

British Values, SMSC, Being part of a community, Outdoor Learning, Equality, Independence, Personal Development, Cultural Capital, Principles of Nurture and Career aspirations run in a wide range of ways through every PSHCE topic. Enrichment activities (ie visits, visitors etc) are regularly used to provide enhanced learning across the school. The Personal Development document gives more detail around this.

Year 3/4	Autumn Term A
Unit: My Healthy Lifestyle	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: – Know the importance of general wellbeing and physical health and make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences – Know what are the good habits for looking after my growing body both physically, mentally and emotionally on a daily and regular basis – Know the benefits of building regular physical activity and time outdoors into daily and weekly routines and strategies to achieve this – Know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc – Understand that online content can have an impact on wellbeing – Communicate my feelings to others, recognise how others show feelings and know to respond appropriately – Understand what being resilient means to me and I have strategies I can use – Understand why other people are behaving as they are when they are finding change difficult – Know how and when to seek support if I'm unwell or worried about my health – Identify some factors (positive and negative) that affect physical, mental and emotional health – Understand what is meant by a healthy diet (including understanding calories, and nutritional content) – Make informed choices about healthy eating, planning and preparing a range of healthy meals and having daily exercise – Understand safe and unsafe exposure to the sun, and how to reduce the risk of sun damage – Understand a range of feelings and how these make me feel both emotionally and physically – Understand that isolation and loneliness can affect children and that getting help/support is beneficial – Have a range of strategies for managing and controlling strong feelings and emotions – Understand the range and scale of different emotions I might experience in different situations and that worrying and feeling down are normal and affect everyone sometimes – Respond appropriately to other people's feeling – Recognise my worth as an individual and the worth of other people – Understand what being resilient means to me and I have strategies I can use	

– Identify positive things about myself, recognise some of my mistakes and learn from them
Sticky Knowledge: - Children need approximately 1500 calories per day depending on level of activity - Children aged 6-9 need between 9-11 years of sleep every night - A child's body needs - Good daily habits are important for a healthy lifestyle (eg hygiene) - Sunglasses protect our eyes from harmful rays from the sun - Suncream needs to be applied regularly to keep our skin safe - Water is important for rehydration and even more when it is sunny - Relaxation, hobbies and interests are good for mental health - Physical exercise is beneficial for: breathing, muscle strength, energy levels, mental health
Vocabulary: Consequences Benefits Responsibilities Good Habits Hobbies Bacteria /Virus Included/excluded Relaxed/relaxation Drugs/medicine/alcohol/tobacco Belonging Anxious / Stress Media Influence Self-image Nutrition Calories Balanced diet Responsible Diet Counter argument Reality / fantasy Routines Sun exposure Managing feelings / behaviours Responding
Sequence: - What I do to keep myself healthy on a daily and regular basis? - Mental Health, Emotional Health and Physical Health - Negative factors that affect health - Feelings and emotions - Managing the emotions/behaviour of others - Resilience, self-worth - Changes
Thinking Deeper: Consider the health of those in third world countries

Links: Collective Worship, The Street, Science

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Year 3/4	Spring Term A
Unit: Keeping Myself Safe	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: - Identify hazards that may cause harm or injury and explain how to reduce/manage risks in different situations including on and offline line - Make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline - Explain how my behaviour may have consequences for myself and others both on and offline - Demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc - Know school rules for health and safety, basic first-aid procedures (including ailments and common injuries) and where to get help for myself and others in need including how to call 999 in an emergency, making a clear and efficient call - Describe what risk means to me both on and offline - Take responsibility for my own behaviour and safety and realise that actions have consequences both on and offline - Recognise, predict and assess risk, relating to myself and others and know how to get help (includes risks in the home, road, farm, water, rail, online, electricity and personal safety) and I know how to call 999 in an emergency, making a clear and efficient call - Explain the concept of privacy - Have some effective strategies to cope with peer influence and peer pressure both on and offline	
Sticky Knowledge: - Risks and Peer pressure can occur online as well as offline - Mountain rescue and coastguard can also be called using 999 - Always make sure you cross the road and ride a bike with an adult - Do not swim where there is no lifeguard - Bites and Stings – Clean the affected area with soap and warm water. Use a cold pack to reduce swelling and pain. May need to see the Chemist. - Asthma attack - Reassure them, get them to use their reliever inhaler. Ask them to breathe slowly and deeply. Sit them down. If the attack does not ease, advise one to two puffs every two minutes for up to 10 puffs. If it If they feel worse at any point, or do not feel better after 10 puffs, call 999 for an ambulance. - Head injuries- Stop any bleeding by firmly pressing a clean cloth on the wound, unless you suspect a skull fracture. Wait for medical help. Be careful not to move the person's head.	

