

Autumn Term	Spring Term	Summer Term
Theme: Health and Wellbeing	Theme: Relationships	Theme: Living in the wider world
<i>Where we learn to keep ourselves and others happy, healthy and safe in the world around us.</i>		
<p>Key Objectives:</p> <p>Lesson 1: Can I identify how to be safe with medicines?</p> <ul style="list-style-type: none"> •To begin to understand what is safe to put into or onto our bodies. • I understand what can safely go into my Body. • I can explain why I should never put some things into my body. • I understand that I should only take medicines if a grown-up I trust says it is OK. <p>L1 Key Vocabulary: adult danger ill damage medicine</p> <p>Lesson 2: Can I explore people’s choices around alcohol and tobacco?</p> <ul style="list-style-type: none"> • To understand the choices people can make and those which are made or influenced by others. • I understand some choices I can make. • I understand why some decisions are made for me. • I can explain who might make choices for me. • I understand that there are people who will influence what I choose. • I can explain how someone’s influence might not be good for me. • I can begin to understand the effect of alcohol and tobacco. • I can understand the choices I should make around alcohol and tobacco. • I am aware of the laws and age restrictions around alcohol and tobacco and why these are in place. <p>L2 Key Vocabulary: choice, decision, rather, alcohol, tobacco, influence, decision, law, age restriction</p> <p>Lesson 3: Can I recognise how change is part of growing up?</p> <ul style="list-style-type: none"> • To recognise that change is part of growing up. • I understand I have changed physically and developed skills in my life so far. • I can identify some physical changes I will go through before I become an adult. • I can identify things I will be able to do when I am an adult that I cannot do now. <p>L3 Key Vocabulary: child adult change grow develop physical changes</p> <p>Lesson 4: Can I recognise the physical differences between children and adults? (Parental consent)</p> <ul style="list-style-type: none"> • To recognise the physical differences between children and adults. • I understand that my body will change as I become an adult. • I understand that different change happen to males and females. • I can identify some physical differences between child and adult bodies. • I can explain ways to look after my personal hygiene. <p>L4 Key Vocabulary: change exciting worries physical height breasts genitals penis testicles hips waist shoulders chest hair puberty hygiene</p>	<p>Lesson 1: Can I explore the difference between confidentiality and secrecy?</p> <ul style="list-style-type: none"> • To understand the concept of keeping something confidential or a secret. •To recognise when I should or should not keep something a secret. •To identify people, I can talk to if I am worried about myself or others. <p>L1 Key Vocabulary: secret, danger, surprise, concern, worry.</p> <p>Lesson 2: Can I begin to understand the physical and emotional boundaries in friendships?</p> <ul style="list-style-type: none"> • To begin to understand the physical and emotional boundaries in friendships. • I understand physical boundaries are different for different people. • I can explain some boundaries in friendships • I can explain what consent is • I understand that I have the right to decide what happens to my body. <p>L2 Key Vocabulary: respect permission boundary expectations consent</p> <p>Lesson 3: Can I understand how my behavior has an effect on others?</p> <ul style="list-style-type: none"> • To understand that my behaviour can have an impact on others • I understand that what I say and do affects others • I can think of ways to make other people happy • I can describe how making others happy makes me feel <p>L3 Key Vocabulary: Happiness Impact Act of kindness Helping Kind</p> <p>Lesson 4: Can I explore stereotypes?</p> <ul style="list-style-type: none"> •To explore stereotypes in fictional characters and think about how these might influence us • I understand how there are established stereotypes for both genders • I can identify fictional characters who reinforce gender stereotypes • I understand that stereotyped characters might influence children • I can explain the negative impact of stereotypes <p>L4 Key Vocabulary: Gender Stereotype Reinforce Character Negative</p> <p>Lesson 5: Can I explore how stereotypes are a barrier to how I see people?</p> <ul style="list-style-type: none"> •To recognise that stereotypes can relate to a number of factors. • I understand that stereotypes can affect how I see people. • I can explain how stereotypes might have a negative effect on people. • I can talk about people who do not conform to stereotypes. 	<p>Lesson 1: Can I investigate and appreciate the diversity of people that live within the UK?</p> <ul style="list-style-type: none"> • I can talk about the range of identities in the British Isles. • I can describe the benefits of living in a diverse and multicultural society. • I understand the importance of showing kindness and respect to all people and celebrating differences. • I can identify that humans are equal in terms of the rights they have to live happy, safe, healthy and fulfilling lives. • I can recognise we all have a responsibility to help the rights of others be met. <p>L1 Key Vocabulary: multicultural, society, difference, diverse, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition</p> <p>Lesson 2: Can I understand the value of diversity in the community?</p> <ul style="list-style-type: none"> • I can name some of the groups that could make up a community. • I can explain what different people bring to a community. • I can explain why differences benefit a community. <p>L2 Key Vocabulary: Benefit Community Group Diversity Difference Same</p> <p>Lesson 3: Can I explore the benefits of reusing to care for our environment?</p> <ul style="list-style-type: none"> • To understand how reusing items benefits the environment • I understand the environmental benefits of reusing items • I can explain why reusing is better for the environment than recycling • I can identify a range of ways that items can be reused • I understand there are additional benefits to reusing items <p>L3 Key Vocabulary: Environment Benefit Waste Hierarchy Recycling Reusing</p> <p>Lesson 4: Can I identify ways I can protect the planet?</p> <ul style="list-style-type: none"> • To understand how reducing our use of materials and energy will help the environment. • I understand how reducing the use of materials and energy helps the environment. • I can explain some of the things individuals can do to reduce use of materials and energy. • I can explain some of the things the government and business can do to reduce the use of materials and energy. • I know how individuals can influence government and business. <p>L4 Key Vocabulary: reduce environment energy materials government company businesses</p>

