Year 4 Lesson Directory

This directory provides an overview of the Year 4 Muse Wellbeing lessons, including lessons that support statutory Relationships Education, statutory Health Education, wider PSHE and pupil wellbeing.

Year 4 helps pupils build a more secure understanding of mental health, physical wellbeing, relationships, digital safety and their role in wider communities. Lessons are designed to be age-appropriate, practical and discussion-based, supporting children to recognise healthy and unhealthy habits, understand personal growth, communicate respectfully, respond to pressure and make responsible choices.

The lessons are grouped into three areas of learning:

Health and Wellbeing: Pupils explore mental health, habits, healthy choices, growth, online safety and injuries.

Understanding Relationships: Pupils learn family support, friendship, consent, respect, online conduct and safety.

The World Around Us: Pupils explore human rights, global citizenship, pollution, stereotypes, money and risks.

Teachers can use this directory to quickly understand the sequence of learning across the year, identify lesson themes and support medium-term planning. PSHE leads and senior leaders may also use it as a simple overview of curriculum coverage for Year 4.

Together, these lessons help pupils deepen their knowledge, vocabulary and confidence as they continue their PSHE and wellbeing journey with Muse Wellbeing.

Year 4 Lesson Directory: Health and Wellbeing

		Main Learning Objective	Sub Learning Objective
1	Wellbeing Champions	To identify and share activities that can support their mental health	To understand that mental health (like physical health) can be exercised and improved
2	Navigating Mental Health	To understand that people can become mentally ill just like a physical illness	To know when to ask for support from adults when feeling worried about their mental health
3	Habits: Good and Bad!	To understand the term "habits" and how they can affect our mental wellbeing (positives and negatives)	To know that common drug use (caffeine, cigarettes/vaping, alcohol) can negatively affect our health
4	Making Healthy Choices	To identify choices in daily life and common situations that can lead to physical wellbeing	To understand the characteristics of physical wellbeing
5	Express Yourself	To understand it is important to express their feelings, emotions, worries and thoughts	To know that positive mental health does not mean always being "happy"
6	Eating for Health	To understand the impact of poor diets on our physical and mental wellbeing	To recognise the elements of a healthy, balanced diet and make informed decisions on choosing foods
7	Physically Well!	To recognise when they are feeling physically unwell and identify strategies to solve this (speak to an adult, diet choices, exercise)	To know when and how to seek support when concerned over their physical wellbeing
8	Diversity, Ethnicity and Heritage	To identify and celebrate the numerous ethnicities both globally and within their own community	To understand that many people will have different physical abilities and needs; both in school and the wider community
9	Physical and Mental Growth	To know that all people change emotionally and physically as they grow older	To consider ways in which people physically change as they grow older (including puberty)
10	Super Strength Passwords	To understand how to make a strong password and ways it can help keep us safe when online	
11	Internet Age Restrictions	To understand why many aspects of the internet are age restricted (social media, online gaming, websites)	To identify when they interact with media they feel is inappropriate and how to speak to an adult
12	Cuts, Burns and Nosebleeds	To understand how to treat basic injuries (small cuts, minor burns and nosebleeds)	To know how to predict and evaluate risks in unfamiliar situations or environments

Year 4 Lesson Directory: Understanding Relationships

		Main Learning Objective	Sub Learning Objective
13	Quality Time!	To know that it is important to spend time together with family members and share experiences	To identify how families can support and care for each other in positive ways
14	Love is All Around Us	To know that adults and some younger people often form romantic and caring relationships (from a range of genders, ethnicities or cultures)	To identify there are other types of relationships outside of family (friends, boyfriends/girlfriends, teachers)
15	Safeguarding Leaders	To understand the meaning of safeguarding and its importance in their many shared communities	To know how to speak to an adult within school if they have any concerns regarding their family or home life
16	Friendships: The Ups and Downs	To recognise that friendships will have ups and downs and strategies to manage conflict	To identify the characteristics of positive friendships (respect, trust, kindness, generosity)
17	Friends: Old and New	To understand that friendships change and develop over time	To identify when a friendship is not improving their overall wellbeing
18	No "I" in Team!	To adapt their roles when working in groups or teams in order to achieve a shared goal	
19	Understanding Consent	To know the importance of asking and seeking permission in relationships of all kinds	
20	Positivity and Respect	To recognise behaviour in their communities that is disrespectful and ways to act positively about this	To listen and speak to people with respect from a range of backgrounds and with different feelings and ideas
21	Our Digital Footprint	To know how their "Digital Footprint" is created and the effects it can have on their wellbeing and reputation	To understand the term "Digital Identity" and how it applies to themselves and others
22	Online Communication	To recognise positive ways to communicate online (including use of images and emojis)	
23	Responding Safely	To understand how to respond safely to unfamiliar adults in a range of environments and settings	To know who to contact in school when worried about their own or others' safety
24	Pressure and Control	To understand how to act safely towards controlling behaviours such as manipulation, coercion, peer pressure and blackmail	To identify and report feelings of being unsafe including with regard to adults in their shared communities and school

Year 4 Lesson Directory: The World Around Us

		Main Learning Objective	Sub Learning Objective
25	Human Rights	To understand the basic human rights that everyone is entitled to around the world	To respect and empathise with other people's lives and situations in different global settings
26	A Global Citizen	To recognise that different areas of our world enjoy varying levels of social, personal and economic benefits	To know that each person (including themselves) has responsibilities to support others around them
27	Pandemic, Epidemic or Endemic?	To understand the impacts and meaning of epidemic, pandemic and endemic diseases	
28	Plastic Pollution	To consider the effects of environmental issues both locally and globally	To enquire and research into events and topics affecting people and our world both locally and globally
29	Stereotypes	To understand what stereotypes are and how they can cause conflict	To recognise the benefits of a diverse community and how it can positively affect communities
30	British Values	To recognise the shared values that are used to build and grow strong communities	To identify the different groups of people that make up their local community
31	Money and Its Uses	To understand the role of money in everyday life and different ways it can be used	
32	Brilliant Budgets	To think critically about the value of buying things with money and understand its worth	
33	Doing It My Way	To show confidence in approaching activities in their own style and using their strategies	To display enthusiasm and excitement in their own learning
34	Social Issues	To positively interact with a range of people of varying backgrounds and personalities in their local environments	
35	Responsible Risks	To take responsible risks in trying new activities and approaching new learning	
36	Reflect and Review	To reflect on personal growth and learning and consider steps to continuing development	