Glenleigh Park Primary Academy

Growth, Perseverance, Positivity, Achievement



Wellbeing Curriculum Year 4 Term 2

Our school's vision for our Wellbeing Curriculum is that children are able to keep themselves physically, mentally and emotionally safe and healthy, throughout their lives. They will do this by developing the skills and knowledge they need to make informed choices, build healthy & positive relationships and by knowing where to seek help when it is needed.

If you have any questions or concerns about any aspect of the Wellbeing Curriculum please contact the Wellbeing Lead, Mr Wheeler, through the school office for further information, clarification and support.

This term we will be learning...

- To discuss how people's behaviour affects themselves and others
- To learn how to deal with negative or unwanted behaviours
- To model polite and courteous behaviour and recognise respectful behaviour
- To understand about the rights children have and ways to protect these
- To understand that everyone should be included, respected and not discriminated against

Our Key question for this term is...

How do we treat each other respect?

Key Vocabulary we will learn and use...

Similar, Different, Identity, Respect, Rights, Responsibilities, Discrimination, Behaviours

If you or your child needs help and support these websites have information that can help...

https://www.childline.org.uk/

https://anti-bullyingalliance.org.uk/

Points to note-Inappropriate/Unwanted/Negative Behaviours

As part of this work we will be exploring different types of behaviours, and thinking about those that people may find ok and comfortable, and those which are not. The contents of the lesson and discussion will no doubt provide a range of personal views based on children's individual experiences. People have different ideas about what is appropriate behaviour or not.

Teachers will be mindful to remind and reassure children in their class that it is ok to have different views to each other. There is the possibility of children making disclosures that may be worrying, the school policy for safeguarding will be followed in this case. At all times children will be reminded to follow our Ground rules for wellbeing so that they can all be safe and feel confident to join in with the lesson.

We will be taking part in Anti-Bullying week again this year, 15th-19th November.

The theme this year is 'One Kind Word' and reinforces the importance of and power of Kindness, in particular with the things that we say and words we use.

We will take part in Odd Socks Day on Friday 19th November – further information will follow about this.





Governments must do all they can to make sure that every child in their countries can enjoy all the rights in this Convention.



Children must be registered when they are born and given a name which is officially recognized by the government Children my have a nationality (belong to a country). Whenever possible, children should know Whet parents and be looked after by them.



if a child lives in a different country.

covernments must be parents must be together.



Children can join or set up groups or organisations, and they can meet with ng as this does er people. Train of the real of the real



Parents are the main people responsible for bringing up a child. When the child does most hand a child does and the child does and the child does are possible and they are called used and and a consider what is best has consider what is best in them. Where a child has both ents, both of them should be consider but the child.



ortant thing I ked after in ti - then they m cannot be properly ng with another fam them children are a them. If a child of example by living other country. 3000



Children have the right to their own identity—ename, nationally and family relations. No one of the county are which includes entire should take this away from them, but if this happens, governments must help children to quickly gobbeir governments must help children to quickly gobbeir identity back.

If parent to county where the law of the country the law of the country where the law of the l

and dignity.

dren have right to be exched during No child er 15 can join army or take

do what is best own country -t be adopted in



e laws of a outly protect tren's rights of than this ention, then iswas should

dren who move nother home country nother home country as gees (because it was safe for them to stay to should get help and to the same rights as let country.

When adults make decisions, they should think about how their decisions will affect think about how their decisions, they should on what is best for children. Governments should make sure children are protected and looked when this is needed Governments, or by other poople when this is needed Governments should make sure children see appoint and places responsible for looking after children are doing a good job.



disabilities to become independent and to participate actively in the community.



Children have the right to the best health can water costs.

Costs of the cost of the cost water costs.

Children should have information a how to stay safe and healthy. Children have the right food, ciothing and a sa place to live so they can develop in the best pool way. The governments their tamilies and child who cannot afferd this.

Governments should provide money or other support to help children from poor families.

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ry child who has been placed remaining the process of the court, protection or heath or cled regularly to see it rything is going well and if this ce for the child to be.

Every child has the right to be allw. Governments must make sure that children survive and develop in the best possible way.

Governments should let families and communities guide their communities guide their children so that, as they grow up, they learn to use their rights in the best way. The more children grow, the less guidance they will need.

Children's education should help them full develop their personalities, taken to replace the should their bard about their to replace, and to respect other people's rights cultures and differences at thousand their the live peacefully and protect the environment.



ry child has the right to an education. Primary cation should be free. Secondary and higher cation should be available to every child, dren should be encouraged to go to school en highest level possible. Discipline in schools uid respect children's rights and never use



Every child has the right to rest, relax, play and to take part in cultural and creative activities.

Electronia and a second

dren have the right to their own language. Their own language. The and religion - even ese are not shared by it people in the country re they live.

Children have the right to b protected from body work is dangerous or bad for the education, health or developed if children work, they have right to be safe and poid fast



Governments muste sure that of are not kidnappe could, or taken be could, or taken be countries of the count



ernments it protect dren from ng, making, ying or ng harmful

The right

Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it people.

Children who are accused of breaking the law should killed trotuned, treated cruelly, part in prison forever, or prison with adults. Prison should always be the last Children and only for the shortest possible time. Children in prison should have legal help and be able to stay in contact their family.

dren have the right to be protected in all other kinds or exploitation may baken advantage off, even if ex are not specifically memboned in Convention.







Governments should actively tell children and adults about this Convention so that everyone knows about children's rights.

These articles explain how governments, the United National Including the Committee on Rights of the Child and UNIO Rights of the Child and UNIO on make sure all children enjoin