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| **Easterside Logo Small.jpg**Year 3 & 4 Cycle 1Medium 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 withargumentsPoS refs: R10, R11, R13, R14, R16, R17, R18, H36**R10.** about the importance of friendships; strategies for building positivefriendships; 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 onlinefriendships 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 othersmay 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 andreconcile differences positively and safely**R18.** to recognise if a friendship (online or offline) is making them feel unsafe oruncomfortable; 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 RSElessons (KS2 - Y3), ‘Friendship’ |
| **Autumn 2**What keeps us safe? | **Health and wellbeing**Keeping safe; at home and school;our bodies; hygiene; medicines andhousehold productsPoS 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 routinescan limit the spread of infection; the wider importance of personal hygiene andhow to maintain it**H10.** how medicines, when used responsibly, contribute to health; that somediseases can be prevented by vaccinations and immunisations; how allergies canbe managed**H26.** that for some people gender identity does not correspond with theirbiological sex**H30.** to identify the external genitalia and internal reproductive organs in malesand 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 thehome and what they can do reduce risks and keep safe**H40.** about the importance of taking medicines correctly and using householdproducts safely, (e.g. following instructions carefully)**H42.** about the importance of keeping personal information private; strategies forkeeping safe online, including how to manage requests for personal informationor images of themselves and others; what to do if frightened or worried bysomething seen or read online and how to report concerns, inappropriate contentand contact**H43.** about what is meant by first aid; basic techniques for dealing with commoninjuries²**H44.** how to respond and react in an emergency situation; how to identifysituations that may require the emergency services; know how to contact themand what to say**R25.** recognise different types of physical contact; what is acceptable andunacceptable; 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 thatmakes them feel uncomfortable and strategies for managing this**R29.** where to get advice and report concerns if worried about their own orsomeone 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 ortouched 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 andalcohol education programme in summer 2020 |
| **Spring 1**What are families like? | **Relationships**Families; family life; caring for each otherPoS refs: R5, R6, R7, R8, R9**R5.** that people who love and care for each other can be in a committedrelationship (e.g. marriage), living together, but may also live apart**R6.** that a feature of positive family life is caring relationships; about the differentways 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, fosterparents); that families of all types can give family members love, security andstability**R8.** to recognise other shared characteristics of healthy family life, includingcommitment, care, spending time together; being there for each other in times ofdifficulty**R9.** how to recognise if family relationships are making them feel unhappy orunsafe, and how to seek help or advice | • how families differ from each other (including that not everyfamily has the same family structure, e.g. single parents, samesex parents, step-parents, blended families, foster and adoptiveparents)• how common features of positive family life often includeshared experiences, e.g. celebrations, special days or holidays• how people within families should care for each other and thedifferent ways they demonstrate this• how to ask for help or advice if family relationships are makingthem 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 forothersPoS refs: R32, R33, L6, L7, L8**R32.** about respecting the differences and similarities between people andrecognising what they have in common with others e.g. physically, in personalityor background**R33.** to listen and respond respectfully to a wide range of people, including thosewhose traditions, beliefs and lifestyle are different to their own**L6.** about the information, advice and guidance available to them on next stepsand careers; how to access appropriate support and opportunities**L7.** about the labour market, local, national and international employmentopportunities**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 groupsmake up the wider/local community around the school• how the community helps everyone to feel included and valuesthe different contributions that people make• how to be respectful towards people who may live differently tothem\*\*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 andaddressing extremism (KS2 -Y3/4), ‘Belonging to acommunity’Premier League Primary Stars – DiversityWorcester 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 carePoS 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 mightinfluence these**H4.** how to recognise that habits can have both positive and negative effects ona healthy lifestyle**H5.** about what good physical health means; how to recognise early signs ofphysical illness**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits tohealth and wellbeing of eating nutritionally rich foods; risks associated with noteating 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 ondental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothiesand fruit teas; the effects of smoking)**H14.** how and when to seek support, including which adults to speak to in andoutside school, if they are worried about their health | • how to eat a healthy diet and the benefits of nutritionally richfoods• how to maintain good oral hygiene (including regular brushingand flossing) and the importance of regular visits to the dentist• how not eating a balanced diet can affect health, including theimpact 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 healthyeating and dental care |  |
