

## Year 3&4 Cycle A

Topic	Statutory Objective		Lesson Focus	Key Knowledge	Vocabulary
<b>Autumn 1</b>					
<b>Families and People Who Care for Me Caring Relationships</b>	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	1	To know that relationships can be stable and caring	<p>To know that <b>stable</b> means the same as secure, solid or strong.</p> <p>To know that <b>caring</b> means that someone is kind/ shows concern for others.</p> <p>To know that relationships can be stable and caring.</p> <p>To give examples of relationships which are stable and caring (e.g with family members or friends).</p>	stable caring relationships
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	2	To know that we can have different types of stable and caring relationships	<p>To know that our relationships with <b>family members</b> can be stable and caring.</p> <p>To know that our relationships with <b>friends</b> can be stable and caring.</p> <p>To know that our relationships with <b>adults in school</b> (teachers, teaching assistants, dinner staff etc) can be stable and caring.</p>	stable caring relationships

		3	<p>To know why stable and caring relationships are important for families and children</p>	<p>To know that <b>stable and healthy relationships should be at the heart (at the centre of) family life.</b></p> <p>To know that stable and caring relationships are important for <b>good physical and mental health / wellbeing.</b></p> <p>To know that stable and caring relationships are good for our <b>self esteem (self confidence).</b></p> <p>To know that stable and caring relationships help us to feel <b>secure and safe.</b></p> <p>To know that stable and caring relationships <b>give us a sense of belonging.</b></p>	<p>physical health  mental health  self esteem  self confidence  sense of belonging</p>
		4	<p>To know what mutual respect, truthfulness and trustworthiness are and why they are characteristics of friendships</p>	<p>To know that <b>mutual respect</b> is understanding that we don't all share the same beliefs, ideas and values but can still respect those of others.</p> <p>To know that <b>truthfulness</b> is telling the truth.</p> <p>To know that <b>trustworthiness</b> is when you can rely on someone to be honest or truthful.</p> <p>To know that mutual respect is a characteristic of friendships because your friends may think differently to you but you can still respect one another.</p> <p>To know that truthfulness is a characteristic of friendships because friends should tell each other the truth.</p> <p>To know that trustworthiness is a characteristic of friendship because friends should be able to rely on one another to be honest / truthful.</p>	<p>mutual respect  beliefs  values  ideas  truthfulness  trustworthiness  characteristic</p>

		5	<p>To know that loyalty, kindness and generosity are and why they are characteristics of friendships</p>	<p>To know that <b>loyalty</b> is being faithful or devoted to someone or something.</p> <p>To know that <b>kindness</b> is the quality of being friendly, generous and considerate.</p> <p>To know that <b>generosity</b> is being kind and giving towards others.</p> <p>To know that loyalty is a characteristic of friendship because friends do not give up on each other / support each other no matter what happens.</p> <p>To know that kindness is a characteristic of friendship because friends treat each other considerately and in a friendly manner.</p> <p>To know that generosity is a characteristic of friendship because friends should be kind and giving towards one another.</p>	<p>loyalty faithful devoted kindness generosity giving characteristic</p>
		6	<p>To know how we can share interests and experiences in friendships</p>	<p>To know that we can share interests with friends by doing activities together which we all enjoy.</p> <p>To know that we can share experiences with friends through shared activities and sharing stories / memories.</p> <p>To know that we do not have to share all our interests or experiences with our friends.</p> <p>To know that friends can have different interests or experiences.</p>	<p>shared interests shared experiences</p>

		7	To know how friendships can give us support with problems and difficulties	<p>To know that <b>friendships can give us support with problems and difficulties.</b></p> <p>To know that <b>talking to friends</b> about our problems and difficulties can be supportive.</p> <p>To know that <b>listening to friends</b> talk about their problems and difficulties can be supportive.</p> <p>To know that friends can give one another advice with problems and difficulties.</p> <p>To know that being <b>loyal, kind and truthful in times of difficulty can be supportive.</b></p>	<p>problems difficulties supportive loyal kind truthful</p>
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### Autumn 2

