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| **Easterside Logo Small.jpg**Year 3 & 4 Cycle 1  Medium Term Overview | | | |
| Half/Term Key Question | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning |
| **Autumn 1**  How can we be a good friend? | **Relationships**  Friendship; making positive friendships,  managing loneliness, dealing with  arguments  PoS refs: R10, R11, R13, R14, R16, R17, R18, H36  **R10.** about the importance of friendships; strategies for building positive  friendships; how positive friendships support wellbeing  **R11.** what constitutes a positive healthy friendship (e.g. mutual respect, trust,  truthfulness, loyalty, kindness, generosity, sharing interests and experiences,  support with problems and difficulties); that the same principles apply to online  friendships as to face-to-face relationships  **R13.** the importance of seeking support if feeling lonely or excluded  **R14.** that healthy friendships make people feel included; recognise when others  may feel lonely or excluded; strategies for how to include them  **R16.** how friendships can change over time, about making new friends and the benefits of having different types of friends  **R17.** that friendships have ups and downs; strategies to resolve disputes and  reconcile differences positively and safely  **R18.** to recognise if a friendship (online or offline) is making them feel unsafe or  uncomfortable; how to manage this and ask for support if necessary  **H36.** strategies to manage transitions between classes and key stages  **R16**. how friendships can change over time, about making new friends and the benefits of having different types of friends | •how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded  • how to recognise if others are feeling lonely and excluded and strategies to include them  • how to build good friendships, including identifying qualities that contribute to positive friendships  • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences  • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support  \*\*9 Protected Characteristics\*\*   * Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | Medway Public Health Directorate -Primary RSE  lessons (KS2 - Y3), ‘Friendship’ |
| **Autumn 2**  What keeps us safe? | **Health and wellbeing**  Keeping safe; at home and school;  our bodies; hygiene; medicines and  household products  PoS refs: H9, H10, H26, H39, H30, H40,  H42, H43, H44, R25, R26, R28, R29  **H9.** that bacteria and viruses can affect health; how everyday hygiene routines  can limit the spread of infection; the wider importance of personal hygiene and  how to maintain it  **H10.** how medicines, when used responsibly, contribute to health; that some  diseases can be prevented by vaccinations and immunisations; how allergies can  be managed  **H26.** that for some people gender identity does not correspond with their  biological sex  **H30.** to identify the external genitalia and internal reproductive organs in males  and females and how the process of puberty relates to human reproduction  **H39.** about hazards (including fire risks) that may cause harm, injury or risk in the  home and what they can do reduce risks and keep safe  **H40.** about the importance of taking medicines correctly and using household  products safely, (e.g. following instructions carefully)  **H42.** about the importance of keeping personal information private; strategies for  keeping safe online, including how to manage requests for personal information  or images of themselves and others; what to do if frightened or worried by  something seen or read online and how to report concerns, inappropriate content  and contact  **H43.** about what is meant by first aid; basic techniques for dealing with common  injuries²  **H44.** how to respond and react in an emergency situation; how to identify  situations that may require the emergency services; know how to contact them  and what to say  **R25.** recognise different types of physical contact; what is acceptable and  unacceptable; strategies to respond to unwanted physical contact  **R26.** about seeking and giving permission (consent) in different situations  **R28.** how to recognise pressure from others to do something unsafe or that  makes them feel uncomfortable and strategies for managing this  **R29.** where to get advice and report concerns if worried about their own or  someone else’s personal safety (including online) | how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe  • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers  • that their body belongs to them and should not be hurt or  touched without their permission; what to do and who to tell if they feel uncomfortable  • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)  • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)  • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns  • what to do in an emergency, including calling for help and speaking to the emergency services  \*\*9 Protected Characteristics\*\*  Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | NSPCC – The underwear rule resources (PANTS)  Red Cross – Life. Live it ‘Stay safe’  Islington Healthy Schools Team – DrugWise £  \*The PSHE Association will be releasing a drug and  alcohol education programme in summer 2020 |
