



Time 4 Us – Year 4 Curriculum Map 2023/24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Time for Us	<ol style="list-style-type: none"> I know how individual attitudes and actions make a difference to a class I know about the different roles in the school community I know their place in the school community I know what democracy is (applied to pupil voice in school) I know that their own actions affect themselves and others I know how groups work together to reach a consensus I know that having a voice and democracy benefits the school community 	<ol style="list-style-type: none"> I know that sometimes people make assumptions about a person because of the way they look or act I know there are influences that can affect how we judge a person or situation I know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying I know what to do if they think bullying is, or might be taking place I know the reasons why witnesses sometimes join in with bullying and don't tell anyone I know that first impressions can change 	<ol style="list-style-type: none"> I know what their own hopes and dreams are I know that hopes and dreams don't always come true I know that reflecting on positive and happy experiences can help them to counteract disappointment I know how to make a new plan and set new goals even if they have been disappointed I know how to work out the steps they need to take to achieve a goal I know how to work as part of a successful group I know how to share in the success of a group 	<ol style="list-style-type: none"> I know how different friendship groups are formed and how they fit into them I know which friends they value most I know that there are leaders and followers in groups I know that they can take on different roles according to the situation I know the facts about smoking and its effects on health I know some of the reasons some people start to smoke I know the facts about alcohol and its effects on health, particularly the liver I know some of the reasons some people drink alcohol I know ways to resist when people are putting pressure on them I know what they think is right and wrong 	<ol style="list-style-type: none"> I know some reasons why people feel jealousy I know that jealousy can be damaging to relationships I know that loss is a normal part of relationships I know that negative feelings are a normal part of loss I know that memories can support us when we lose a special person or animal I know that change is a natural part of relationships/ friendship I know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe 	<ol style="list-style-type: none"> I know about the physical and emotional changes during puberty (the focus in Year 4 is to be on periods) I know the names of the different internal and external body parts that are needed to make a baby I know how the female and male body change at puberty I know that personal hygiene is important during puberty and as an adult I know that change is a normal part of life and that some cannot be controlled and have to be accepted I know that change can bring about a range of different emotions I know how to get information, help and advice about puberty
Key Vocabulary	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility,	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude,	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears,	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure,	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness,	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries,

	Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love	Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.
Key Skills	<ul style="list-style-type: none"> Identify the feelings associated with being included or excluded Can make others feel valued and included <ul style="list-style-type: none"> Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed <ul style="list-style-type: none"> Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter <ul style="list-style-type: none"> Be able to help friends make positive choices Know how to regulate my emotions 	<ul style="list-style-type: none"> Try to accept people for who they are <ul style="list-style-type: none"> Identify influences that have made them think or feel positively/negatively about a situation <ul style="list-style-type: none"> Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios <ul style="list-style-type: none"> Identify their own uniqueness <ul style="list-style-type: none"> Be comfortable with the way they look Identify when a first impression they had was right or wrong <ul style="list-style-type: none"> Be non-judgemental about others who are different 	<ul style="list-style-type: none"> Can talk about their hopes and dreams and the feelings associated with these <ul style="list-style-type: none"> Can identify the feeling of disappointment <ul style="list-style-type: none"> Can identify a time when they have felt disappointed <ul style="list-style-type: none"> Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is <ul style="list-style-type: none"> Have a positive attitude <ul style="list-style-type: none"> Enjoy being part of a group challenge <ul style="list-style-type: none"> Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time 	<ul style="list-style-type: none"> Can identify the feelings that they have about their friends and different friendship groups <ul style="list-style-type: none"> Recognise how different people and groups they interact with impact on them <ul style="list-style-type: none"> Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations <ul style="list-style-type: none"> Can identify the feelings of anxiety and fear associated with peer pressure <ul style="list-style-type: none"> Can tap into their inner strength and knowhow to be assertive 	<ul style="list-style-type: none"> Can identify feelings and emotions that accompany jealousy <ul style="list-style-type: none"> Can suggest positive strategies for managing jealousy <ul style="list-style-type: none"> Can identify people who are special to them and express why <ul style="list-style-type: none"> Can identify the feelings and emotions that accompany loss <ul style="list-style-type: none"> Can suggest strategies for managing loss <ul style="list-style-type: none"> Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate 	<ul style="list-style-type: none"> Can appreciate their own uniqueness and that of others <ul style="list-style-type: none"> Can express how they feel about having children when they are grown up <ul style="list-style-type: none"> Can express any concerns they have about puberty <ul style="list-style-type: none"> Can say who they can talk to about puberty if they are worried <ul style="list-style-type: none"> Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change
P4C Stimulus		<p>Stimulus – story 'Dogs don't do Ballet' by Anna Kemp</p> <p>Stimulus – Story - 'The boy who grew Flowers' by Jen Wojtowicz</p> <p>Stimulus - book - 'The Mirror' by Jeanie Baker</p>				

Days for Us	Democracy (Friday 8 th September)	Safer Internet (Tuesday 6 th February)	Aspirations (Friday 21 st June)
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