<b>Respectful Relationships &amp; Online relationships</b>	The conventions of courtesy and manners. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.	1	To know the conventions of courtesy and manners	<p>To know that <b>courtesy</b> means showing politeness towards others.</p> <p>To know that <b>using good manners</b> is a way of showing others consideration and respect. To know that we can be <b>courteous</b> by showing friendliness, politeness and concern for others.</p> <p>To know that we can <b>use good manners</b> by saying please and thank you, apologising when we are wrong and saying excuse me when we wish to speak to someone.</p>	<p>courtesy good manners courteous</p>
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<p>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online when we are anonymous</p> <p>The rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	2	To know that you can expect to be treated with respect by others in school.	<p>To know that <b>we should be treated with respect by others in school.</b></p> <p>To know that you are being treated with respect by others in school when you are treated kindly, courteously, with good manners and are listened to.</p>	<p>respect</p> <p>kindly</p> <p>courteously</p> <p>good manners</p>
	3	To know that you can expect to be treated with respect by others in wider society.	<p>To know that <b>we should be treated with respect by others in wider society.</b></p> <p>To know that you are being treated with respect by others in wider society when you are treated kindly, courteously, with good manners and are listened to.</p>	<p>respect</p> <p>kindly</p> <p>courteously</p> <p>good manners.</p>
	4	To know that you should show respect to others, including those in positions of authority.	<p>To know that you <b>should show respect to others, including those in positions of authority.</b></p> <p>To know that <b>someone in a position of authority</b> is a person who has the power to give orders or make decisions (such as a parent, teacher or police officer).</p> <p>To know that we can show respect to others, including those in positions of authority, by being well-mannered, courteous, listening to instructions or rules and following them.</p>	<p>respect</p> <p>position of authority</p>

		5	<p>To know about different types of bullying (including cyber bullying) and its impact</p>	<p>To know that <b>bullying</b> is unwanted or aggressive behaviour towards others.</p> <p>To know that <b>bullying can be verbal, physical or both.</b></p> <p>To know that <b>name-calling</b> is a form of bullying. To know that <b>isolating (leaving out)</b> others is a form of bullying.</p> <p>To know that <b>cyber bullying</b> (unwanted or aggressive behaviour towards others online) is a form of bullying.</p> <p>To know that <b>impact</b> means 'how an action affects someone..</p> <p>To know that <b>bullying has an impact on people.</b></p> <p>To know that bullying can have a negative impact because it can make people feel negative feelings (sadness, anger, loneliness) and affect their self-confidence (make them feel insecure / not believe in themselves).</p>	<p>bullying verbal physical name-calling isolating cyber bullying impact negative impact negative feelings self-confidence insecure</p>
		6	<p>To know the responsibility of bystanders and how to get help</p>	<p>To know that a <b>bystander</b> is someone who is present when something happens but does not take part.</p> <p>To know that you can be a bystander when bullying is taking place.</p> <p>To know that if you are a bystander to bullying it is your responsibility to report it to an adult.</p>	<p>bystander</p>

		7	<p>To know that the same principles apply to online relationships as to face-to face relationships</p>	<p>To know that <b>principle</b> means the same as 'value'.</p> <p>To know that an <b>online relationship</b> is when you interact with someone over the internet.</p> <p>To know that the same principles apply to online relationships as to face-to-face relationships</p> <p>To know that we should be <b>courteous and show mutual respect</b> in both online and face-to-face relationships.</p> <p>.</p>	<p>principle value online relationship face-to-face relationship courteous mutual respect</p>
		8	<p>To know that it is important to respect others online when we are anonymous</p>	<p>To know that it is <b>important to respect others online, even when we are anonymous, because everyone deserves to be treated well.</b></p> <p>To know that <b>anonymous</b> means that someone has not identified themselves by name / their name is unknown.</p>	<p>respect anonymous online</p>

		9	To know the rules and principles of keeping safe online, how to recognise risks, harmful content and contact, and how to report them	<p>To know that it is <b>important to follow the rules and principles of keeping safe online.</b></p> <p>To know that some rules / principles of keeping safe online include <b>not befriending people you do not know, keeping your privacy settings high and not posting personal information online.</b></p> <p>To know that <b>personal information</b> includes photographs of yourself, your full name, address or mobile number.</p> <p>To recognise some online risks such as <b>unfamiliar people trying to befriend you, online bullying, accidentally posting personal information or seeing inappropriate content (pictures or information).</b></p>	<p>befriending</p> <p>privacy settings</p> <p>personal information</p> <p>online bullying</p> <p>inappropriate content</p>
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### Spring 1

<b>Being Safe Internet Safety &amp; Harm</b>	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	1	To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	<p>To know that <b>boundaries</b> are the rules / limits we set ourselves in friendships.</p> <p>To know that <b>appropriate boundaries in friendships include being respectful of personal space, asking for permission before you physically touch someone and treating others with mutual respect / courtesy.</b></p> <p>To know that <b>'digital context'</b> means friendships online.</p> <p>To know that <b>appropriate boundaries in a digital context include treating others with mutual respect / courtesy and not sharing private information / images with one another.</b></p>	<p>boundaries</p> <p>personal space</p> <p>permission</p> <p>mutual respect</p> <p>courtesy</p> <p>digital context</p> <p>private</p>
	About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.				



