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	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	I am Warrior (Romans)			Misty Mountain Winding River		
Area of Learning	 <p>Respect Part 1</p>	 <p>Problem Solving and Resourcefulness Part 1</p>	 <p>Leadership Part 1</p>	 <p>Being Responsible Part 1</p>	 <p>Bullying Part 1</p>	 <p>Where Does My Food Come From?</p>
Area of PSHE/SRE	 <p>Respect Part 2</p>	 <p>Problem Solving and Resourcefulness Part 2</p>	 <p>Leadership Part 2</p>	 <p>Being Responsible Part 2</p>	 <p>Bullying Part 2</p>	 <p>Fairtrade Change Through Choice</p>
Area of PSHE/SRE	Relationships	Living in the wider world	Relationships	Relationships	Relationships	Living in the Wider World
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand what respect is. ● to know why respect is important when working with others. ● how to demonstrate respect for one another. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand what the law is and why we have it. ● how to use resourcefulness to help us solve problems. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about the qualities of a good leader. ● how to lead a team. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> -about what it means to be responsible. -how we can use responsibility to inspire others. -to understand the importance of being responsible. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. ● strategies to respond to hurtful behaviour experienced or witnessed, offline and online. (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others). ● how to report concerns and get support. ● about what it means to be discriminating, how to recognise it as bullying and how to challenge it. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices); ● That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity); ● To recognise that people make spending decisions based on priorities, needs and wants. <p><i>To know how we are connected through the things we eat and drink and how important it is to understand how humans are all reliant on these connections.</i></p>












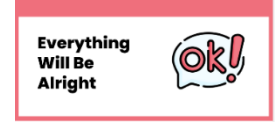
<p>Key questions / knowledge and understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>Phase 1 and 2 – Respect key questions:</p> <p>What is respect?</p> <p>Who should you be respectful to in a school environment? Why might you show respect to others? Who is the first person that you need to learn to respect? What does being respectful towards someone look like? What might be seen as disrespectful in a conversation?</p> <p>Phase 3 and 4 – Problem Solving and Resourcefulness key questions:</p> <p>What is problem solving?</p> <p>When do we use problem solving? How can being a good problem solver help you? What is resourcefulness?</p> <p>Where would you go to find an answer to a question? Is resourcefulness about knowing everything or about knowing where to look to find the answer to everything? Why might being resourceful improve your learning?</p> <p>Phase 5 and 6 – Leadership key questions:</p> <p>What is a leader? What are some of the important qualities of a good leader? Do you need to be born a leader or just have leadership qualities? Do good leaders work harder than anyone else or do they make others work harder? Do leaders need further learning and feedback? Does there need to be one leader in a team?</p>			<p>Phase 1 and 2 – Being Responsible key questions:</p> <p>Why is it important to be responsible? How does responsibility inspire others? What is responsibility? What responsibilities might you have at home? What might happen if we are responsible?</p> <p>Phase 3 and 4 – Bullying key questions:</p> <p>What forms can bullying take? What is cyberbullying? How can bullying make you feel? How does it affect your mental health? Is moving school a good idea to prevent being bullied? What can you do if bullies are taking your friends away? What is a troll on social media? What does equality mean? What is discrimination? What does it mean to stereotype? What does the Equality Act expect schools to do about bullying and discrimination? What does it mean to celebrate diversity?</p> <p>Phase 5 – Where does My Food Come From? key questions:</p> <p>Where can we get food to eat? Why do we have to buy foods from other countries? Where can you get food from? Why are foods grown in the UK often fresher than those that come from other countries? Why do we waste over 30% of the fruit and vegetables sold in our supermarkets? Why do we need to know where and how our food was produced? Which animals do we 'typically' farm in the UK for food?</p> <p>Phase 6- Fairtrade key learning:</p> <p>Watch The Fair Trade Story - YouTube Discuss- How can we make big changes for a fairer future? Why is it important to know where our food comes from?</p>		
<p>Vocabulary</p>	<p>Respect, peer pressure, racial, religious, gender identity, sexual orientation, disability,</p>	<p>Solution, dilemma, confident, support</p>	<p>Leader, organise, goal, achievements</p>	<p>Responsible, consequence, duties, rights, inspire</p>	<p>Bullying, online, offline, hurtful, consequence, challenge, discriminate</p>	<p>Choice, habit, sustainability, convenience</p> <p>Needs, Wants, Rights, Responsibilities</p>

Year 4 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Burps, Bottoms, Bile			Hevva Hevva!		