| **Spring 1**  What are families like? | **Relationships**  Families; family life; caring for each other  PoS refs: R5, R6, R7, R8, R9  **R5.** that people who love and care for each other can be in a committed  relationship (e.g. marriage), living together, but may also live apart  **R6.** that a feature of positive family life is caring relationships; about the different  ways in which people care for one another  **R7.** to recognise and respect that there are different types of family structure  (including single parents, same-sex parents, step-parents, blended families, foster  parents); that families of all types can give family members love, security and  stability  **R8.** to recognise other shared characteristics of healthy family life, including  commitment, care, spending time together; being there for each other in times of  difficulty  **R9.** how to recognise if family relationships are making them feel unhappy or  unsafe, and how to seek help or advice | • how families differ from each other (including that not every  family has the same family structure, e.g. single parents, same  sex parents, step-parents, blended families, foster and adoptive  parents)  • how common features of positive family life often include  shared experiences, e.g. celebrations, special days or holidays  • how people within families should care for each other and the  different ways they demonstrate this  • how to ask for help or advice if family relationships are making  them feel unhappy, worried or unsafe  \*\*9 Protected Characteristics\*\*  Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | Coram Life Education – Adoptables Schools Toolkit |
| **Spring 2**  What makes a community? | **Living in the wider world**  Community; belonging to groups;  similarities and differences; respect for  others  PoS refs: R32, R33, L6, L7, L8  **R32.** about respecting the differences and similarities between people and  recognising what they have in common with others e.g. physically, in personality  or background  **R33.** to listen and respond respectfully to a wide range of people, including those  whose traditions, beliefs and lifestyle are different to their own  **L6.** about the information, advice and guidance available to them on next steps  and careers; how to access appropriate support and opportunities  **L7.** about the labour market, local, national and international employment  opportunities  **L8.** about employment sectors and types, and changing patterns of employment | • how they belong to different groups and communities, e.g.  friendship, faith, clubs, classes/year groups  • what is meant by a diverse community; how different groups  make up the wider/local community around the school  • how the community helps everyone to feel included and values  the different contributions that people make  • how to be respectful towards people who may live differently to  them  \*\*9 Protected Characteristics\*\*  Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | PSHE Association - Inclusion, belonging and  addressing extremism (KS2 -Y3/4), ‘Belonging to a  community’  Premier League Primary Stars – Diversity  Worcester University - Moving and moving home  (KS2) |
| **Summer 1**  Why should we eat well and look after our teeth? | **Health and wellbeing**  Being healthy: eating well, dental care  PoS refs: H1, H2, H3, H4, H5, H6, H11,  H14  **H1.** how to make informed decisions about health  **H2.** about the elements of a balanced, healthy lifestyle  **H3.** about choices that support a healthy lifestyle, and recognise what might  influence these  **H4.** how to recognise that habits can have both positive and negative effects on  a healthy lifestyle  **H5.** about what good physical health means; how to recognise early signs of  physical illness  **H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to  health and wellbeing of eating nutritionally rich foods; risks associated with not  eating a healthy diet including obesity and tooth decay.  **H11.** how to maintain good oral hygiene (including correct brushing and flossing);  why regular visits to the dentist are essential; the impact of lifestyle choices on  dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies  and fruit teas; the effects of smoking)  **H14.** how and when to seek support, including which adults to speak to in and  outside school, if they are worried about their health | • how to eat a healthy diet and the benefits of nutritionally rich  foods  • how to maintain good oral hygiene (including regular brushing  and flossing) and the importance of regular visits to the dentist  • how not eating a balanced diet can affect health, including the  impact of too much sugar/acidic drinks on dental health  • how people make choices about what to eat and drink,  including who or what influences these  • how, when and where to ask for advice and help about healthy  eating and dental care |  |