- Help can be got from: a trusted adult, emergency services, Childline, NSPCC - Childline number is 0800 1111
Vocabulary: Safety Online Passwords Privacy Personal Information Decisions Choices Peer Pressure Consequences Health Procedure Emergency First-aid Wellbeing Support Advice Pressure Influence Media Responsibility Pressure Risk Social media Forwarding Public Sharing Behaviour Information Strategies Internet Self-aware
Sequence: - Safety online/offline - Safety in the home - Safety outside the home - First Aid - Recognition of appropriate/inappropriate behaviours on/off line - Managing risks on/off line - Getting help
Thinking Deeper: How might where, or how, people live affect the dangers around them?
Links: Computing, The Street

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Year 3/4	Summer Term A
Unit: Becoming an Active Citizen	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: - Participate in making and changing rules - Know that choices we make can impact on local, national and global communities and the environment - Know where to find impartial advice to inform my decision making - Understand the media can be biased - Empathise with other people and situations through topical issues, problems and local and global events - Know why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules in school - Acknowledge that others have different points of view both on and offline - Recognise aggressive and anti-social behaviours both on and offline such as bullying and discrimination and their effects on individuals and communities, such as travellers, migrants and asylum seekers - Begin to respond to, or challenge, negative behaviours both on and offline such as stereotyping, homophobia, transphobia and biphobia and racism - Understand that to resolve differences I need to respect other people's point of view and respect their decisions but be able to explain my choices and viewpoints - Describe the values of the school and know why they are important - Describe the 'British Values' and give examples of what they mean in school and in society - Demonstrate respect and tolerance both on and offline towards people different from themselves	
Sticky Knowledge: - British values are: The rule of law; Individual liberty; Democracy; Respect and Tolerance of those with different faiths and beliefs - People can be discriminated against for their Special Needs, Disability, Religion/Beliefs - Homophobia, transphobia, biphobia and racism are also forms of discrimination - Stereotyping is not acceptable and should be challenged - Citizen's Advice is an organisation that can give us impartial advice and help - We belong to different communities: family, friends, school, local, national, international - Laws are made in Parliament; Rules are made by different groups of people for their organisation/community	
Vocabulary:	

Rules
 Decisions
 Biased
 Media
 Empathise
 Local
 National
 Global
 Participate
 Problems
 Impartial Advice
 Choices
 Law
 Enforced
 Online/Offline
 Consequences
 Choice
 Stereotyping
 Homophobia
 Transphobia
 Biphobia
 Racism
 Aggressive/antisocial behaviour
 Respect/Tolerance
 Equality
 Individual
 Minorities
 Resolve
 LGBTQ
 Values
 Liberty
 ESSENTIAL:
 British Values
 Mutual respect and tolerance
 Individual liberty
 Democracy
 Rule of law

Sequence:

- Being part of a local community
- Being part of a wider community
- Topical issues
- British Values: Democracy
- British Values: The rule of law (and other rules)
- British Values: Individual Liberty
- British Values: Respect and Tolerance
- Negative Behaviours online
- Negative behaviours offline