Area of Learning	 <p>Healthy Eating and a Balanced Diet Part 1</p>	 <p>The Importance of Physical Activity Part 1</p>	 <p>Screen Time Part 1</p>	 <p>Sleep Part 1</p>	 <p>All About Tik Tok</p>	 <p>Try & Try Again Part 1</p>
	 <p>Healthy Eating and a Balanced Diet Part 2</p>	 <p>The Importance of Physical Activity Part 2</p>	 <p>Screen Time Part 2</p>	 <p>The Recreational Drugs of Alcohol and Nicotine.</p>	 <p>Identity and Gender</p>	 <p>Try & Try Again Part 2</p>
Area of PSHE/SRE	Health and Well-Being	Health and Well-Being	Online Awareness/Safety	Health and Well-Being Drugs Awareness	Online Safety Relationships	Health and Well-Being
PSHE (All NC subject content covered)	<p>Pupils should be taught: To know about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what physical activity is. ● about what physical activity involves. ● about the effects of physical activity 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about how too much screen time is bad for us. ● about how too much screen time can affect our daily life. ● about how screen time can affect us mentally. ● about how screen time can affect our relationships with others 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about how much sleep we should get. ● about how sleep affects our lifestyle. ● about how sleep supports our mindset and our body function <ul style="list-style-type: none"> ● Alcohol (and other recreational drugs) impairs decision-making, alters mood and reduces inhibitions; ● Alcohol and nicotine can negatively impact both current and future health, as well as other dimensions of people's well-being; ● Substance users can quickly become addicted and face numerous problems ranging from physical impacts to low self-esteem and mental disorder; ● Users can sugar coat the impacts. 	<p>Pupils should be taught:</p> <p>To learn about privacy and personal boundaries, considering what is appropriate in friendships and online.</p> <p>To recognise how apps such as Tik-Tok can be used both positively and negatively.</p> <p>To recognise things that are appropriate to share and things that should not be shared on social media.</p> <p>To understand that gender identity and biological sex are different by definition;</p> <p>To develop confidence in expressing their identity;</p> <p>To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand the reasons why failure is important. ● to understand how we can use failure to succeed. ● how we can use failure to drive success.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 and 2 – Healthy Eating and a Balanced Diet key questions:</p> <p>What is healthy eating? How does food help our body to work? What is a balanced diet? Which food groups are the ones that we should choose most often? Why is it important that we make healthier food choices? What do foods that contain proteins do for your body? What else should you do as well as eat a balanced diet? What job do carbohydrates do for our body?</p>			<p>Phase 1 Sleep key questions:</p> <p>How does sleep help our physical development? What is the average amount of sleep we should have every night? What does sleep do to help your body, muscles and heart? What may happen if you don't get enough sleep for a long time? How can sleep help your body to stay fit and healthy?</p> <p>Phase 2 The Recreational Drugs of Alcohol and Nicotine- key questions:</p> <p>What does it mean to be intoxicated?</p>		

	<p>What job do proteins do for our body?</p> <p>Phase 3 and 4 – The Importance of Physical Activity key questions: What is physical activity? How much exercise or physical activity should you do each day? How might exercise/physical activity make you feel? What does physical activity do which may help you to learn? What does physical activity do for my body? Does physical activity make you feel more or less tired?</p> <p>Phase 5 and 6- Screen Time key questions: Is screen time always bad for us? How can too much screen time affect our daily life? Should there be a limit to how much screen time we have each day? How can screen time affect our sleep? How might your amount of screen time affect your weight? How can screen time affect us mentally? How can screen time affect our relationships with others? What aches and pains might you experience if screen time is too high? How might friendships suffer if screen time is too high? How might violent computer games affect the viewers?</p>			<p>Can nicotine make you intoxicated? Parents and alcohol Childline- Give children a chance to explore the website and discuss with them.</p> <p>Phase 3 All About Tik Tok key learning: What do you know about apps like tik tok? How old do you have to be to use social media? Why are age restrictions in place? TikTok Tips: You're In Control Video Series TikTok Official Account - YouTube Watch the above link and discuss the issues that can arise from having social media accounts and how to stay in control. Create an Acceptable Use Policy (AUP) together and discuss the rules we need to keep us safe.