| **Summer 2**  Why should we keep active and sleep well? | **Health and wellbeing**  Being healthy: keeping active, taking rest  PoS refs: H1, H2, H3, H4, H7, H8, H13,  H14  **H1.** how to make informed decisions about health  **H2.** about the elements of a balanced, healthy lifestyle  **H3.** about choices that support a healthy lifestyle, and recognise what might  influence these  **H4.** how to recognise that habits can have both positive and negative effects on  a healthy lifestyle  **H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g.  walking or cycling to school, daily active mile); recognise opportunities to be  physically active and some of the risks associated with an inactive lifestyle  **H8.** about how sleep contributes to a healthy lifestyle; routines that support  good quality sleep; the effects of lack of sleep on the body, feelings, behaviour  and ability to learn  **H13.** about the benefits of the internet; the importance of balancing time online  with other activities; strategies for managing time online  **H14.** how and when to seek support, including which adults to speak to in and  outside school, if they are worried about their health | • how regular physical activity benefits bodies and feelings  • how to be active on a daily and weekly basis - how to balance  time online with other activities  • how to make choices about physical activity, including what and  who influences decisions  • how the lack of physical activity can affect health and wellbeing  • how lack of sleep can affect the body and mood and simple  routines that support good quality sleep  • how to seek support in relation to physical activity, sleep and  rest and who to talk to if they are worried |  |

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| **Easterside Logo Small.jpg**Year 3 & 4 Cycle 2  Medium Term Overview | | | |
| Half/Term Key Question | Topic | In this unit of work, Pupils learn… | Quality Assured resources to support planning |
| **Autumn 1**  What strengths,  skills and  interests do we  have? | **Health and wellbeing**  Self-esteem: self-worth; personal  qualities; goal setting; managing set  backs  PoS refs: H27, H28, H29, H36, L25, H25, H36  **H27.** to recognise their individuality and personal qualities  **H28.** to identify personal strengths, skills, achievements and interests and how  these contribute to a sense of self-worth  **H29.** about how to manage setbacks/perceived failures, including how to re-frame  unhelpful thinking  **L25.** to recognise positive things about themselves and their achievements; set  goals to help achieve personal outcomes  **H36**. strategies to manage transitions between classes and key stages  **H25**. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) | • how to recognise personal qualities and individuality  • to develop self-worth by identifying positive things about  themselves and their achievements  • how their personal attributes, strengths, skills and interests  contribute to their self-esteem  • how to set goals for themselves  • how to manage when there are set-backs, learn from mistakes  and reframe unhelpful thinking  \*\*9 Protected Characteristics\*\*  Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | Premier League Primary Stars – Self-esteem /  Resilience |
| **Autumn 2**  How do we  treat each other  with respect? | **Relationships**  Respect for self and others; courteous  behaviour; safety; human rights  PoS refs: R19, R20, R21, R22, R25, R27,  R29, R30, R31, H45, L2, L3, L10  **R19.** about the impact of bullying, including offline and online, and the  consequences of hurtful behaviour  **R20.** strategies to respond to hurtful behaviour experienced or witnessed, offline  and online (including teasing, name-calling, bullying, trolling, harassment or the  deliberate excluding of others); how to report concerns and get support  **R21.** about discrimination: what it means and how to challenge it  **R22.** about privacy and personal boundaries; what is appropriate in friendships  and wider relationships (including online);  **R25.** recognise different types of physical contact; what is acceptable and  unacceptable; strategies to respond to unwanted physical contact  **R27.** about keeping something confidential or secret, when this should (e.g. a  birthday surprise that others will find out about) or should not be agreed to, and  when it is right to break a confidence or share a secret  **R29.** where to get advice and report concerns if worried about their own or  someone else’s personal safety (including online)  **R30.** that personal behaviour can affect other people; to recognise and model  respectful behaviour online  **R31.