Thinking Deeper: Investigate other cultures and beliefs in depth to further understand their viewpoints

Links: Geography, Computing, Collective Worship, The Street

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Year 3/4	Autumn Term B
Unit: Me and My Future	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: - Know how to look after and handle money in everyday situations - Make simple financial decisions and consider how to spend money, including pocket money and contributions to charity - Know there are different ways to gain money, including earning it through work - Understand that money is a finite resource for individuals, institutions and the community - Begin to understand why we have charities - Explain why people work and the different jobs that people do and can challenge some of the work stereotypes - Am aware that the learning choices I make will affect my future options - Talk positively about what I like to do and what I would like to do in the future - Identify positive achievements during my time in Year 3/4 - Identify my strengths, areas for improvement and set myself some goals for Year 4/5 - Demonstrate how to look after and save money - Begin to develop an understanding that people have different financial circumstances - Begin to understand the different values and attitudes that people have with regard to money - Recognise the range of jobs carried out by people they know - Explain how I will develop skills for work in the future - Aware that the learning choices I make will affect my future options - Identify my strengths, areas for improvement and set high aspirations and goals	
Sticky Knowledge: - Under the Equality Act 2010, there are 9 protected characteristics - 6 of these are: age, disability, marriage/civil partnerships, race, religion or belief, sex - Money can be held in bank accounts or as cash: there are different types of bank accounts (eg current accounts/savings accounts) - Money can be paid directly into a bank account by an employer or given as cash - Debit cards are used instead of cash to pay for things directly from the bank account - In society today, anyone can do any job with the correct qualifications and if they meet the job requirements - There are different ways to obtain qualifications and experience required for working - The government can support those who aren't able to work (eg disability/illness etc)	

- Different jobs have different salaries/pay which can determine living conditions and available spending money

Vocabulary:

Budgeting
 Finance
 Bank Account
 Gaining
 Earning
 Enterprise
 Charity
 Finite
 Debt
 In Credit
 Poverty
 Attitudes
 Needs
 Wants
 Values
 Debt
 Ambition
 Reflection
 Job prospects
 Poverty
 Benefits – what are they?
 Food Bank
 Discount
 Work, life balance

ESSENTIAL:
 DISCRIMINATION
 STEREOTYPE
 EQUALITY
 AGE
 DISABILITY
 RACE
 RELIGION/BELIEF
 SEX
 MARRIAGE/CIVIL PARTNERSHIP

Sequence:

- Handling money
- Understanding money
- Balance of wants/needs
- Working towards your future
- Protected Characteristics: Age, Disability, Sex, Marriage/Civil partnerships, Race, Religion/Beliefs

- Y2/3 achievements and Y3/4 goals – importance of learning
Thinking Deeper: Explore specific qualifications/skills needed for a range of jobs
Links: The Street, Maths

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Year 3/4	Spring Term B
Unit: Keeping Myself safe online	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: – Know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games – Have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online – Know how to report concerns and get support with issues online – Discuss how online relationships can support/complement meaningful in-person relationships but also how they can cause tension and the reasons why they are unlikely to be a good substitute for quality in-person relationships – Know that not everything on the internet is true, or appropriate for children, and know what to do if I access something that makes me unhappy or uncomfortable or I'm worried or upset about something I see or engage with – Understand the need to keep some information private in order to protect myself when communicating online and I can implement strategies to do this – Recognise how online communications (including from friends) may be used for manipulation, bullying or persuasion and I have ways of managing this – Know how to recognise and display respectful behaviour online	
Sticky Knowledge: - The internet is a virtual world but with less governance and monitoring than the real world - No social media is appropriate/allowed - Know that games/apps have age ratings and which are suitable for children below aged 10. - Know how to Be SMART online: Safe Meeting Accepting Reliability Tell	
Vocabulary: Safety Online Passwords Privacy Personal Information Consequences Support	

