

## Year Four Overview

### My Happy Mind

	Learning Objectives	Key Vocabulary	Department of Education (DFE) Statutory Statements for Primary Schools
<b>Meet My Brain</b> <b>x 5 Lessons</b>	<ul style="list-style-type: none"> <li>• We are learning how you can train your mind.</li> <li>• We are learning how your brain can grow.</li> <li>• We are learning about the different parts of our brains.</li> <li>• We are learning more about how Team H-A-P works.</li> <li>• We are learning what is real and perceived danger.</li> <li>• We are learning what triggers our Amygdala.</li> <li>• We are learning how to calm your Amygdala.</li> <li>• We are learning what Neurons and Neural Pathways are.</li> <li>• We are learning how to form habits.</li> <li>• We are learning how to look after our brains.</li> <li>• We are continuing to develop our Happy Breathing habit.</li> </ul>	<ul style="list-style-type: none"> <li>• Brain cells</li> <li>• Hippocampus- Stores memories</li> <li>• Amygdala- keeps us safe from danger</li> <li>• Prefrontal Cortex- helps us to make decision and solve problems</li> <li>• Happy Breathing</li> <li>• Neuroplasticity</li> <li>• Fight, Flight and Freeze</li> <li>• Mind</li> <li>• Focus</li> <li>• Neuron</li> <li>• Neural</li> <li>• Pathway</li> <li>• Real danger</li> <li>• Perceived danger</li> <li>• Trigger</li> </ul>	
<b>Celebrate x 4 Lessons</b>	<ul style="list-style-type: none"> <li>• We are learning about character and Character Strengths</li> <li>• We are learning which strengths we use the most.</li> <li>• We are learning why it is important to use our Character Strengths</li> <li>• We are learning which Character Strengths we use most.</li> <li>• We are learning why it is important to use our strengths,</li> <li>• We are learning how you can use your Character Strengths in difficult situations.</li> <li>• We are learning why it is important to use and spot our Character Strengths.</li> <li>• We are learning how we can use Character Strengths in lots of different ways.</li> <li>• We are learning how we can grow our strengths.</li> </ul>	<ul style="list-style-type: none"> <li>• Character Strengths</li> <li>• Love and Kindness</li> <li>• Bravery and Honesty Exploring and Learning</li> <li>• Teamwork and Friendship Love of Life and Our World</li> <li>• Unique, Special</li> <li>• Strengths Spotting</li> <li>• Neuroplasticity</li> <li>• Team HAP</li> <li>• Genetics</li> <li>• Dopamine</li> <li>• Habits</li> <li>• Neural Pathways</li> </ul>	

	<ul style="list-style-type: none"> <li>• We are learning more about Neuroplasticity and how it helps us.</li> </ul>		
<b>Appreciate</b> <b>x 3 Lessons</b>	<ul style="list-style-type: none"> <li>• We are learning what appreciation means and the 3 categories of gratitude.</li> <li>• We are learning why gratitude is important.</li> <li>• We are learning how to create a habit of giving gratitude.</li> <li>• We are learning how to develop an Attitude of Gratitude.</li> <li>• We are learning how it feels to give and receive gratitude.</li> <li>• We are learning what the Gratitude Domino Effect is.</li> <li>• We are learning which hormone gets released when we give or receive gratitude.</li> <li>• We are learning how to create a habit of giving gratitude.</li> <li>• We are learning how gratitude can help us face problems</li> <li>• We are learning how to appreciate ourselves.</li> <li>• We are learning more about how our Character Strengths can help us to appreciate ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate</li> <li>• Grateful</li> <li>• Thankful</li> <li>• Wheel of Gratitude</li> <li>• Gratitude Domino Effect</li> <li>• Yourself</li> <li>• Others</li> <li>• Experience</li> <li>• Team HAP</li> <li>• Happy Breathing</li> </ul>	<b>Families and people who care for me</b> 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. <b>Caring friendships</b> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
<b>Relate x 3 lessons</b>	<ul style="list-style-type: none"> <li>• We are learning how to understand and celebrate our differences.</li> <li>• We are learning what Stop, Understand and Consider means and how it can help.</li> <li>• We are learning how to better understand differences.</li> <li>• We are learning how we can use our strengths indifferent ways</li> <li>• We are learning what makes a good friend</li> <li>• We are learning how friends help us solve problems.</li> <li>• We are learning why it is important to show gratitude to friends</li> <li>• We are learning how Active Listening can help us to relate with others.</li> <li>• We are learning how Active Listening can help us to Stop, Understand and Consider</li> </ul>	<ul style="list-style-type: none"> <li>• Character Strengths</li> <li>• Relate</li> <li>• Get Along</li> <li>• People</li> <li>• Active Listening</li> <li>• 'Stop, Understand and Consider'</li> <li>• Team HAP</li> <li>• Friendships</li> <li>• Relationships</li> <li>• Differences</li> <li>• Perspectives</li> </ul>	<b>Caring friendships</b> 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.

