



Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year Four



Intent: The Department of Health and Social Care say that, “There is no health without mental health.” This is the intent of Featherstone Primary School’s Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

Character Education: Featherstone’s Eleven Core Values

| Respect | Diversity | Friendliness | Honesty | Self-discipline | Trust | Co-operation | Patience | Self-belief | Courtesy | Aspiration |
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| Children in Year Four have a deep understanding of respect and how to show this in everyday situations. They know the consequences of showing disrespect and can empathise with others who are disrespected in stories or given scenarios. Children begin to understand how respect and disrespect is shown globally. They link this to current situations such as pollution, plastic in the ocean, global warming etc., and can articulate how we could be more respectful. | Children understand where Diversity fits into the Four Fundamental British Values and can explain why the U.K. Government believe Diversity to be so important. They do this by understanding Diversity as ‘happily living alongside people with differences.’ Children in Year Four can articulate why it is OK to be whoever they want to be, providing they demonstrate Values. | Children are friendly and know how to play sensibly together in friendly ways. Children know how to politely stand up for themselves (without being rude) and what they want without hurting other people’s feelings. | Children understand that lies can be harmful and so do not lie, even when they think that it is for a ‘good’ reason, like sticking up for their friends. Children know that liars usually get found out and have bigger consequences than telling the truth. Children can explain reasons why some people choose to lie and can give advice. | Children understand that good behaviour partly comes from self-discipline because children know that you have to want to be well-behaved. Children in Year Four want to behave because they know that good behaviour means in-school advantages and faster progress. Children support one another with ‘peer-discipline’ to help their individual self even more (teamwork makes us stronger)! | Children understand that trust is a two-way process and know it has to be equal between the two people; expectations need to match. They recognise the main signs of what distrust looks like. Children know that trust takes a long time to build and develop but far less time to break. Year Four know that sometimes doing the right thing might break trust between them and a friend. | Children are focused when co-operating and know how to be productive. They know how to split larger tasks to make them achievable and understand that when we co-operate, things are more productive. Year Four children don’t give up when they work in a team. | Year Four children understand that everybody is different (linking to diversity) and that patience needs to be shown at these times, i.e. everybody has different strengths, abilities and personalities. Children know that getting annoyed with these is bad for their emotional wellbeing and that calmness and being relaxed is a better emotion. Year Four can explain the benefits of being patient. | Year Four trust themselves and understand what a “gut instinct” is. They have faith in themselves when showing self-belief. Year Four children know that some people might knock their self-belief but there are people in school to help, for example, Place2Be. Year Four know how to “Aspire” to “Believe” to then “Succeed” great things. | The idea of ‘Karma’ is introduced in Year Four and children understand this as ‘how you act towards others influences how others act towards you’ and ‘treat others as you want to be treated.’ In Year Four, children show Courtesy by being generous and helping others without thinking of a reward or treat. | Year Four children might see Aspiration as a test to see how badly they want something! This is because they know that Aspiration links to the Value of Patience. Year Four know the obstacles that might be in their way when being aspirational and how to overcome them (how to be resilient). |

The Fundamental British Values

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| Democracy | The rule of law | Individual liberty | Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith |
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Equality and Diversity

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| To understand why people choose to get married | To overcome language as a barrier | To be who you want to be | To ask questions |
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| Religious Education | | | |
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| Content Knowledge: Learning about the faiths | Sikhism (Educational Visit): Guru Gobind Singh; The 5 Ks; The Gurdwara; The Nisan Symbol; The Khanda Symbol | Religious Dispositions <ul style="list-style-type: none"> • Being regardful of suffering • Cultivating inclusion identity and belonging • Being reflective and self-critical • Living by rules • Being temperate, exercising self-discipline and serene contentment • Being modest and listening to others • Appreciating beauty • Expressing joy • Being Thankful • Being merciful and forgiving • Being imaginative and self-critical • Being curious and valuing knowledge | |
| | Buddhism: Who is Buddha?; Beliefs about suffering and the Four Noble Truths; Buddha's teachings about how we should live; Buddhist vows; Karma; Dhamma; Story of the Monkey King | | |
| Skills: Learning from the faiths | Reflection | | Reflect on what matters to the lives of the religious people studied Begin to develop a sense of what it is that is worth living by and for |
| | Enquiry | | Ask questions about matters of right and wrong; suggest answers that show understanding of moral and religious issues Ask questions about puzzling aspects of life and experiences; suggest answers by referring to the religious material Ask questions about the experiences of significant religious individuals; suggest answers from own and others' experiences |
| | Expression | | Compare and express aspects of their own experiences and those of others, and identify what influences their lives Describe and fully explain what they feel about the religious material studied |
| | Application | | Explain the importance of (religious) communities to some people (i.e. dependence, reliance) Describe the impact of beliefs and practices on individuals, groups and communities Describe similarities and differences between religions and beliefs Make links between questions, beliefs, values and practices |
| | Empathy | Empathise with feelings of wonder, thanks, joy and praise | |

| | Relationship Education | | | Health Education | |
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| | Healthy Relationships | Feelings and attitudes | People who help me | My body | Keeping safe and looking after myself |
| 4 | What are the important relationships in my life now and how might these change? What is an online relationship? How similar is to a 'real' relationship? (Friend and family context). Do I have to be respectful online? | Can I believe everything that I see on the TV and internet about boys, girls, bodies and relationships? | Where can I find information about how to stay safe online? Where can I find information about my body and growing up? | Is my body normal? What is a normal body? Why do the media show so many pictures of 'perfect' celebrities? Should I look like this? | What are good hygiene habits as I grow up? What are periods? (Girls only). How can I manage my periods? (Girls only). What is cyber bullying? Can I say 'no' to people online? |