<p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	2	<p>To know about the concept of privacy and the implications of it for both children and adults</p>	<p>To know that <b>privacy</b> is the right to keep something private, secret or to oneself.</p> <p>To know that privacy is important because <b>everyone has the right to choose whether they share their thoughts or feelings with others.</b></p> <p>To know that privacy is important because it <b>protects information that we do not want to be shared with others.</b></p> <p>To know that privacy is important because it can <b>protect our physical safety (e.g. not sharing personal information online).</b></p>	<p>privacy</p> <p>physical safety</p> <p>personal information</p>
	3	<p>To know that it is not always right to keep secrets if they relate to being safe</p>	<p>To know that a <b>secret</b> is when something is kept hidden from someone.</p> <p>To know that it is <b>not right to keep a secret if it means that you / someone else will be unsafe.</b></p> <p>To <b>recognise some situations</b> (asked to keep a secret by someone you do not know, where someone may be hurt physically or emotionally) where it is not right to keep a secret.</p>	<p>secret</p> <p>unsafe situation</p> <p>physically</p> <p>emotionally</p>
	4	<p>To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>To know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>	<p>To know that it is <b>important to respond in the right way to adults you do not know so that you are safe.</b></p> <p>To know that you can respond safely to adults you do not know by <b>never going anywhere alone with them, never getting into a car with them or telling a trusted adult (family or school) that someone you do not know has made you feel uncomfortable / scared.</b></p> <p>To know that you can respond safely to adults you do not know online by <b>ignoring them, not giving out personal information and never agreeing to meet them / go somewhere alone with them.</b></p>	<p>trusted adult</p> <p>personal information</p> <p>advice</p> <p>support</p>

				To know that you can ask for advice or help from a trusted, known adult (family or school) if you need support.	
<b>Spring 2</b>					
<b>Mental Wellbeing Health &amp; Prevention</b>	<p>That mental wellbeing is part of normal daily life, in the same way as physical health That there is normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Simple self-care techniques, including</p>	1	To know that mental wellbeing is part of normal daily life	<p>To know that <b>mental wellbeing</b> is ' how we feel in our head'.</p> <p>To know that <b>physical health</b> is ' how we feel in our body'.</p> <p>To know that <b>mental wellbeing is as much a part of normal daily life as physical health.</b></p>	<p>mental wellbeing</p> <p>physical health</p> <p>normal daily life</p>
		2	To know there is a normal range of emotions that all humans experience in relation to different experiences and situations	<p>To know that <b>all humans feel lots of different emotions.</b></p> <p>To know that <b>all humans feel emotions in relation to different experiences and situations.</b></p> <p>To know that a normal range of emotions felt by humans include happiness, sadness, anger, fear, surprise and nervousness.</p>	<p>emotions</p> <p>experiences</p> <p>situations</p> <p>happiness</p> <p>sadness</p> <p>anger</p> <p>fear</p> <p>surprise</p> <p>nervousness</p>

	the importance of res, time spent with family and friends and the benefits of hobbies and interests.	3	To know that there is a scale of emotions that all humans experience in relation to different experiences and situations	<p>To know that '<b>scale of emotions</b>' means how much of a certain emotion you are feeling.</p> <p>To know that <b>all humans experience a scale of emotions in relation to different experiences and situations.</b></p> <p>To identify the scale of emotions felt by humans in relation to certain experiences / situations (e.g. feeling slightly nervous before reading aloud in class or extremely nervous before starting at a new school).</p>	scale of emotions experiences situations
		4	To know how to recognise and talk about their emotions using a varied vocabulary	<p>To know when <b>I am feeling happiness, sadness, anger, fear, surprise or nervousness.</b></p> <p>To know that <b>how I feel in my body</b> can help me to recognise which emotion/s I am feeling.</p> <p>To know that <b>how I feel in my mind / thoughts</b> can help me to recognise which emotion/s I am feeling.</p> <p>To use the words '<b>happiness, sadness, anger, fear, surprise, nervousness, emotion and scale of emotions</b>' when talking about how I am feeling.</p>	happiness sadness anger fear surprise nervousness emotion scale of emotions