<b>Engage x 4 Lessons</b>	<ul style="list-style-type: none"> <li>• We are learning about what activities we engage in.</li> <li>• We are learning how to feel good.</li> <li>• We are learning how we can feel good and do good.</li> <li>• We are learning what Big Dream Goals are.</li> <li>• We are learning why setting goals make us feel so good.</li> <li>• We are learning how perseverance and resilience help us.</li> <li>• We are learning how to stay keep focussed our goals.</li> <li>• We are learning how we already have the skills of per severance and resilience.</li> <li>• We are recapping everything we have learnt about ourselves this year.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage</li> <li>• Activity</li> <li>• Goal</li> <li>• Feel Good</li> <li>• Do Good</li> <li>• Believe to Achieve</li> <li>• Happy Breathing</li> <li>• Habits</li> <li>• Perseverance</li> <li>• Resilience</li> </ul>	
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### Yasmin and Tom Curriculum:

	Learning Objectives	Key Vocabulary	Depart of Education (DFE) Statutory Statements for Primary Schools
Lesson 1: Gender stereotypes and aspirations	<ul style="list-style-type: none"> <li>• Take part in a discussion and respond respectfully to someone we don't agree with.</li> <li>• Describe what a stereotype is.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender</li> <li>• Gender Identity</li> <li>• Manly</li> <li>• Womanly</li> </ul>	<b>Respectful, kind relationships</b> 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
Lesson 2: My personal and private body parts and keeping safe (lesson revisited)	<ul style="list-style-type: none"> <li>• Label the personal and private parts of bodies.</li> <li>• Explain the difference between safe and unsafe touches.</li> <li>• Know that no one has the right to touch us in a way that feels unsafe, not even someone in our family.</li> </ul>	<ul style="list-style-type: none"> <li>• Nipples</li> <li>• Penis</li> <li>• Private</li> <li>• Testicles</li> <li>• Vulva</li> </ul>	<b>Being Safe</b> 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.
Lesson 3: Body care	<ul style="list-style-type: none"> <li>• Name at least one brilliant thing about our body.</li> <li>• Explain which parts of the body we particularly need to keep clean as we get older.</li> </ul>	<ul style="list-style-type: none"> <li>• Body Odour (BO)</li> <li>• Clean</li> <li>• Germs</li> <li>• Healthy</li> <li>• Infection</li> <li>• Penis</li> <li>• Puberty</li> <li>• Vulva</li> </ul>	<b>Wellbeing online</b> 11. Where and how to report concerns and get support with issues online.

Lesson 4: Is it risky?	<ul style="list-style-type: none"> <li>• Know what risky means.</li> <li>• Understand that some risks are good and with other risks we need to think carefully.</li> <li>• Begin to understand how to take steps to assess risk and keep ourselves safe.</li> <li>• Say 'no' to things we don't want to do.</li> <li>• Use 'Stop, Think, Go' to help us know what our options are if we start to feel</li> </ul>	<ul style="list-style-type: none"> <li>• CEOP</li> <li>• Consent</li> <li>• Danger</li> <li>• Safe</li> <li>• Risk</li> </ul>	<p><b>Being Safe</b></p> <p>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</p> <p>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</p>
Lesson 5: People who can help us on and offline (lesson revisited)	<ul style="list-style-type: none"> <li>• Identify someone I can ask for help if I need it.</li> <li>• Explain what the CEOP reporting symbol means.</li> </ul>	<ul style="list-style-type: none"> <li>• CEOP</li> <li>• Consent</li> <li>• Help</li> <li>• NSPCC</li> <li>• Online</li> <li>• Safe</li> <li>• Unsafe</li> </ul>	<p><b>Wellbeing online</b></p> <p>11. Where and how to report concerns and get support with issues online.</p>
Lesson 6: Germs	<ul style="list-style-type: none"> <li>• Know the importance of washing your hands.</li> <li>• Understand how germs are spread</li> </ul>	<ul style="list-style-type: none"> <li>• Germs</li> <li>• Clean</li> <li>• Hygiene</li> <li>• Spread</li> </ul>	<p><b>Health protection and prevention</b></p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p>
Lesson 7: Being safe in the sun (lesson revisited)	<ul style="list-style-type: none"> <li>• Explain the benefits and dangers of the sun.</li> <li>• Know how to protect ourselves from the harmful rays of the sun.</li> </ul>	<ul style="list-style-type: none"> <li>• Bedtime Routines</li> <li>• Sleep Quality</li> <li>• Sleep Patterns</li> </ul>	<p><b>Health protection and prevention</b></p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>
Lesson 8: Oral hygiene	<ul style="list-style-type: none"> <li>• Know what a healthy diet is.</li> <li>• Understand what happens to your oral hygiene if you have a poor diet and what are the risks involved.</li> <li>• Know what happens to teeth if they are not looked after.</li> </ul>	<ul style="list-style-type: none"> <li>• Decay</li> <li>• Sugar</li> <li>• Toothbrush</li> </ul>	<p><b>Health protection and prevention</b></p> <p>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.</p>
Lesson 9: Feeling good	<ul style="list-style-type: none"> <li>• Know how to cope with challenges.</li> <li>• Know where to seek help and support.</li> <li>• Develop skills and interests to increase well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Endorphins</li> <li>• Kindness</li> <li>• Positive Language</li> <li>• Self-esteem</li> <li>• Well being</li> </ul>	<p><b>General wellbeing</b></p> <p>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p>

**Additional Online Safety lesson:** How to spot bullying online

**Special Themed Weeks:**

- Welcome back to school- Look at class charter, Zones of Regulation
- Anti-Bullying Week
- Children In Need
- Children's Mental Health Week
- Safer Internet Day
- Comic Relief