

## Year 4

### Living in the Wider World

Learning Objective	Learning Outcomes
<u>LOL13: The role of money and ways of managing money (budgeting and saving)</u>	<ul style="list-style-type: none"> <li>• explain the importance of money in people's lives</li> <li>• identify a range of forms of payment the reasons for using these (other than coins and notes)</li> <li>• explain different ways of keeping track of money and why this is important</li> <li>• identify ways in which people manage their money (e.g. saving, budgeting, being careful about spending money, choosing items that are 'good value')</li> <li>• describe how shops, service, banks and manufactures try to persuade people to buy their products</li> <li>• make decisions about whether something is better 'value for money' than something else</li> </ul>
<u>LOL14: What is meant by 'interest' and 'loan'</u>	<ul style="list-style-type: none"> <li>• identify situations where someone might want or need to 'save' or 'borrow' money</li> <li>• explain what is meant by 'interest' in relation to saving and borrowing</li> <li>• identify what would help someone decide whether to 'save' or 'borrow' money for something they need/want</li> <li>• describe some of the feelings someone might have about doing this</li> </ul>
<u>LOL15: What it means to be 'enterprising'</u>	<ul style="list-style-type: none"> <li>• explain that to be 'enterprising' means to have an idea and thinking about how it could work in reality</li> <li>• describe 'real life' examples of enterprise in school (e.g. PTA, friends of the school, governors, car boot sales, Christmas Fair stalls, auctions, school discos, non-uniform days)</li> <li>• describe or demonstrate what personal skills or attributes might be needed to start an enterprise</li> </ul>
<u>LOH5: To recognise our achievements and set personal targets for the future</u>	<ul style="list-style-type: none"> <li>• recognise their worth by identifying positive things about themselves and what they are proud of</li> <li>• identify aspirations for the end of term/school year</li> <li>• identify personal strengths that will help them achieve their goals</li> <li>• identify what personal actions they can take to improve</li> <li>• describe how learning from mistakes and working with others can help them to achieve their goals</li> </ul>

### Health Education

Learning Objective	Learning Outcomes
<u>LOR1: To recognise a wider range of feelings in others and respond to how others are feeling</u>	<ul style="list-style-type: none"> <li>• describe a wide range of different feelings</li> <li>• give examples of how to recognise feelings in others</li> <li>• describe how feelings can affect thoughts and behaviour</li> <li>• explain what makes feelings better or worse/what helps/doesn't help</li> <li>• discuss or demonstrate different responses they can give in response to a range of feelings in others (individually, collectively)</li> </ul>
<u>LOH6/7: To learn about a wider range of feelings, both good and not so good, that people can experience conflicting feelings at the same time and about describing our feelings to others</u>	<ul style="list-style-type: none"> <li>• describe a range of different feelings (good and not so good)</li> <li>• describe feelings according to their intensity</li> <li>• identify when feelings (good or not so good) might be overwhelming and describe how this can feel</li> <li>• explain that people can also feel lots of different emotions all at once (such as at times of change)</li> <li>• explain the importance of noticing different feelings</li> <li>• describe some positive ways of sharing feelings, recognising that this can help manage them</li> </ul>

<p><u>LOH8: The kinds of change that happen in life and the feelings associated with this</u></p>	<ul style="list-style-type: none"> <li>• describe changes that happen at school, and in life</li> <li>• recognising that change is a natural part of life</li> <li>• describe the feelings that might be associated with change and loss</li> <li>• describe some ways people express feelings when there is change, and of sadness and loss</li> <li>• explain what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better</li> <li>• demonstrate empathy towards others and their feelings</li> </ul>
<p><u>LOH23: People who help us stay healthy and safe</u></p>	<ul style="list-style-type: none"> <li>• explain the different roles that people in school and the wider community have to help them stay healthy and safe</li> <li>• describe the different ways they receive help to stay healthy and safe</li> <li>• identify the different ways that they can support people who help them - how they help to keep themselves (and others) stay healthy and safe</li> <li>• recognise their responsibility to report things that mean they or others may not be safe</li> <li>• give examples of different ways of asking for help or support (including online), including appropriate websites or helplines, as well as people they know and trust</li> </ul>
<p><u>LOH18: The changes that happen at puberty</u></p>	<ul style="list-style-type: none"> <li>• identify changes in the human life cycle</li> <li>• identify puberty as a time in everyone’s life when their bodies grow and change from children to young adults</li> <li>• identify that the changes are ongoing and usually happen between the ages of 8-17 years</li> <li>• use the correct names of female and male reproductive organs</li> <li>• describe the effects of puberty on male and female bodies – how bodies grow and change</li> <li>• explain what happens during periods (menstruation) and how to manage them</li> <li>• explain why it is important and how to keep themselves clean during puberty</li> <li>• explain how feelings, emotions and relationships may change during puberty and how it may cause mood swings and other strong feelings</li> <li>• describe how everyone experiences puberty at different rates and that changes in their bodies will happen at exactly the right time for them</li> <li>• identify where to get help and support about the changes that happen at puberty</li> </ul>