| **Summer 2**Why should we keep active and sleep well? | **Health and wellbeing**Being healthy: keeping active, taking restPoS 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 mightinfluence these**H4.** how to recognise that habits can have both positive and negative effects ona 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 bephysically active and some of the risks associated with an inactive lifestyle**H8.** about how sleep contributes to a healthy lifestyle; routines that supportgood quality sleep; the effects of lack of sleep on the body, feelings, behaviourand ability to learn**H13.** about the benefits of the internet; the importance of balancing time onlinewith other activities; strategies for managing time online**H14.** how and when to seek support, including which adults to speak to in andoutside 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 balancetime online with other activities• how to make choices about physical activity, including what andwho influences decisions• how the lack of physical activity can affect health and wellbeing• how lack of sleep can affect the body and mood and simpleroutines that support good quality sleep• how to seek support in relation to physical activity, sleep andrest and who to talk to if they are worried |  |

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| **Easterside Logo Small.jpg**Year 3 & 4 Cycle 2Medium 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 andinterests do wehave? | **Health and wellbeing**Self-esteem: self-worth; personalqualities; goal setting; managing setbacksPoS 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 howthese contribute to a sense of self-worth**H29.** about how to manage setbacks/perceived failures, including how to re-frameunhelpful thinking**L25.** to recognise positive things about themselves and their achievements; setgoals 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 aboutthemselves and their achievements• how their personal attributes, strengths, skills and interestscontribute to their self-esteem• how to set goals for themselves• how to manage when there are set-backs, learn from mistakesand 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 wetreat each otherwith respect? | **Relationships**Respect for self and others; courteousbehaviour; safety; human rightsPoS 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 theconsequences of hurtful behaviour**R20.** strategies to respond to hurtful behaviour experienced or witnessed, offlineand online (including teasing, name-calling, bullying, trolling, harassment or thedeliberate 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 friendshipsand wider relationships (including online);**R25.** recognise different types of physical contact; what is acceptable andunacceptable; strategies to respond to unwanted physical contact**R27.** about keeping something confidential or secret, when this should (e.g. abirthday surprise that others will find out about) or should not be agreed to, andwhen it is right to break a confidence or share a secret**R29.** where to get advice and report concerns if worried about their own orsomeone else’s personal safety (including online)**R30.** that personal behaviour can affect other people; to recognise and modelrespectful behaviour online**R31.** to recognise the importance of self-respect and how this can affect theirthoughts and feelings about themselves; that everyone, including them, shouldexpect to be treated politely and with respect by others (including when onlineand/or anonymous) in school and in wider society; strategies to improve orsupport courteous, respectful relationships**H45.** that female genital mutilation (FGM) is against British law, what to do andwhom 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 discriminateagainst 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 situationsand recognise the respectful behaviour they should receive inreturn• about the relationship between rights and responsibilities• about the right to privacy and how to recognise when aconfidence or secret should be kept (such as a nice birthdaysurprise everyone will find out about) or not agreed to andwhen to tell (e.g. if someone is being upset or hurt)\*• the rights that children have and why it is important to protectthese\*• that everyone should feel included, respected and notdiscriminated against; how to respond if they witness orexperience exclusion, disrespect or discrimination• how to respond to aggressive or inappropriate behaviour(including online and unwanted physical contact) – how toreport 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/ Inclusion1decision – Being responsible / A world withoutjudgement £Alzheimer’s Society -Creating a dementia-friendlygeneration (KS2) |
