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Year 4

Personal Development, Wellbeing and Safeguarding in our curriculum

Character development Year 4: Strengthening Integrity & Leadership *Focus: Moral reasoning, peer support, and leadership*

- Exploring fairness and justice in real-life scenarios
- Being a role model for younger pupils
- Speaking up respectfully for what is right
- Accepting constructive feedback and growing from it
- Showing initiative in helping others without being asked
- Understanding and showing digital responsibility
- Making ethical choices in complex situations
- Leading small group tasks with cooperation
- Reflecting on actions and making amends
- Identifying emotional triggers and healthy coping tools

Community Links: Bumble Hole Conservation Group

- Litter pick with the Bumble Hole Conservation Group
- Canal and pond exploration

Computing

- Reflect on how online behaviour affects self and others, including empathy in digital communication.
- Learn how to protect personal information on websites, games, and apps.
- Understand how to report harmful or upsetting content or messages.
- Explore the emotional impact of digital interactions (e.g. social media, gaming chat).
- Develop respectful group work skills in collaborative digital projects.

PSHE

- Describe a wide range of feelings, including positive, negative, and conflicting emotions, and recognise their intensity.
- Explain the importance of noticing and sharing feelings to manage them effectively.
- Identify common life changes and associated emotions such as sadness, loss, and develop empathy for others experiencing change.
- Describe physical and emotional changes during growth and adolescence, understanding individual differences.
- Recognise the role of personal hygiene in preventing illness and explain how bacteria and viruses spread and how hygiene reduces this.
- Understand what drugs are, including common everyday drugs, and recognise their effects and risks.
- Recognise shared responsibility for maintaining a clean and safe environment.
- Identify school health and safety rules, understand risks in everyday environments, and know how to respond to emergencies.
- Understand online safety principles, including protecting personal information, managing screen time, and digital footprints.
- Define well-being, recognise unhealthy behaviours, and understand individual choices that impact health and well-being.
- Discuss human rights, their importance, and how cultural differences can impact them.
- Explain the concept of community, including differences between school and local communities, and know who to approach if issues arise.
- Name acceptable and unacceptable behaviours, including anti-social behaviour, and know how to respond.
- Understand the role of money in daily life, including saving, borrowing, interest, and recognise feelings associated with financial decisions.
- Describe how media influences choices and identify ways to critically evaluate information for truthfulness.
- Communicate feelings and opinions effectively, responding respectfully to challenges.
- Recognise similarities and differences within communities and appreciate diversity.
- Distinguish acceptable from unacceptable physical contact and express feelings about such contact.
- Understand the importance of confidentiality, when to keep or share secrets for safety, and know trusted adults to approach.
- Recognise appropriate touch in healthy relationships and the importance of personal boundaries.

Teaching opportunities include: assemblies, police-led assemblies, Safeguarding Ambassadors, the Junior Leadership Team, Anti-Bullying Week, Mental Health Week, and the PCSO Scheme.

Promoting Future Aspirations Year 4: Exploring Diversity in the World of Work
Focus: Celebrating different pathways, identities, and possibilities

- **Create an "Aspirations Timeline" –** steps between now and dream job
- **Link aspirations to social impact –** "How does this job help others?"

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Science

- Demonstrate awareness of personal safety when handling scientific equipment and materials
- Recognise the importance of hygiene and dental care in maintaining wellbeing
- Understand the impact of diet and environment on human health and wellbeing
- Identify ways to protect oneself and the environment from harm, including pollution and deforestation
- Develop respectful attitudes towards living things and their habitats, promoting empathy and care
- Practice safe behaviour during practical investigations and group activities
- Communicate scientific findings clearly and responsibly, respecting others' contributions
- Reflect on human impact on the environment and personal responsibility for conservation

Votes for Schools: a weekly programme that gives pupils the chance to explore current issues, discuss them in class, and cast a vote on a key question. It develops critical thinking, respectful debate, and oracy skills, while supporting PSHE, SMSC, and British Values.

RE

- Recognise that special places, including religious buildings, can promote safety, peace, and belonging.
- Show respect and sensitivity when learning about diverse beliefs, practices, and sacred spaces.
- Understand that everyone has the right to feel safe, accepted, and respected in their community and places of worship.
- Explore how sacred spaces support reflection, spiritual growth, and emotional wellbeing.
- Express personal feelings about places that provide comfort, safety, or emotional connection.
- Learn respectful behaviour, boundaries, and expectations when engaging with different religious or cultural sites.
- Understand how traditions, rituals, and sacred buildings support community, kindness, and shared identity.
- Value diversity by recognising that people cherish different places and beliefs, and that this should be celebrated.
- Participate in inclusive, respectful dialogue about beliefs, spaces, and moral actions.
- Develop an understanding of moral behaviour through shared spaces, such as caring for others and acting responsibly.
- Build confidence in sharing personal experiences to promote empathy and emotional literacy.
- Recognise how helping others and acting with kindness contributes to wellbeing, fairness, and safety.
- Understand that religious and non-religious worldviews often share values like justice, compassion, and charity.
- Explore how spiritual journeys, such as Hajj, promote resilience, discipline, and personal growth.
- Reflect on stories, like that of Hajar and Isma'il, to build empathy and recognise strength in adversity.
- Appreciate how acts of generosity, such as Zakat or the Golden Rule, promote collective wellbeing and moral responsibility.
- Recognise how music, art, and storytelling convey emotional strength and inspire positive action.
- Learn to engage with challenging topics—such as inequality or forgiveness—through safe, respectful dialogue.
- Develop strategies to make kind, inclusive, and safe choices in school and wider life.
- Identify how small personal actions can make a meaningful difference and contribute to a more connected, caring world.

Underpinning Themes Year 4

Honesty: Develop the ability to be honest with ourselves and others, even when facing uncomfortable truths.
Respect: Value diversity, celebrate others' strengths, and treat everyone equally.
Kindness: Show kindness through thoughtful actions, even when it is not expected, and understand how kindness can help resolve conflicts.
Cooperation: Collaborate effectively and understand that cooperation requires both giving and receiving support.
Responsibility: Learn to manage time effectively and recognise the impact of our actions on others.
Community: Be inclusive by helping to involve everyone in activities and respecting diverse opinions and ideas.
Resilience: Show dedication consistently, remembering initial motivations during struggles so that we can experience success.
Aspiration: Develop a clearer vision of personal aspirations for the future. Set both short-term and long-term goals. Demonstrate self-motivation and take steps to work towards those goals.
Adaptability: Be flexible with others' ideas and opinions and adjust your own thinking to suit the needs of different situations or groups.