27
		To recognise different stages of growing up and the changes this might involve – hormones etc.		Digital Literacy 'Inside Out'	24, 27

### **Possible Mindfulness ideas and approaches**

- Become aware of the rhythm of your breathing. There's no need to change your breathing in any way, simply notice it exactly as it is.
- **Listen to the bell.** An easy way for children to practice mindfulness is to focus on paying attention to what they can hear. You could use a bell, a set of chimes, or an APP that has sounds on it. Tell children that you will make the sound, and they should listen carefully until they can no longer hear the sound (which is usually 30 seconds to a minute).
- Stroll outside possibly through the meadow and notice things we have not seen before. Designate one minute of the walk where we are completely silent and simply pay attention to all the sounds we can hear.