Advice
 Pressure
 Influence
 Media
 Responsibility
 Pressure
 Influence
 Media
 Safety
 Risk
 Consequence
 Social media
 Forwarding
 Private
 Public
 Sharing
 Behaviour
 Information
 Strategies
 Internet
 Self-aware

Sequence:

- Internet balance – age appropriate games
- Reducing Risk
- Online behaviour
- **SMART:**
 - Safe
 - Meeting
 - Accepting
 - Reliable
 - Tell

Thinking Deeper: How the internet is a virtual world and how it replicates the real world, similarities/differences

Links: The Street, Computing

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Year 3/4	Summer Term B
Unit: Me and My Relationships	
Prior Learning: EYFS/Y1/2 units	
Key Essential Skills and knowledge: - Identify different types of relationships, practical step I can take and skills I can develop (in different contexts) to improve, maintain or support positive and healthy relationships (this includes same sex relationships) both on and offline - Understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy - Judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them - Understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult - Know that the families of other children, either in school or in the wider world, sometimes look different from my family, but I should respect those differences and I know families as characterised by love and care - Understand that it is OK to be different to others - Understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring - Name people who look after me, my networks and who to go to if I am worried about anything on or offline - Know how to be a good friend both on and offline and how manage a conflict with a friend without a physical reaction e.g not violent	

- Describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target behaviour I can still get help
- Empathise with other people and understand how people react differently to the same situation
- Listen to and show respect for the views of others both on and offline
- Show courtesy and manners
- Know the importance of self respect and how this links to my own happiness
- Recognise stereotypes (including supporting trans children) and know that they can be unfair, negative, destructive or lead to bullying
- Know about change and loss including separation, divorce and bereavement and associated feelings
- Feel good about myself and my body and having an understanding of how the media presents 'body image'
- Understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body
- Recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
- Know that there are different kinds of families and partnerships (includes same sex) and I understand that stable and caring relationships are at the heart of safe and happy families and are important for children's security as they grow up
- Demonstrate the features of good healthy friendship both on and offline and have the skills to manage a falling out, understanding that most friendships have ups and downs and these can often be worked through so that friendships are repaired or strengthened
- Name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention
- Respond appropriately to other people's feelings
- Understand a range of feelings and how these make me feel both emotionally and physically
- Understand what sorts of boundaries are appropriate in friendships with peers and others
- Pay attention to the needs and preferences of others, including in families and friendships and discuss how to balance the needs and wishes of different people and why this can be complicated

Sticky Knowledge:

- Sex is the term used to describe your genetics at birth (boy/girl)
- Same-sex relationships are when 2 people of the same sex become a couple
- Marriage / civil partnerships represent a legally recognised commitment freely entered into by two people
- Name a trusted adult at school and at home
- Consent has to be given for physical contact and inappropriate contact should be reported (Trusted adult/Childline)
- Sexist bullying is not acceptable
- Childline is a free, confidential helpline for children for any issue: 0800 1111 or online via their website.
- Boundaries in relationships are important

Vocabulary:

Separation
divorce
Bereavement
Empathy
Contact
Responsibilities
Independence
Consequence
Violent
Troubled
Anxious
Uneasy
Positive
Same-sex
Maintain
Trusted
React/Reaction
Manage
Network
Negative
Coping Strategy
Challenge
Media
Legal
Civil Partnership
Demonstrate
Emotionally
Attention
Commitment
Freely
Represent
Body Image
Couple
Appropriate
Collaborative
Worth

ESSENTIAL:

LAWFUL/UNLAWFUL

CONSENT

MARRIAGE/CIVIL PARTNERSHIP

AGE

DISABILITY

RELIGION/BELIEF

RACE

SEX

Sequence:

- Healthy family life
- People who care for me/networks
- Respect/Recipe for good friendships
- Changing bodies/emotions/loss/value
- Stereotypes-protected characteristics
- Negative behaviours

Thinking Deeper: Explore relationships in different cultures and religions**Links:** The Street, Collective Worship, Computing