

Learn Together in Year 4

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<ul style="list-style-type: none"> • to think about themselves as a part of a family or friend group and their role in these relationships • the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them
	Supporting Physical and Mental Health	<ul style="list-style-type: none"> • to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online • how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty • to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health • the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break and how to ask for help or advice
Equality and Justice	Exploring human rights/ Activating equality (BHM)	<ul style="list-style-type: none"> • Begin to explore the concept of discrimination and prejudice in relation to gender, ethnicity, age, family status and marital status - develop an anti-discrimination charter. • about equality and discriminatory issues through celebrations such as International Black History Month • Critically reflect upon stories/poems about people who have encountered discrimination and confronted positively – Black Lives Matter protests • learn about black Britons from the past 60 years and in living memory who are famous for their who have contributions to society, sport, art, literature etc. (focus: Bessie Coleman)
	Exploring Human Rights	<ul style="list-style-type: none"> • Further explore the rights set out in UNCRC; understanding that these exist to protect everyone and have primacy over national law and family/community practices. • Understand that some rights can be in conflict and that certain skills are required to resolve conflict in these situations.
	Economic Wellbeing and Sustainability	<ul style="list-style-type: none"> • how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

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Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> • Deepen their awareness of how human actions impact upon the environment and the affects of this for future generations e.g. air pollution, plastic pollution and burning of fossil fuels (you could discuss current environmental issues in the news) • to consider and offer recommendations on how we can enhance our environment for future generations (nationally and globally) e.g. through energy conservation, waste management etc. (This could be an ongoing project) • Further develop the concept of waste management through creating and increasing awareness of the recycling centres and special bins in the locality.
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> • Further explore the rights set out in UNCRC; understanding that these exist to protect everyone and have primacy over national law and family/community practices. • Understand that some rights can be in conflict and that certain skills are required to resolve conflict in these situations.
Belief Systems	Key Figures	<ul style="list-style-type: none"> • Recap on sacred books used in religions taught in this cycle and learn about their origin. • Examine some sacred writings from these books that are about their key figures . For example, versus from the bible that talk about Jesus. • Identify key morals taught in these writings and how these teachings could be applied to our own lives.
	Beliefs and Values	<ul style="list-style-type: none"> • Through religious stories/extracts from sacred writings, examine key values taught in belief systems studied in this cycle. • Discuss their impact on followers of these religions i.e. behaviours, lifestyle etc. • Revisit some of the main festivals celebrated in belief systems in this cycle and begin to draw comparisons between them i.e. any shared values/themes. • Research the diversity of traditions associated with some of the festivals celebrated by belief systems taught in this cycle. For example, how is Christmas celebrated by different denominations of Christianity, those with no religious belief systems and those of different religious faith. • Discuss the impact of religion on our communities and those with no religious faith. You could consider these questions: Are all of our beliefs and values shaped by religion? Do you have to have a religion to live a moral life?
	Celebrations, Rites and Ceremonies	<ul style="list-style-type: none"> • Revisit some of the main festivals celebrated in belief systems in this cycle and begin to draw comparisons between them i.e. any shared values/themes. • Learn about the marriage and funeral rituals for religions taught in this cycle and examine similarities and differences between them. • Begin an exploration of the nature of pilgrimage and the link to older pagan traditions.