

Year 4		
Term 2 – Created to Love Others (Relationships)		
2024 Week Beginning:	Learning Outcome	Lesson Title
8 th January	That they were handmade by God with the help of their parents; How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception; How conception and life in the womb fits into the cycle of life; That throughout their lives human beings act at three integrated levels: physical, psychological and spiritual.	Life To The Full Module 1, Unit 4: Life Cycles
15 th January	Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.	SCARF Me And My Relationships: OK or Not OK? (Part 1)
22 nd January	Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend.	SCARF Me And My Relationships: OK or Not OK (Part 2)
29 th January	Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state.	SCARF Me And My Relationships: Different Feelings
5 th February	Children's Mental Health Week	
12 th February	Half Term	
19 th February	Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.	SCARF Valuing Difference: Can You Sort It?
26 th February	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.	SCARF Valuing Difference: What Would I Do?
4 th March	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared.	SCARF Valuing Difference: Friend or Acquaintance?
11 th March	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	SCARF Rights and Respect: Safety In Numbers
18 th March	World Recycling Day	

Term 3 – Created to Live in Community (Living in The Wider World)		
Week Beginning:	Learning Outcome	Lesson Title
8 th April	To know that God wants His Church to love and care for others. To devise practical ways of loving and caring for others.	Life To The Full Module 3, Unit 2: How Do I Love Others?
15 th April	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.	SCARF Valuing Difference: The People We Share Our World With
22 nd April	Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe.	SCARF Rights and Respect: Who Helps Us Stay Healthy and Safe?
29 th April	Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.	SCARF Rights and Respect: It's Your Right
6 th May	Sun Awareness Day	
13 th May	Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process.	SCARF Rights and Respect: How Do We Make a Difference?
20 th May	Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	SCARF Rights and Respect: In The News!
27 th May	Half Term	
3 rd June	Define the terms 'income' and 'expenditure'; List some of the items and services of expenditure in the school and in the home; Prioritise items of expenditure in the home from most essential to least essential.	SCARF Rights and Respect: Harold's Expenses
10 th June	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.	SCARF Rights and Respect: Why Pay Taxes?
17 th June	Understand some of the ways that various national and international environmental organisations work to help take care of the environment; Understand and explain the value of this work.	SCARF Rights and Respect: Logo Quiz

24 th June	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	SCARF Being My Best: Harold's 7 Rs
1 st July	Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	SCARF Being My Best: My School Community (1)
8 th July	Define what a volunteer is; Use the Five Ways to Wellbeing theory to suggest some of the reasons why people volunteer.	SCARF Being My Best: Volunteering Is Cool!
15 th July	Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.	SCARF Growing and Changing: Together