



*In all that we do, may our values shine through*

**Eardisley CE Primary School Year 3 - 4 Cycle B**

<b>Autumn Term</b> <b>Relationships</b> <b>What makes a family?</b>	<b>Spring Term</b> <b>Living in the Wider World</b> <b>What is the value of rules?</b>	<b>Summer Term</b> <b>Health and Wellbeing</b> <b>What healthy choices can we make?</b>
<b>Prior Knowledge</b> <b>Most children will already be able to:</b> recognise that not all families are the same. • Recognise the importance of telling someone if something about their family makes them worried or unhappy. • Understand what it means to keep something private	<b>Prior Knowledge</b> <b>Most children will already be able to:</b> provide examples of rules in different situations – e.g. class rules, rules at home, rules outside. • Explain how and why people use the internet.	<b>Prior Knowledge</b> <b>Most children will already be able to:</b> explain what they can do on a daily basis to take care of themselves – e.g. the importance of hand-washing. • Recognise and name different feelings. • Recognise that it is important to ask for help with feelings and know who they can tell when they are finding things difficult
<b>End of Key Stage Objective-Children should be able to:</b>	<b>End of Key Stage Objective-Children should be able to:</b>	<b>End of Key Stage Objective-Children should be able to:</b>
Know that a feature of positive family life is caring relationships; learn the different ways in which people care for one another. R6 <ul style="list-style-type: none"> <li>• Recognise and respect that there are different types of family structure; that families of all types can give family members love, security and stability. R7</li> <li>• Recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. R8</li> <li>• Know how to recognise if family relationships make them feel unhappy or unsafe, and how to seek help or advice. R9</li> </ul>	Recognise the reasons for rules and laws and the consequences of not adhering to rules and laws. L1 <ul style="list-style-type: none"> <li>• Recognise that there are human rights, that are there to protect everyone. L2</li> <li>• Understand the relationship between rights and responsibilities. L3</li> </ul>	<ul style="list-style-type: none"> <li>• How to make informed decisions about health. H1</li> <li>• Understand the elements of a balanced, healthy lifestyle. H2</li> <li>• Know about choices that support a healthy lifestyle and recognise what might influence these. H3</li> <li>• Recognise that habits can have both positive and negative effects on a healthy lifestyle. H4</li> <li>• Understand what good physical health means and how to recognise early signs of physical illness. H5</li> <li>• Understand what constitutes a healthy diet. H6</li> <li>• How regular exercise benefits mental and physical health. H7</li> <li>• How to maintain good oral hygiene. H11</li> </ul>
<b>Relationships</b>	<b>Living in the Wider World</b>	<b>Health and Wellbeing</b>

How can friends communicate safely?	What is media literacy?	How do we manage our feelings?
<ul style="list-style-type: none"> <li>• Understand the impact of bullying, including offline and online, and the consequences of hurtful behaviour. R19</li> <li>• Learn strategies to respond to hurtful behaviour experienced or witnessed, offline and online; how to report concerns and get support. R20</li> <li>• Understand about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online). R22</li> <li>• Know why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. R23</li> <li>• Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R24</li> <li>• Understand about keeping something confidential or secret, when this should or should not be agreed to, and when it is right to break a confidence or share a secret. R27</li> <li>• Learn how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R28</li> </ul>	<p>Recognise ways in which the internet and social media can be used both positively and negatively. L11</p> <ul style="list-style-type: none"> <li>• Know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. L12</li> <li>• Know some of the different ways information and data are shared and used online, including for commercial purposes. L13</li> <li>• Understand how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. L14</li> </ul>	<p>Recognise that feelings change over time and range in intensity. H17</p> <ul style="list-style-type: none"> <li>• Recognise that everyday things can affect feelings and the importance of expressing feelings. H18</li> <li>• Use a varied vocabulary when talking about feelings; how to express feelings in different ways. H19</li> </ul>
<p>SUBJECT-SPECIFIC VOCABULARY</p> <p>blended families, foster and adoptive parents, same-sex parents, step-parents, NSPCC,</p>	<p>SUBJECT-SPECIFIC VOCABULARY</p> <p>Rules, laws, wider society, rights and responsibilities, human rights, children’s rights,</p>	<p>SUBJECT-SPECIFIC VOCABULARY</p> <p>balanced healthy lifestyle, physical health, mental health, healthy and unhealthy choices,</p>

<p>social media, online safety, offline safety, bullying, confidentiality, privacy, personal boundaries</p>	<p>digital footprint, personal information, social media, data, connected devices, search results, reliability of sources of information online.</p>	<p>habits, wellbeing, nutritionally rich food, obesity, tooth decay, flossing, good oral hygiene, sugar consumption, regular exercise, healthy/balanced diet, physically active, inactive lifestyle, physical illness, feelings/emotions, body language, expressing feelings</p>
<p><b>Enrichment</b>  <b>We will endeavour to include:</b></p> <ul style="list-style-type: none"> <li>• Anti-Bullying Week – usually second week in November (Anti-bullying alliance) <ul style="list-style-type: none"> <li>• NSPCC (PANTS)</li> </ul> </li> </ul>	<p><b>Enrichment</b>  We will endeavour to include:</p> <ul style="list-style-type: none"> <li>• Internet Safety Day – second week in February – school-wide approach</li> </ul> <p>British Values – Rule of Law and the workings of Democracy and Parliament</p>	<p><b>Enrichment</b>  We will endeavour to include:</p> <ul style="list-style-type: none"> <li>•</li> </ul>