

## Year 4

Area	Topic	Learning	Notes and references
Relationships	<b>Families and friendships</b>  Positive friendships, including online	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>	
	<b>Safe relationships</b>  Responding to hurtful behaviour; managing confidentiality; recognising risks online	<ul style="list-style-type: none"> <li>• to differentiate between playful teasing, hurtful behaviour and bullying, including online</li> <li>• how to respond if they witness or experience hurtful behaviour or bullying, including online</li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>	Computing- Esafety
	<b>Respecting ourselves and others</b>  Respecting differences and similarities; discussing difference sensitively	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>	RE
Living in the wider world	<b>Belonging to a community</b>  What makes a community; shared responsibilities	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>	
	<b>Media literacy and Digital resilience</b>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> </ul>	Computing- Esafety

	How data is shared and used	<ul style="list-style-type: none"> <li>to recognise what online adverts look like</li> <li>to compare content shared for factual purposes and for advertising</li> <li>why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>	
	<b>Money and Work</b> Making decisions about money; using and keeping money safe	<ul style="list-style-type: none"> <li>how people make different spending decisions based on their budget, values and needs</li> <li>how to keep track of money and why it is important to know how much is being spent</li> <li>about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>	Maths
Health and wellbeing	<b>Physical health and Mental wellbeing</b> Maintaining a balanced lifestyle; oral hygiene and dental care	<ul style="list-style-type: none"> <li>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</li> <li>what good physical health means and how to recognise early signs of physical illness</li> <li>that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>	Science and PE
	<b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	<ul style="list-style-type: none"> <li>how to identify external genitalia and reproductive organs</li> <li>about the physical and emotional changes during puberty</li> <li>key facts about the menstrual cycle and menstrual wellbeing (girls only)</li> <li>strategies to manage the changes during puberty including menstruation (all)</li> <li>the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</li> <li>how to discuss the challenges of puberty with a trusted adult</li> <li>how to get information, help and advice about puberty</li> </ul>	
	<b>Keeping safe</b> Medicines and household products; drugs common to everyday life	<ul style="list-style-type: none"> <li>the importance of taking medicines correctly and using household products safely</li> <li>to recognise what is meant by a 'drug'</li> <li>that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>to identify some of the risks associated with drugs common to everyday life</li> <li>that for some people using drugs can become a habit which is difficult to</li> </ul>	

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|  |  | break                           |  |
|  |  | • how to ask for help or advice |  |

**Defined end points:**

**Relationships:** To recognise peer pressure and know how to respond appropriately if they see or experience bullying (including cyberbullying)

**Living in the wider world:** To understand how people make different spending decisions based on their budget, values and needs.

**Health and wellbeing:** To know the physical and emotional changes during puberty

**Esafety:** To understand the term “digital footprint” and the impact this can have on us.