** to recognise the importance of self-respect and how this can affect their  thoughts and feelings about themselves; that everyone, including them, should  expect to be treated politely and with respect by others (including when online  and/or anonymous) in school and in wider society; strategies to improve or  support courteous, respectful relationships  **H45.** that female genital mutilation (FGM) is against British law, what to do and  whom to tell if they think they or someone they know might be at risk³  **L2.** to recognise there are human rights, that are there to protect everyone  **L3.** about the relationship between rights and responsibilities  **L10.** about prejudice; how to recognise behaviours/actions which discriminate  against others; ways of responding to it if witnessed or experienced | • how people’s behaviour affects themselves and others,  including online  • how to model being polite and courteous in different situations  and recognise the respectful behaviour they should receive in  return  • about the relationship between rights and responsibilities  • about the right to privacy and how to recognise when a  confidence or secret should be kept (such as a nice birthday  surprise everyone will find out about) or not agreed to and  when to tell (e.g. if someone is being upset or hurt)\*  • the rights that children have and why it is important to protect  these\*  • that everyone should feel included, respected and not  discriminated against; how to respond if they witness or  experience exclusion, disrespect or discrimination  • how to respond to aggressive or inappropriate behaviour  (including online and unwanted physical contact) – how to  report concerns  \*\*9 Protected Characteristics\*\*  Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or belief, Sex, Sexual orientation. | Premier League Primary Stars – Play the right way  / Inclusion  1decision – Being responsible / A world without  judgement £  Alzheimer’s Society -Creating a dementia-friendly  generation (KS2) |
| **Spring 1**  How can we  manage our  feelings? | **Health and wellbeing**  Feelings and emotions; expression of  feelings; behaviour  PoS refs: H17, H18, H19, H20, H23  **H17.** to recognise that feelings can change over time and range in intensity  **H18.** about everyday things that affect feelings and the importance of expressing  feelings  **H19.** a varied vocabulary to use when talking about feelings; about how to express  feelings in different ways;  **H20.** strategies to respond to feelings, including intense or conflicting feelings;  how to manage and respond to feelings appropriately and proportionately in  different situations  **H23.** about change and loss, including death, and how these can affect feelings;  ways of expressing and managing grief and bereavement | • how everyday things can affect feelings  • how feelings change over time and can be experienced at  different levels of intensity  • the importance of expressing feelings and how they can be  expressed in different ways  • how to respond proportionately to, and manage, feelings in  different circumstances  • ways of managing feelings at times of loss, grief and change  • how to access advice and support to help manage their own or  others’ feelings | PSHE Association – Mental health and wellbeing  lessons (KS2 - Y3/4) |
| **Spring 2**  How will we  grow and  change? | **Health and wellbeing**  Growing and changing;  puberty  PoS refs: H31, H32, H34, H46  **H31.** about the physical and emotional changes that happen when approaching  and during puberty (including menstruation, key facts about the menstrual cycle  and menstrual wellbeing, erections and wet dreams)  **H32.** about how hygiene routines change during the time of puberty, the  importance of keeping clean and how to maintain personal hygiene  **H34.** about where to get more information, help and advice about growing and  changing, especially about puberty  **H46**. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break | • how puberty can affect emotions and feelings  • how personal hygiene routines change during puberty  • how to ask for advice and support about growing and changing  and puberty | Medway Public Health Directorate - Primary RSE  lessons (Y4/5), ‘Puberty’  Betty – It’s perfectly natural |