Relationships Education

Learning Objective	Learning Outcomes
<p><u>LOR14/18: To recognise bullying and how to respond and ask for help</u></p>	<ul style="list-style-type: none"> <li>• differentiate between playful teasing, hurtful behaviour and bullying</li> <li>• recognise that bullying and aggressive can be online as well as occurring in physical life</li> <li>• recognise what is meant by discrimination and some types of discrimination that exist</li> <li>• identify how this can negatively affect people (e.g. their feelings and aspirations)</li> <li>• explain what to do if they witness discrimination/bullying/hurtful behaviour/name calling or if someone feels they are being bullied</li> <li>• explain where people can get advice and help</li> </ul>
<p><u>LOL6: What is anti-social behaviour and how can it affect people? How can you get help or support?</u></p>	<ul style="list-style-type: none"> <li>• identify what is meant by anti-social behaviour</li> <li>• identify the impact that anti-social and aggressive behaviour could have in school and in the wider community (the environment and people)</li> </ul>

	<ul style="list-style-type: none"> <li>• identify the potential consequences of anti-social and aggressive behaviour for the people involved</li> <li>• give examples of who they can go to for support / help if they feel worried / unsafe or if they think someone else is feeling worried or unsafe about anti-social behaviour</li> </ul>
<u>LOR12: To learn about solving disputes and conflict amongst themselves and their peers</u>	<ul style="list-style-type: none"> <li>• explain what it means to negotiate</li> <li>• give examples of compromise that occur in school and home</li> <li>• demonstrate negotiating a 'win-win' outcome</li> <li>• give examples of where strategies have worked well/not worked in class/the playground</li> <li>• describe or demonstrate how to give someone feedback and support</li> </ul>
<u>LOR8: The difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact</u>	<ul style="list-style-type: none"> <li>• recognise that physical contact that is aggressive or hurtful is not acceptable</li> <li>• explain that everyone has a right to have their 'body space' respected and that they should respect others body space</li> <li>• explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like</li> <li>• explain why it is OK and important to talk to someone they trust if anyone makes them feel uncomfortable or confused</li> </ul>
<u>LOR16: What is meant by 'stereotypes'?</u>	<ul style="list-style-type: none"> <li>• explain what is meant by stereotyping</li> <li>• give some examples of stereotypes (such as gender stereotyping)</li> <li>• identify when stereotypes are challenged and explain how this helps to break down the stereotype</li> <li>• explain why it is important for stereotypes to be challenged</li> </ul>
<u>LOR17/18: Information presented in the media can be misleading</u>	<ul style="list-style-type: none"> <li>• describe the different ways people find out information and news, about people, places and events</li> <li>• give reasons for why the media tries to influence people's choices and decisions (e.g. to persuade people to purchase)</li> <li>• identify how this is done (e.g. emotive language in adverts)</li> <li>• identify that not everything they see/read is true (e.g. false claims in adverts, internet scams, gossip)</li> <li>• suggest some important questions we should ask when we see images, programmes or articles in the media</li> </ul>
<u>LOR7: How actions can affect ourselves and others</u>	<ul style="list-style-type: none"> <li>• explain how their actions or choices can hurt others on the outside and on the inside</li> <li>• explain steps that can be taken to solve problems where actions have impacted on others</li> <li>• identify and demonstrate behaviours and actions that show respect for self and others</li> <li>• explain why it is important to 'think before we act'</li> </ul>
<u>LOR15: to recognise and manage dares</u>	<ul style="list-style-type: none"> <li>• explain how to recognise a 'dare'</li> <li>• give reasons why people might dare others to do things</li> <li>• explain whether dares always put someone under pressure</li> <li>• explain why no one should ever feel the need to agree to do a dare</li> <li>• explain what they can do if they have witnessed someone else being given a dare</li> <li>• identify people they can talk to/go to if they are worried</li> </ul>
<u>LOR13: To learn about differences and similarities between people, but understand everyone is equal</u>	<ul style="list-style-type: none"> <li>• explain what contributes to someone's identity</li> <li>• describe some of the ways in which people are similar</li> <li>• describe some of the ways in which people are different</li> <li>• explain that we may have things in common with others that we did not immediately realise and that this can help build friendships</li> <li>• describe ways in which we are all similar / part of a human family</li> </ul>