		5	<p>To know how to recognise and talk about the feelings of others</p>	<p>To know how <b>others are feeling happiness, sadness, anger, fear, surprise or nervousness by looking at their facial expression, body language or what they say.</b></p> <p>To know that <b>facial expressions</b> are the movements or position of muscles in the face and that they are non-verbal.</p> <p>To know that <b>body language</b> is how we move our bodies and is non-verbal.</p> <p>To use the words '<b>happiness, sadness, anger, fear, surprise, nervousness, emotion and scale of emotions</b>' when talking about how I am feeling.</p>	<p>happiness sadness anger fear surprise nervousness facial expressions non-verbal body language emotion scale of emotions</p>
		6	<p>To know some simple self-care techniques</p>	<p>To know that <b>self-care</b> is another way of saying 'looking after yourself'.</p> <p>To know that <b>self-care techniques can help us to manage our emotions and have good mental health / wellbeing.</b></p> <p>To know that some simple self-care techniques include <b>taking time to rest.</b></p> <p>To know that some simple self-care techniques include <b>spending time with family and friends.</b></p> <p>To know that some simple self-care techniques include <b>taking part in hobbies or interests.</b></p>	<p>self-care self-care techniques mental health wellbeing</p>

<p><b>Physical Health &amp; Fitness</b></p> <p><b>Healthy Eating</b></p>	<p>To the mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p>	1	<p>To know the mental benefits of an active lifestyle</p>	<p>To know that an <b>active lifestyle</b> is a way of life where you are doing physical activity all the time(e.g. walking to school, regularly exercising, playing outside).</p> <p>To know that an <b>active lifestyle is good for your mental health and wellbeing.</b></p> <p>To know that exercise causes our bodies to release a chemical called <b>endorphins</b> that make us feel happy.</p> <p>To know that <b>exercise helps us to sleep better and this benefits us mentally.</b></p> <p>To know that <b>exercise helps us to concentrate and this benefits us mentally.</b></p>	<p>active lifestyle</p> <p>mental health and wellbeing</p> <p>endorphins</p>
		2	<p>To know the physical benefits of an active lifestyle</p>	<p>To know that an <b>active lifestyle</b> is a way of life where you are doing physical activity all the time(e.g. walking to school, regularly exercising, playing outside).</p> <p>To know that an <b>active lifestyle is good for your physical health and wellbeing.</b></p> <p>To know that <b>exercise keeps our heart, muscles and bones strong.</b></p> <p>To know that <b>exercise gives us more energy and this benefits us physically.</b></p> <p>To know that <b>exercise can prevent obesity and this benefits us physically.</b></p>	<p>active lifestyle</p> <p>physical health and wellbeing</p> <p>heart</p> <p>muscles</p> <p>bones</p> <p>energy</p> <p>obesity</p>

		3	To know the importance of building regular exercise into daily and weekly routines	<p><b>To know that regular exercise for children means being active for at least one hour every day.</b></p> <p>To know that regular exercise is important because it is good for your mental health and wellbeing.</p> <p>To know that regular exercise is important because it is good for your physical health and wellbeing.</p> <p>To be able to give examples of regular exercise I do each day / week.</p>	<p>regular exercise mental health and wellbeing physical health and wellbeing</p>
		4	To know how to build exercise into daily and weekly routines	<p>To know that you can build exercise into your daily and weekly routines by walking to / from school.</p> <p>To know that you can build exercise into your daily / weekly routines by travelling to / from school by bike / scooter.</p> <p>To know that you can build exercise into your daily / weekly routines by taking part in PE lessons.</p> <p>To know that you can build exercise into your daily / weekly routines by joining a sports club.</p> <p>To know that you can build exercise into your daily / weekly routines by playing outside.</p>	<p>exercise daily routine weekly routine</p>

**Summer 2**

<p style="text-align: center;"><b>Drugs, Alcohol &amp; Tobacco Basic First Aid Changing Adolescent Body</b></p>	<p>The facts about legal substances (smoking) and associated risks.</p> <p>The concepts of basic first aid (making clear and efficient call to emergency services / recognise some common injuries).</p>	1	<p>To know about smoking and its effects</p>	<p>To know that <b>cigarettes and tobacco include a substance called Nicotine</b> - a powerful drug, which is absorbed into the blood.</p> <p>To know that <b>Nicotine stimulates the heart to beat faster and causes blood pressure to rise.</b></p> <p>To know that <b>Nicotine is addictive.</b></p> <p>To know that smoking is a <b>very expensive habit.</b></p> <p>To know that <b>every three days someone dies from a fire caused by a cigarette.</b> This is usually an accident in the home.</p> <p>To know that <b>smoking has effects on the lungs, heart, mouth and throat, stomach, circulation, fertility, skin and bones.</b></p> <p><b>To name some diseases/conditions caused by smoking (coughs, colds, asthma, cancer, heart attack).</b></p>	<p>cigarettes tobacco Nicotine blood pressure circulation fertility</p>
	2	<p>To understand the impact of smoking and passive smoking</p>	<p>To <b>identify the areas which are affected by smoking</b> (lungs, heart, mouth, throat, stomach, circulation, fertility, skin and bones) on a map of the human body.</p> <p>To know that <b>passive smoking</b> is breathing in the smoke (second hand) that a smoker has blown out.</p> <p>To <b>know some risks of passive smoking</b> (same diseases as smokers, sore eyes, coughing, feeling sick, asthma attacks).</p> <p>To know <b>some ways of reducing exposure to passive smoking</b> (opening window, leaving the room, going outside, asking the person to smoke elsewhere).</p>	<p>passive smoking second hand smoke reducing exposure</p>	

