

# St Joseph's Catholic Primary School



## Year 4 Objectives

**Building on the previous year, pupils will learn:**

### **Health and Wellbeing**

- To recognise their increasing independence brings increased responsibility to keep themselves and others safe
- (e.g. road safety, cycle safety and safety in the environment including rail , water and fire safety)
- To 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
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- To realise that pressure to behave in an unacceptable, unhealthy or risky ways can come from a variety of sources; including people they know and the media
- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong
- To revise school rules about health and safety, basic emergency aid procedures, where and how to get help

## **Relationships**

- To recognise and respond appropriately to a wider range of feelings in others
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families
- To realise that their actions affect themselves and others
- To judge what kind of physical contact is acceptable or unacceptable and how to respond
- To understand the concept of 'keeping something confidential or secret'
- 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
- To work collaboratively towards shared goals
- To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)
- To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help)

## **Living in the Wider World**

- To research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
- To think about why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (including discussion about gangs and extremism)
- To understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child
- To recognise that these universal rights are there to protect everyone and have primacy both over national law and family and community practices
- To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities
- To understand that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment