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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.
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| **Term**  | **Unit**  | **Overview** | **Knowledge** | **Skills**  | **Assessment**  |
| **Autumn**  | Families and Relationships | Children will learn how to resolve relationship problems; effectivelistening skills and about non-verbal communication. They look at the impact of bullying and what actioncan 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?
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| **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?
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| **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 anawareness 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?
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| **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 theroles of local community groups, charities and recycling and anintroduction 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?
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| **Vocabulary: charity, consequence, councillor, recycling, community, council, law, rights, United Nations (UN)**  |
| **Summer** | Economic Wellbeing | Children will be introduced to creating a budgetand 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?
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| **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?
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| **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 |