		3	To know some strategies to prevent starting smoking	<p>To know <b>some reasons why people choose to smoke</b> (feel pressure from others, addicted to Nicotine).</p> <p>To know <b>some reasons why people choose not to smoke</b> (too expensive, risks to health).</p> <p>To <b>know some facts about the Smoke Free law</b> (people not allowed to smoke in enclosed public spaces / protects people against passive smoking).</p> <p>To know that <b>some strategies to prevent starting smoking include not being pressured by friends to smoke, saying no, giving reasons (bad for health) and walking away.</b></p>	Smoke Free Law strategies
		4	To recognise some common injuries	<p>To know that some common injuries include bruises, burns, scalds or bleeds.</p> <p>To know that a <b>bruise</b> is a blue, purple or black patch on the skin where the skin has been bumped/blood vessels have burst.</p> <p>To know that a <b>burn</b> is damage to your body's skin caused by heat. A burn is caused by dry heat.</p> <p>To know that a <b>scald</b> is damage to your body's skin caused by heat. A scald is caused by wet heat.</p> <p>To know that a <b>bleed</b> is when you lose blood through a cut / damage to the skin.</p>	bruise burn scald bleed blood vessels wet heat dry heat



		5	To know the concepts of basic first aid	<p>To know that ' <b>Basic First Aid</b>' means ways for dealing with or treating common injuries such as bruises, burns, scalds or bleeds.</p> <p>To know that a bruise is treated by <b>applying an ice pack (wrapped in cloth) to the affected area and resting for 10 – 20 minutes.</b></p> <p>To know that a burn or scald is treated by <b>by running the affected area under cool water for 20 minutes.</b></p> <p>To know that a bleed is treated by <b>applying pressure to the area with a clean tissue or piece of cloth until it stops bleeding.</b></p> <p><b>To know that we should ALWAYS seek an adult's help if someone has hurt their head in any way.</b></p>	Basic First Aid ice pack
		6	To know how to make a clear and efficient call to emergency services	<p>To know that the emergency services are the police, fire, ambulance and search and rescue.</p> <p>To know that when someone is badly hurt, bleeding, burned, scalded or unconscious it is an <b>emergency situation.</b></p> <p>To know that we can help in an emergency situation by seeking at adult's help.</p> <p>To know that we can help in an emergency situation by calling 999, and asking for an ambulance.</p> <p>To know that we should let the ambulance know <b>who is hurt, where they are hurt, what type of injury they have and whether they are</b></p>	emergency services emergency situation injury conscious unconscious

				awake (conscious) or asleep and not responding to you (unconscious).	
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### Year 3&4 Cycle B

Topic	Statutory Objective		Lesson Focus	Key Knowledge	Vocabulary
<b>Autumn 1</b>					
<b>Families and People Who Care for Me Caring Relationships</b>	<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	1	To know when family relationships are making me feel unhappy or unsafe	<p>To know that <b>family relationships can make me feel happy or unhappy.</b></p> <p>To know that <b>family relationships can make me feel safe or unsafe.</b></p> <p>To know that I could be feeling unhappy in a relationship if things family members are saying / doing make me feel very sad, worried or angry.</p> <p>To know that I could be feeling unsafe in a relationship when things family members are saying / doing make me feel very nervous, uncomfortable or scared.</p>	family relationships unhappy unsafe
		2	To know how to seek help or advice from others when family relationships are making me feel unhappy / unsafe	<p>To know that <b>I should seek help or advice from others when family relationships are making me feel unhappy/unsafe.</b></p> <p>To know that I can seek help or advice from other trusted adults in my life (such as wider family members or adults in school).</p>	help advice
		3	To know that friendships can be healthy / unhealthy	To know that friendships can be <b>healthy or unhealthy.</b>	healthy friendship unhealthy friendship excluded

