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| **Aims and Intentions**    Children will:   * Take individual responsibility for their physical and mental wellbeing. * Understand the risks of drugs and alcohol and how to stay safe online. * Develop resilience, independence and responsibility. * Develop personal and social skills required to succeed in commerce and industry. * Identify misleading information and be critical or misleading news or views they might encounter. | | | | | |
| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Autumn** | Families and Relationships | Children will learn how to resolve relationship problems; effective  listening skills and about non-verbal communication. They look at the impact of bullying and what action  can be taken, explore trust and who to trust and that stereotyping can exist. | * To know that I can talk to trusted adults or services such as Childline if I experience family problems. * To know that bullying can be physical or verbal. * To know that bullying is repeated, not a one-off event. * To know that violence is never the right way to solve a friendship problem. * To know that trust is being able to rely on someone and it is an important part of relationships. * To know the signs of a good listener. * To understand that there are similarities and differences between people. * To understand some stereotypes related to age. | * Learn that problems can occur in families and that * there is help available if needed. * Explore ways to resolve friendship problems. * Develop an understanding of the impact of bullying and what to do if bullying occurs. * Identify who I can trust. * Learn about the effects of non-verbal communication. * Explore the negative impact of stereotyping. | * Do the children understand that families love and support each other but sometimes problems can occur and help is available if needed? * Do they understand that friendships have ups and downs and that problems can be resolved? * Do they understand what bullying is and what to do if it happens? * Can they understand how to show that they are listening and describe what a good listener is? * Can they identify who they trust and why? * Do they understand the similarities and differences that can exist between people and how to show respect for those who are different? * Do they understand how toys can reinforce gender stereotypes? * Do they understand that stereotypes arise from a range of factors, including some associated with age? |
| **Vocabulary: bullying, empathy, similar, stereotype, communicate, open questions, solve, sympathy, trust.** | | | |
| **Autumn/**  **Spring** | Health and Wellbeing | Children will understand that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; explore identity through groups we belong to and how our strengths can be used to help others and learn how to solve problems by breaking them down. | * To understand ways to prevent tooth decay. * To understand the positive impact relaxation can have on the body. * To know the different food groups and how much of each of them we should have to have a balanced diet. * To understand the importance of belonging. * To understand what being lonely means and that it is not the same as being alone. * To understand what a problem or barrier is and that these can be overcome. | * Discuss why it is important to look after my teeth. * Learn stretches which can be used for relaxation. * Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest. * Explore my own identity through the groups I belong to. * Identify my strengths and exploring how I use them to help others. * Be able to breakdown a problem into smaller parts to overcome it. | * Can they understand and plan for a healthy lifestyle, including physical activity, rest and diet? * Can they perform a range of relaxation stretches? * Can they describe what they are good at and what they enjoy as well as naming groups or communities they are a part of? * Can they identify their own strengths and understand how they can help other people? * Can they describe how to break a problem down into small, achievable goals? * Do they know what a healthy, balanced diet it and name the different food groups? * Can they explain how to take care of their teeth? |
| **Vocabulary: alone, barriers, identity, balance, belonging, lonely, resilience.** | | | |

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| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Spring** | Safety and the changing body | Children will learn how to: call the emergency services; respond to bites and stings; be a responsible digital citizen. They learn about:  cyberbullying, identifying unsafe digital content; influences and making independent choices and an  awareness of road safety. | * To understand that cyberbullying is bullying which takes place online. * To know the signs that an email might be fake. * To know the rules for being safe near roads. * To understand that other people can influence our choices. * To know that bites or stings can sometimes cause an allergic reaction. * To know that it is important to maintain the safety of myself and others, before giving first aid. | * Explore ways to respond to cyberbullying or unkind behaviour online. * Develop skills as a responsible digital citizen. * Identify things people might do near roads which are unsafe. * Begin to recognise unsafe digital content. * Explore that people and things can influence me * and that I need to make the right decision for me. * Explore choices and decisions that I can make. * Learn what to do in a medical emergency, including calling the emergency services. | * Do they understand the role that they can take in an emergency situation? * Do they understand how to help if someone has been stung or bitten? * Do they understand the importance of being kind online and what this looks like? * Do they understand that cyberbullying involves being unkind online? * Do they know that not all emails are genuine? * Can they identify the choices they can make and those which are made for them? * Can they recognise who and what can influence our decisions? * Do they understand that influences might not always be positive? * Can they explain the rules for keeping safe near roads? |
| **Vocabulary: allergic, bullying, choice, decision, fake, anaphylaxis, casualty, cyberbullying, distraction, influence, injuries.** | | | |
| **Spring/ Summer** | Citizenship | Children will learn about children’s rights; exploring why we have rules and the  roles of local community groups, charities and recycling and an  introduction to local democracy. | * To understand the UN Convention on the Rights of the Child. * To understand how recycling can have a positive impact on the environment. * To know that the local council is responsible for looking after the local area. * To know that elections are held where adults can vote for local councillors. * To understand some of the consequences of breaking rules. * To understand the role of charities in the community. | * Explore how children's rights help them and other children. * Consider the responsibilities that adults and children have to maintain children's rights. * Discuss ways we can make a difference to recycling rates at home/school. * Identify local community groups and discussing how these support the community. | * Do the children understand that they have rights and how these benefit them? * Do they understand the responsibilities adults have for supporting children’s rights? * Do they understand the benefits of recycling? * Do they know that there are different groups within the local community? * Can they identify how community buildings/places are used? * Do they understand how charities support the local community and how people can help? * Do they understand how democracy works locally and how this affects our lives? * Do they understand the need for rules? * Do they understand the reasons for having consequences for breaking rules? |
| **Vocabulary: charity, consequence, councillor, recycling, community, council, law, rights, United Nations (UN)** | | | |
| **Summer** | Economic Wellbeing | Children will be introduced to creating a budget  and learning about the different ways of paying, the emotional impact of money, the ethics of spending and will think about potential jobs and careers. | * To understand that there are different ways to pay for things. * To know that budgeting money is important. * To understand that there are a range of jobs available. * To understand that some stereotypes can exist around jobs but these should not affect people's choices. | * Discuss the range of feelings which money can cause. * Discussing the different attitudes people have to money. * Explore the impact our spending can have on other people. * Consider the advantages and disadvantages of different payment methods. | * Can they identify different ways to pay? * Do they understand that money is needed to pay for things? * Can they understand and create a simple budget? * Do they understand how situations involving money can affect our feelings? * Do they understand that a range of factors might influence our spending decisions? * Do they understand that a wide range of jobs are available and that skills and interests lead people to certain jobs? * Do they understand that stereotypes sometimes exist about the jobs people do but these should not limit anyone? |
| **Vocabulary: budget, feeling, expense, qualification, stereotype.** | | | |
| **Summer** | Transition | Help Year 3 pupils prepare for the transition to Year 4 and the changes that come with this. | * To understand that change often brings about more opportunities and responsibilities. | * Learn strategies to deal with change. | * Can they identify opportunities and responsibilities that change might bring? * Do they know any strategies they could use to deal with change? |
| **Vocabulary: opportunity, responsibility, change, cope, strategies.** | | | |

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| **Enrichment Opportunities** | School nurse visitor, PCSO visitor, Dentist visit/visitor, NSCPP, Links with local banks and building societies, Believe housing, Visitors from different work industries/environments, local MP |