

Year 4 – What does ‘expected’ look like?

My Healthy Self	Connecting with Others
- Describe the role of different food groups in keeping us healthy. - Explain why eating a variety of foods matters. - Name activities that help them stay active at school and at home. - Explain how being active helps their bodies stay strong and healthy. - Explain the importance of diet and hydration in maintaining energy levels. - Identify behaviours that can positively and negatively affect energy levels. - Describe simple signs of emotional or mental health challenges using familiar vocabulary. - Explain why asking for help is important. - Describe the difference between a fixed and a growth mindset. - Recognise how helping others can make them feel good.	- Recognise how their words, tone and behaviour show respect in different places and situations. - Use positive self-talk to stay calm, build confidence and manage frustration. - Explain what trust looks like in friendships and how to strengthen or repair it when problems arise. - Set and respect personal boundaries and respond assertively when something feels unfair or unsafe. - Practise resolving disagreements fairly, including through compromise. - Understand what a bystander is and describe safe, appropriate ways to act if they witness or experience bullying. - Learn what stereotypes are and how they can be unfair.
The Online World	Citizenship
- Identify the benefits and challenges of using the internet. - Identify age restriction symbols and why they exist. - Develop an understanding that some online information may be misleading. - Give examples of what can happen if people share misleading information. - Investigate features that can help check if online information is reliable. - Compare information from different online sources. - Use more than one source to decide whether online information is reliable. - Explain why checking multiple sources helps us know if something is true.	- Name different payment methods. - Identify some advantages and disadvantages of different ways to pay. - Record and track money spent, saved and left. - Explain what a budget is and plan how to spend and save a set amount of money. - Decide whether something offers value for money by considering its cost, usefulness and quality. - Identify some of the things that can influence people to spend money. - Explain how spending choices can affect people and the environment. - Recognise feelings that may arise in money-related situations and suggest helpful ways to respond.
Growing Up	Staying Safe
- Explain what body boundaries are. - Identify and correctly name some physical changes that happen during puberty. - Use appropriate terminology to talk about puberty changes with confidence and respect. - Recognise that everyone goes through puberty and that changes happen at different times and rates. - Recognise that emotions and feelings change as people grow up, including during puberty. - Explain what a period is using clear, age-appropriate language. - Identify ways periods can be managed, such as using pads or period pants. - Demonstrate respectful and kind language when talking about bodies and physical changes. - Identify one or more trusted adults at home or at school they could talk to.	- Identify warning signs that something is unsafe in a range of everyday situations (personal, online, road, water, home), including signs you can see (e.g. road signs, “deep water” notices, hazard symbols) and signs you can feel (e.g. uncomfortable feelings, pressure from others, unsafe online behaviour). - Demonstrate strategies to get help in or leave uncomfortable or unsafe situations. - Explain how recognising hazards and planning ahead can prevent accidents. - Choose safe places to cross roads and explain why (considering traffic, speed and visibility). - Explain key reasons why water can be dangerous, even for confident swimmers (e.g. because of depth, currents and cold temperatures). - Distinguish between helpful and harmful medicines and explain how to use medicine safely.