				<p>To know that a <b>'healthy friendship'</b> means a <b>positive friendship where people show one another respect, kindness and listen to one another.</b></p> <p>To know that an <b>'unhealthy friendship'</b> can make you feel <b>uncomfortable, unsafe, sad, lonely, worried or excluded.</b></p>	
		4	To know that a healthy friendship is welcoming towards others	<p>To understand that healthy friendships are <b>important for helping us to feel good physically and mentally and that a healthy friendship is likely to make you smile, feel happy and included.</b></p> <p>To know that you can have healthy friendships by <b>showing mutual respect for others, being kind to others and listening to or supporting your friends when they are having problems .</b></p> <p>To know that a healthy friendship is <b>welcoming (makes one feel happy/accepted) towards others.</b></p>	healthy friendship mutual respect welcoming
		5	To know that healthy friendships do not make others feel lonely or excluded	<p>To know that if you <b>'exclude'</b> a friend you are leaving them out in some way.</p> <p>To know that if you exclude another person they can feel 'left out' or 'lonely' and that having these feelings in a friendship can mean it is becoming unhealthy.</p> <p>To know that <b>healthy friendships do not make others feel lonely or excluded.</b></p>	exclude lonely
<b>Autumn 2</b>					
<b>Respectful Relationships &amp; Online</b>	Practical steps they can take in a range of different contexts to improve or	1	To know that we can have respectful relationships in a range of contexts	<p>To know that a respectful relationship is <b>when people treat others with with respect, kindness and courtesy.</b></p> <p>To know that relationships are respectful when people <b>use their manners and listen to others.</b></p>	respectful relationship courtesy peers wider community

<b>relationships</b>	support respectful relationships.			To know that <b>we can have respectful relationships with our peers (people our age), family members and adults in school / the wider community.</b>	
	The conventions of courtesy and manners The importance of permission-seeking and giving in relationships with friends, peers and adults.	2	To know some ways of improving or supporting respectful relationships	To know that we can support (have) or improve (make better) respectful relationships by treating others with respect, kindness and courtesy.  To know that we can support (have) or improve (make better) respectful relationships by using our manners when we talk to others.  To know that we can support (have) or improve (make better) respectful relationships by listening to others when they talk to use or share their thoughts / opinions.	support improve
	About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	3	To know the conventions of courtesy and manners	To know that <b>courtesy</b> means showing politeness towards others.  To know that <b>using good manners</b> is a way of showing others consideration and respect. To know that we can be <b>courteous</b> by showing friendliness, politeness and concern for others.  To know that we can <b>use good manners</b> by saying please and thank you, apologising when we are wrong and saying excuse me when we wish to speak to someone.	courtesy good manners courteous
		4	To know that permission-seeking is important in relationships with friends, adults and peers	To know that <b>'permission-seeking'</b> means that we ask a person before we say or do something which may affect them.  To know that permission-seeking is important in relationships with friends, adults and peers <b>because it is a sign of respect and makes others feel safe.</b>	permission-seeking sign of respect
		5	To know that permission giving is important in relationships with friends, adults and peers	To know that <b>'permission giving'</b> is when you give someone approval (agree to) someone saying or doing something which may affect you.  To know that permission giving is important in relationships with friends, adults and peers because <b>it makes you feel safe, comfortable and respected by others.</b>	permission giving approval

		6	To know about different types of bullying (including cyber bullying) and its impact	<p>To know that <b>bullying</b> is unwanted or aggressive behaviour towards others.</p> <p>To know that <b>bullying can be verbal, physical or both.</b></p> <p>To know that <b>name-calling</b> is a form of bullying. To know that <b>isolating (leaving out)</b> others is a form of bullying.</p> <p>To know that <b>cyber bullying</b> (unwanted or aggressive behaviour towards others online) is a form of bullying.</p> <p>To know that <b>impact</b> means 'how an action affects someone..</p> <p>To know that <b>bullying has an impact on people.</b></p> <p>To know that bullying can have a negative impact because it can make people feel negative feelings (sadness, anger, loneliness) and affect their self-confidence (make them feel insecure / not believe in themselves).</p>	<p>bullying</p> <p>verbal</p> <p>physical</p> <p>name-calling</p> <p>isolating</p> <p>cyber bullying</p> <p>impact</p> <p>negative impact</p> <p>negative feelings</p> <p>self-confidence</p> <p>insecure</p>
		7	To know the responsibility of bystanders and how to get help	<p>To know that a <b>bystander</b> is someone who is present when something happens but does not take part.</p> <p>To know that you can be a bystander when bullying is taking place.</p> <p>To know that if you are a bystander to bullying it is your responsibility to report it to an adult.</p>	bystander
<b>Spring 1</b>					
<b>Being Safe Internet Safety &amp; Harm</b>	How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.	1	To know that my online actions can affect others	<p>To know that the way I behave online (when using the internet) can affect others.</p> <p>To know that negative behaviour online includes <b>bullying behaviour towards others, teasing, name-calling, exclusion or trolling.</b></p> <p>To understand that negative behaviour online <b>can affect others by hurting them emotionally, embarrassing or by</b></p>	<p>exclusion</p> <p>trolling</p>