<p>Cross-Curricular Links:</p> <p>Computing: Friendship/behavior/bullying/well-being.</p> <p>I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).</p> <p>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</p> <p>Geography: Environment. UK/British Isles.</p> <p>Enrichment:</p> <p>Autumn:</p> <p>Spring:</p> <p>Summer:</p> <p>Key Skills which can be revisited throughout other Subject Areas:</p> <p>Daily Mood tracker – Emotions</p> <p>P.E/Lunchtime: Healthy choices</p> <p>Playtime/Lunch time- Looking after our environment.</p> <p>Key Days:</p> <p>World Mental Health Day (October)</p> <p>Children in need (November)</p> <p>Anti-Bullying Week. (November)</p> <p>Red Nose day (March)</p> <p>Safer Internet day (February)</p> <p>Earth Day (April)</p> <p>World Day for Cultural Diversity (May)</p> <p>International Friendship Day (July)</p>

<p>Lesson 5: Can I explore the importance of staying safe out and about?</p> <ul style="list-style-type: none"> • To develop an understanding of safety on or near roads. • I understand the basic rules for keeping safe on or near roads. • I can explain rules for keeping safe. <p>L5 Key Vocabulary: distraction rules safety</p>	<p>L5 Key Vocabulary: Disability Stereotype Discrimination.</p>	<p>Lesson 5: Can I identify the importance of keeping track of money?</p> <ul style="list-style-type: none"> • To begin to understand the importance of keeping track of money. • I understand why it is important to keep track of money • I can track how much money has been spent • I can work out how much money is left • I can explain some ways of tracking money. <p>L5 Key Vocabulary: Debit card Bank account Track Bank Statement</p>
<p>Resources See Kapow individual lesson plan and linked resources.</p>	<p>Resources See Kapow individual lesson plan and linked resources.</p>	<p>Resources See Kapow individual lesson plan and linked resources.</p>
<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • d. which commonly available substances and drugs are legal and illegal, their effects and risks; • e. to recognise the different risks in different situations and then decide how to behave responsibly, • a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; • e. to recognise the different risks in different situations and then decide how to behave responsibly • f. that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong; • c. about how the body changes as they approach puberty; • d. to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way; 	<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • what a stereotype is, and how stereotypes can be unfair, negative or destructive • 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. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 	<p>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</p> <ul style="list-style-type: none"> • to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom; • that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; • a. to research, discuss and debate topical issues, problems and events; • j. that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment; • f. to look after their money and realise that future wants and needs may be met through saving.

By the end of Year 4 children will be able to:

Know how to be safe with everyday medicines

Know the dangers of tobacco and alcohol.

Identify the physical changes that will happen to their body as they grow up.

Know that puberty occurs for both males and females and what this will look like.

Identify the ways they can keep themselves safe on the roads.

Know the difference between confidentiality and secrecy.

Know that there should be physical and emotional boundaries in friendships

Recognise the diversity of people that live within the UK.

Know the benefits of diversity within their community.

Identify the benefits of reusing and recycling.

Know ways of protecting the planet.

Know how to keep track of spending money.