| **Spring 1**How can wemanage ourfeelings? | **Health and wellbeing**Feelings and emotions; expression offeelings; behaviourPoS 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 expressingfeelings**H19.** a varied vocabulary to use when talking about feelings; about how to expressfeelings in different ways;**H20.** strategies to respond to feelings, including intense or conflicting feelings;how to manage and respond to feelings appropriately and proportionately indifferent 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 atdifferent levels of intensity• the importance of expressing feelings and how they can beexpressed in different ways• how to respond proportionately to, and manage, feelings indifferent circumstances• ways of managing feelings at times of loss, grief and change• how to access advice and support to help manage their own orothers’ feelings | PSHE Association – Mental health and wellbeinglessons (KS2 - Y3/4) |
| **Spring 2**How will wegrow andchange? | **Health and wellbeing**Growing and changing;pubertyPoS refs: H31, H32, H34, H46**H31.** about the physical and emotional changes that happen when approachingand during puberty (including menstruation, key facts about the menstrual cycleand menstrual wellbeing, erections and wet dreams) **H32.** about how hygiene routines change during the time of puberty, theimportance of keeping clean and how to maintain personal hygiene**H34.** about where to get more information, help and advice about growing andchanging, 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 changingand puberty | Medway Public Health Directorate - Primary RSElessons (Y4/5), ‘Puberty’Betty – It’s perfectly natural |
| **Summer 1**How can ourchoices makea difference toothers and theenvironment? | **Living in the wider world**Caring for others; the environment;people and animals; sharedresponsibilities, making choices anddecisionsPoS refs: L4, L5, L19, R34**L4.** the importance of having compassion towards others; shared responsibilitieswe all have for caring for other people and living things; how to show care andconcern for others**L5.** ways of carrying out shared responsibilities for protecting the environmentin 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 ofview and constructively challenge those they disagree with | • how people have a shared responsibility to help protect theworld around them• how everyday choices can affect the environment• how what people choose to buy or spend money on can affectothers or the environment (e.g. Fairtrade, single use plastics,giving to charity)• the skills and vocabulary to share their thoughts, ideas andopinions 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 andcompassionate way | Premier League Primary Stars / Sky Ocean Rescue– Tackling plastic pollutionRSPCA - Compassionate classroom lessonsTeam Margot – Giving help to others (resources onblood, stem cell and bone marrow donation)1decision – Being responsible / The working world£ |
| **Summer 2**How can wemanage riskin differentplaces? | **Health and wellbeing**Keeping safe; out and about; recognisingand managing riskPoS 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 keepsafe 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 withreference 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 forkeeping safe online, including how to manage requests for personal informationor images of themselves and others; what to do if frightened or worried bysomething seen or read online and how to report concerns, inappropriate contentand contact**H47.** to recognise that there are laws surrounding the use of legal drugs and thatsome drugs are illegal to own, use and give to others**R12.** to recognise what it means to ‘know someone online’ and how this differsfrom knowing someone face-to-face; risks of communicating online with othersnot known face-to-face**R15.** strategies for recognising and managing peer influence and a desire for peerapproval in friendships; to recognise the effect of online actions on others**R23.** about why someone may behave differently online, including pretending tobe someone they are not; strategies for recognising risks, harmful content andcontact; how to report concerns**R24.** how to respond safely and appropriately to adults they may encounter (in allcontexts including online) whom they do not know**R28.** how to recognise pressure from others to do something unsafe or thatmakes them feel uncomfortable and strategies for managing this**R29.** where to get advice and report concerns if worried about their own orsomeone else’s personal safety (including online)**L1.** to recognise reasons for rules and laws; consequences of not adhering to rulesand laws**L5.** ways of carrying out shared responsibilities for protecting the environmentin 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 sharedon social media; rules surrounding distribution of images | • how to recognise, predict, assess and manage risk in differentsituations• how to keep safe in the local environment and less familiarlocations (e.g. near rail, water, road; fire/firework safety; sunsafety and the safe use of digital devices when out and about)• how people can be influenced by their peers’ behaviour and bya 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 forpersonal information and recognising what is appropriate toshare or not share online• how to report concerns, including about inappropriate onlinecontent and contact• that rules, restrictions and laws exist to help people keep safeand how to respond if they become aware of a situation that isanti-social or against the law | PSHE Association and GambleAware -Exploringrisk (KS2)Google & Parentzone – Be Internet LegendsNSPCC - Share AwareIslington Healthy Schools Team – DrugWise £\*The PSHE Association will be releasing a drug andalcohol education programme in summer 2020 |