	<p>About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>Where and how to report concerns and get support with issues online</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p>			<p><b>affecting their feeling of self-worth in a negative way (making them feel bad about themselves and the person they are).</b></p>	
		2	To know how to recognise and display respectful behaviour online	<p>To know that respectful behaviour online includes <b>treating people kindly, not sharing personal information or details about them and not excluding others if using social media sites.</b></p> <p><b>To know that I / others can display respectful behaviour online by treating others with respect / the way you would wish to be treated face-to-face.</b></p>	<p>personal information social media face-to-face</p>
		3	To know that it is important to keep personal information private online	<p>To know that <b>personal information</b> includes photographs of yourself, your full name, address or mobile number.</p> <p>To know that you should keep personal information private (not share it with others) online.</p> <p>To know that it is important to keep personal information private online because it keeps you safe.</p>	<p>personal information</p>
		4	To know about the risks of excessive time spent on electronic devices and the benefits of rationing time spent online.	<p>To know that there are some risks associated with spending too much (excessive) time on electronic devices / online.</p> <p>To know that spending too much time on electronic devices/ online can be <b>bad for your eyes, make it hard for you to concentrate and make you very inactive.</b></p> <p>To know that being inactive (not exercising much) <b>can put you at risk of becoming obese.</b></p> <p>To know that it is important to ration (limit) the amount of time spent on electronic devices/ online so that you can protect your eyes, concentrate better and can live an active lifestyle.</p>	<p>risks excessive electronic device inactive obese ration rationing</p>

		5	<p>To know the impact of positive and negative content online on mental /physical health.</p> <p>To know where and how to report concerns, get support with issues online and ask for advice/help.</p>	<p>To know that <b>positive content</b> online is safe / trustworthy and allows you to learn or have fun.</p> <p>To know that <b>negative content</b> online is harmful /untrustworthy and can be unsafe.</p> <p>To know that positive content online can affect your <b>mental health by making you feel safe and having positive feelings (happy, excited, relaxed etc.)</b>.</p> <p>To know that positive content online can affect your <b>physical health by making you feel secure and happy with your body</b>.</p> <p>To know that negative content online can affect your <b>mental health by making you feel unsafe, uncomfortable and having negative feelings (sad, lonely, excluded, angry etc.)</b>.</p> <p>To know that negative content online can affect your <b>physical health by making you feel insecure / unhappy with your body</b>.</p> <p>To know that you can report concerns / get support with issues online from a trusted adult at home or in school.</p>	<p>positive content negative content mental health physical health insecure</p>
<b>Spring 2</b>					
<p><b>Mental Wellbeing Health &amp; Prevention</b></p>	<p>The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	1	<p>To know that sufficient good quality sleep is important for good health</p>	<p>To know that having <b>sufficient sleep</b> means having enough good quality sleep at night.</p> <p>To know that ‘ <b>good quality sleep</b>’ means that you sleep well at night without waking up.</p> <p>To know that sufficient sleep for a school-age child is <b>having between 9 and 12 hours of sleep each night</b>.</p> <p>To know that having sufficient good quality sleep is important for good health because it <b>keeps us physically and mentally well</b>.</p>	<p>sufficient sleep good quality sleep physically well mentally well</p>

		2	To know that lack of sleep can affect weight, mood and ability to learn	<p>To know that <b>lack of sleep can make it difficult to concentrate on tasks or learn.</b></p> <p>To know that <b>lack of sleep can make you feel negative emotions (frustration, anxiety, sadness, anger, irritable).</b></p> <p>To know that <b>lack of sleep can affect your appetite and make it more likely for you to put on too much weight.</b></p>	concentrate appetite
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### Summer 1

<b>Physical Health &amp; Fitness Healthy Eating</b>	What constitutes a healthy diet versus the characteristics of a poor diet and some risks associated with unhealthy eating (including, for example, tooth decay).	1	To know what constitutes a healthy diet	<p>To know that a <b>healthy diet</b> includes protein, carbohydrate, dairy, healthy fats, fruits and vegetables.</p> <p>To know that foods containing protein include meat, cheese, milk, lentils and eggs.</p> <p>To know that foods containing carbohydrates include bread, rice, pasta and potatoes.</p> <p>To know that foods containing healthy fats include nuts, seeds and avocados.</p> <p>To know that foods containing dairy include milk, cheese and yogurt.</p> <p>To know that a healthy diet is one where <b>we only eat fats and sugars in moderation.</b></p>	healthy diet protein carbohydrate healthy fats fruits and vegetables moderation
		2	To know the characteristics of a poor diet	<p>To know that an unhealthy diet <b>does not include the right amounts of protein, carbohydrates, dairy, healthy fats or fruits / vegetables for our bodies to work well.</b></p> <p>To know that a diet <b>can be unhealthy when we eat too much fat or sugar.</b></p>	unhealthy
		3	To know some risks associated with unhealthy eating	<p>To know that eating unhealthily can be bad for your health.</p> <p>To know that unhealthy eating can be bad for your health because you may <b>not getting enough vitamins / minerals to keep you well.</b></p>	vitamins minerals obesity



