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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 that families are varied and differences must be respected. They understand physical and emotional boundaries in friendships, the roles of bully, victim and bystander, how behaviour affects others, appropriate manners and bereavement. | * To know that families are varied in the UK and across the world. * To understand the different roles related to bullying including victim, bully and bystander. * To understand that everyone has the right to decide what happens to their body. * To understand the courtesy and manners which are expected in different scenarios. * To understand some stereotypes related to disability. * To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives. | * Use respectful language to discuss different families. * Explore physical and emotional boundaries in friendships. * Explore how my actions and behaviour can affect other people. * Discuss how to help someone who has experienced a bereavement. | * Do they understand that manners vary in different situations? * Can they identify the physical and emotional boundaries of friendship? * Do they understand that their behaviour can have an impact on others? * Do they understand the impact of bullying and the role bystanders can take? * Can they recognise male and female stereotyped characters? * Do they understand that stereotypes about disability are usually untrue? * Do they understand that families are all different? * Can they recognise that families offer each other support but sometimes they can experience problems? * Do they understand what a bereavement is and how they can help someone? |
| **Vocabulary: act of kindness, bereavement, bystander, authority, boundaries, permission.** | | | |
| **Autumn/**  **Spring** | Health and Wellbeing | Children will develop emotional maturity,  learning that we experience a range of emotions and are responsible for these, appreciate the emotions of others, develop a growth  mindset, identify calming activities and develop  independence in dental hygiene. | * To know key facts about dental health. * To know that visualisation means creating an image in our heads. * To know that different job roles need different skills and so some roles may suit me more than others. * To know that it is normal to experience a range of emotions. * To know that mental health refers to our emotional wellbeing, rather than physical. * To understand that mistakes can help us to learn. * To know who can help if we are worried about our own or other people's mental health. | * Develop independence in looking after my teeth. * Identify what makes me feel calm and relaxed. * Learn visualisation as a tool to aid relaxation. Explore how my skills can be used to undertake certain jobs. * Explore ways we can make ourselves feel happy or happier. * Develop the ability to appreciate the emotions of others in different situations. * Learn to take responsibility for my emotions by knowing that I can control some things but not others. * Develop a growth mindset. | * Can they identify and share key facts about dental health? * Can they describe a calm place that helps them to feel relaxed? * Can they describe how they feel when they make a mistake? * Can they explain what can be learned from making mistakes? * Can they identify their strengths and explain how they could use these in school? * Can they describe what things make them happy and suggest ways to work towards this as a goal? * Can they identify that there are some things that they can control and some things they cannot? * Do they understand the range of emotions we can experience? * Do they understand what mental health is and that people might sometimes need help? |
| **Vocabulary: fluoride, mental health, positive emotions, resilience, healthy, negative emotions, relaxation, skill, visualise.** | | | |

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| **Term** | **Unit** | **Overview** | **Knowledge** | **Skills** | **Assessment** |
| **Spring** | Safety and the changing body | Children will build awareness of online safety and benefits and risks of sharing information online, the difference between private and public, age restrictions, the physical and emotional changes in puberty, the  risks associated with tobacco and how to help someone with asthma. | * To understand that there are risks to sharing things online. * To know the difference between private and public. * To understand the risks associated with smoking tobacco. * To understand the physical changes to both male and female bodies as people grow from children to adults. * To know that asthma is a condition which causes the airways to narrow. | * Discuss how to seek help if I need to. * Explore what to do if an adult makes me feel uncomfortable. * Learn about the benefits and risks of sharing information online. * Discuss the benefits of being a non-smoker. Discuss some physical and emotional changes during puberty. * Learn how to help someone who is having an asthma attack. | * Do they understand the reasons for legal age restrictions? * Do they understand how quickly information can spread on the Internet and some of the risks associated with that? * Can they identify a casualty who is having an asthma attack? * Do they understand the difference between private and public, secrets and surprises? * Can they demonstrate how search engines work and whether information is useful? * Can they identify the changes they have already gone through and show an awareness of some changes to come? * Do they understand that they will change physically as they develop into adults? * Do they understand some of the risks of smoking and some benefits of being a non-smoker? |
| **Vocabulary: age restriction, asthma, breasts, genitals, law, penis, private, protect, puberty, public, testicles/testes, tobacco.** | | | |
| **Spring/ Summer** | Citizenship | Children will learn about Human rights and caring for the environment, exploring the role of groups within the local community and  appreciating community diversity, looking at the role of local government. | * To know that human rights are specific rights that apply to all people. * To know some of the people who protect our human rights such as police, judges and politicians. * To know that reusing items is of benefit to the environment. * To understand that councillors have to balance looking after local residents and the needs of the council. * To know that there are a number of groups which make up the local community. | * Discuss how we can help to protect human rights. * Identify ways items can be reused. * Explain why reusing items is of benefit to the environment. * Identify the benefits different groups bring to the local community. * Discuss the positives diversity brings to a community. | * Do they understand what human rights are and why they are important? * Do they understand how reusing items benefits the environment? * Can they identify the range of groups which exist in the wider community? * Do they understand how community groups can focus on different areas of interest? * Do they understand that diversity supports a community to work effectively? * Can they explain the role of local councillors? |
| **Vocabulary: authority, cabinet, community, council, council officer, diversity, environment, human rights, local government, protect, reuse, United Nations/ UN volunteer.** | | | |
| **Summer** | Economic Wellbeing | Children will explore choices associated with spending, what makes something  good value for money, career  aspirations and what influences career choices. | * To know that money can be lost in a variety of ways. * To understand the importance of tracking money. * To know that many people will have more than one job or career in their lifetimes. * Explore ways to overcome stereotypes in the workplace. | * Explore the factors which affect whether something is value for money. * Discuss some impacts of losing money. * Identify negative and positive influences that can affect our career choices. | * Do they show an understanding of the factors which can make something good value for money? * Can they identify factors which affect purchasing decisions? * Do they understand how to keep track of money and why this is important? * Can they identify ways in which we can lose money? * Do they understand the range of feelings associated with losing money? * Do they understand that there are a range of influences on job choices and that these can be positive or negative? * Do they understand that people can change their job? |
| **Vocabulary: bank balance, bank statement, career, debit card.** | | |  |
| **Summer** | Transition | Help Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings. | * To know that setting goals can help us to achieve what we want. | * Recognising our own achievements. * Be able to set goals. | * Can they set goals which help them to achieve a something they want? * Can they recognise some of their own achievements? |
| **Vocabulary: goal, achievement, change.** | | |  |

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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 |