| **Summer 1**  How can our  choices make  a difference to  others and the  environment? | **Living in the wider world**  Caring for others; the environment;  people and animals; shared  responsibilities, making choices and  decisions  PoS refs: L4, L5, L19, R34  **L4.** the importance of having compassion towards others; shared responsibilities  we all have for caring for other people and living things; how to show care and  concern for others  **L5.** ways of carrying out shared responsibilities for protecting the environment  in school and at home; how everyday choices can affect the environment (e.g.  reducing, reusing, recycling; food choices)  **L19.** that people’s spending decisions can affect others and the environment (e.g.  Fair trade, buying single-use plastics, or giving to charity)  **R34.** how to discuss and debate topical issues, respect other people’s point of  view and constructively challenge those they disagree with | • how people have a shared responsibility to help protect the  world around them  • how everyday choices can affect the environment  • how what people choose to buy or spend money on can affect  others or the environment (e.g. Fairtrade, single use plastics,  giving to charity)  • the skills and vocabulary to share their thoughts, ideas and  opinions in discussion about topical issues  • how to show care and concern for others (people and animals)  • how to carry out personal responsibilities in a caring and  compassionate way | Premier League Primary Stars / Sky Ocean Rescue  – Tackling plastic pollution  RSPCA - Compassionate classroom lessons  Team Margot – Giving help to others (resources on  blood, stem cell and bone marrow donation)  1decision – Being responsible / The working world  £ |
| **Summer 2**  How can we  manage risk  in different  places? | **Health and wellbeing**  Keeping safe; out and about; recognising  and managing risk  PoS refs: H12, H37, H38, H41, H42,  H47, R12, R15, R23, R24, R28, R29, L1,  L5, L15  **H12.** about the benefits of sun exposure and risks of overexposure; how to keep  safe from sun damage and sun/heat stroke and reduce the risk of skin cancer  **H37.** reasons for following and complying with regulations and restrictions  (including age restrictions); how they promote personal safety and wellbeing with  reference to social media, television programmes, films, games and online gaming  **H38.** how to predict, assess and manage risk in different situations  **H41.** strategies for keeping safe in the local environment or unfamiliar places (rail,  water, road) and firework safety; safe use of digital devices when out and about  **H42.** about the importance of keeping personal information private; strategies for  keeping safe online, including how to manage requests for personal information  or images of themselves and others; what to do if frightened or worried by  something seen or read online and how to report concerns, inappropriate content  and contact  **H47.** to recognise that there are laws surrounding the use of legal drugs and that  some drugs are illegal to own, use and give to others  **R12.** to recognise what it means to ‘know someone online’ and how this differs  from knowing someone face-to-face; risks of communicating online with others  not known face-to-face  **R15.** strategies for recognising and managing peer influence and a desire for peer  approval in friendships; to recognise the effect of online actions on others  **R23.** about why someone may behave differently online, including pretending to  be someone they are not; strategies for recognising risks, harmful content and  contact; how to report concerns  **R24.** how to respond safely and appropriately to adults they may encounter (in all  contexts including online) whom they do not know  **R28.** how to recognise pressure from others to do something unsafe or that  makes them feel uncomfortable and strategies for managing this  **R29.** where to get advice and report concerns if worried about their own or  someone else’s personal safety (including online)  **L1.** to recognise reasons for rules and laws; consequences of not adhering to rules  and laws  **L5.** ways of carrying out shared responsibilities for protecting the environment  in school and at home; how everyday choices can affect the environment (e.g.  reducing, reusing, recycling; food choices)  **L15.** recognise things appropriate to share and things that should not be shared  on social media; rules surrounding distribution of images | • how to recognise, predict, assess and manage risk in different  situations  • how to keep safe in the local environment and less familiar  locations (e.g. near rail, water, road; fire/firework safety; sun  safety and the safe use of digital devices when out and about)  • how people can be influenced by their peers’ behaviour and by  a desire for peer approval; how to manage this influence  • how people’s online actions can impact on other people  • how to keep safe online, including managing requests for  personal information and recognising what is appropriate to  share or not share online  • how to report concerns, including about inappropriate online  content and contact  • that rules, restrictions and laws exist to help people keep safe  and how to respond if they become aware of a situation that is  anti-social or against the law | PSHE Association and GambleAware -Exploring  risk (KS2)  Google & Parentzone – Be Internet Legends  NSPCC - Share Aware  Islington Healthy Schools Team – DrugWise £  \*The PSHE Association will be releasing a drug and  alcohol education programme in summer 2020 |