				<p>To know that unhealthy eating can be bad for your health because <b>you may feel more tired or poorly or find it difficult to exercise / move about.</b></p> <p>To know that unhealthy eating can be bad for your health because <b>eating too much fat or sugar can lead to weight gain and obesity.</b></p>	
		4	To know that tooth decay can be caused by unhealthy eating	<p>To know that unhealthy eating <b>can be harmful to your teeth and cause tooth decay.</b></p> <p>To know that <b>eating too much sugar</b> can cause tooth decay.</p> <p>To know that tooth decay is damage caused by sugars turning into acid in the mouth and making holes in the teeth.</p>	tooth decay

## Summer 2

<b>Drugs, Alcohol &amp; Tobacco Basic First Aid Changing Adolescent Body</b>	<p>The facts about legal substances (alcohol) and associated risks.</p> <p>Know some differences and similarities between males and females.</p> <p>Name male and female body parts using agreed words.</p> <p>Key facts about the changing adolescent body (describe the body changes that happen when a child grows up). Know about the physical and emotional changes that happen in puberty.</p>	1	To understand the effect alcohol has on the body	<p>To know that <b>alcohol is a drink which is a legal drug.</b></p> <p>To know that a legal drug is <b>permitted (allowed) by law.</b></p> <p>To know that alcohol can affect your body by making you feel more confident, relaxed, dizzy, aggressive, forgetful, irrational, uncoordinated or tired.</p> <p>To know that alcohol can affect your body by giving you blurred vision, headaches, unhealthy looking skin, high blood pressure or making you feel sick.</p> <p>To know that alcohol can cause you to sleep badly or gain weight.</p>	<p>alcohol</p> <p>legal drug</p> <p>permitted</p> <p>law</p> <p>irrational</p> <p>uncoordinated</p> <p>blurred vision</p> <p>blood pressure</p>
	2	To understand the risks related to alcohol	<p>To know that <b>drinking alcohol can affect your health and behaviour.</b></p> <p>To know that there are risks of of drinking alcohol for the <b>individual, family and friends and also the community.</b></p> <p>To know that drinking alcohol can affect an individual because it can make you feel ill, change how you behave or make you unreliable.</p>	<p>individual</p> <p>unreliable</p> <p>community</p>	

			<p>To know that drinking alcohol can affect your family / friends because it can cause arguments / embarrassment.</p> <p>To know that drinking alcohol can affect the community because it can cause fights, accidents or damage to public places.</p>	
		3	<p>To understand how society limits the drinking of alcohol</p> <p>To know that people in the UK have to be over the age of 18 to buy alcohol.</p> <p>To know that people can be arrested for being drunk on the street.</p> <p>To know that the police can confiscate (take away) alcohol from under 18s.</p>	<p>drunk</p> <p>arrested</p> <p>confiscate</p>
		4	<p>To know the differences and similarities between males and females.</p> <p>To name male and female body parts using agreed words (CW Year 3 lesson 1)</p> <p>To know that males and females have <b>different private parts</b>.</p> <p>To know that only females have a <b>vagina</b>.</p> <p>To know that only males have a <b>penis and two testicles</b>.</p>	<p>private parts</p> <p>vagina</p> <p>penis</p> <p>testicles</p>
		5	<p>To know some basic facts about puberty (CW Year 4 lesson 2)</p> <p>To know that <b>puberty</b> is a special time when a child gradually grows and develops into a young adult and both their bodies and feelings change.</p> <p>To know that puberty can start as young as 8 and carries on during the teenage years.</p> <p>To name the female body parts which will change during puberty.</p> <p>To name the male body parts which will change during puberty.</p>	<p>puberty</p>
		6	<p>To know about the physical and emotional changes that happen during puberty (<b>without focus on reproduction</b>) (CW Year 4 lesson 3)</p> <p>To know and describe some <b>physical changes</b> that happen to males and females during puberty.</p> <p>To know and describe how <b>feelings change</b> for males and females during puberty.</p>	<p>physical changes</p> <p>emotional changes</p> <p>hormones</p>

				To know that the physical and emotional changes in puberty are caused by <b>hormones</b> .	
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