</p> <p>Phase 4 Identity and Gender key questions: What Do You Know? 6 to 12-Year-Olds Talk About Gays and Lesbians - YouTube When did you first hear the words gay or lesbian and do you know just what they mean? Do you identify with the thoughts of any of these children? How can we be accepting of the rights of everyone to choose their own identity and to be exactly who they feel they should be?</p> <p>Phase 5 and 6 -Try and Try Again key questions: How can we use failure to bring success? How does failure help us succeed? Why is failure important? What advice would you give to someone who keeps failing? How does failure make feel and how do you deal with it? What do you need to learn from your mistakes?</p>		
<p>Vocabulary</p>	<p>Balanced diet, food group, nutrient, healthy</p>	<p>Exercise, physical activity, tiredness</p>	<p>Balanced lifestyle, moderation</p>	<p>Sleep, rest, recovery, well-being Alcohol, nicotine, intoxicated</p>	<p>Online identity, safer internet, profile, privacy Gender stereotype, LGBTQ, lesbian, gay, bisexual, transgender</p>	<p>Failure, success, try and try again, resilience</p>

Year 4 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Raiders or Settlers?			Blue Abyss		
Area of Learning	 <p>British Values – Government & Rules Part 1</p>	 <p>British Values – Freedom in Beliefs Part 1</p>	 <p>Relaxing to Recharge Part 1</p>	 <p>Family Relationships Part 1</p>	 <p>What's Love?</p>	 <p>My Body, Your Body Keeping Safe</p>
Area of Learning	 <p>British Values – Government & Rules Part 2</p>	 <p>British Values – Freedom in Beliefs Part 2</p>	 <p>Relaxing to Recharge Part 2</p>	 <p>Family Relationships Part 2</p>	 <p>Understanding Consent</p>	 <p>Everything Will Be Alright</p>
Area of PSHE/SRE	British Values	British Values	Health and Well-Being	Relationships	RSE	RSE
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to equip pupils with an understanding of some of the different forms of government to see how these are enacted in some countries in the world. to provide an understanding of the difference between laws and rules and why rules are in place in school. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to explore different understandings of individual liberty the things that many people enjoy today have been fought for in the past. to understand the similarities and differences between some of the largest religions in the world, and how values are often shared between different religions. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> about what it means to relax. about how relaxing can help us recharge. about what we can do to relax. about the balance needed between relaxing and screen time. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to know that others' families sometimes look different from their family but that they should respect those differences. that families are important for children growing up because they can give love, security and stability. to think about the characteristics of healthy family life and the importance of commitment to each other, even in times of difficulty. about protection and caring for children and other family members, and the importance of spending time together and sharing each other's lives. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To appreciate the importance of self-respect and self-love and how this links to their own happiness; To know that stable, caring relationships, which may be of different types, and wherein love is expressed differently, are at the heart of happy families, and other relationships and friendships and are important for children's security as they grow up. <p>To know that everyone has the right to body autonomy - pupils will describe the meaning of body rights; They will know how to respond if someone is touching them in a way that makes them uncomfortable; They will be able to identify and describe how they would talk about this to a trusted adult.</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To know about privacy and personal boundaries and to use terminology appropriately; To develop strategies to respond safely and appropriately to adults they may encounter, recognising the different types of physical contact and what is acceptable and unacceptable; To recognise differences between 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. <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways; Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations;</p> <p>To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others;</p> <p>Problem solving strategies and self-help for regulating the emotion of sadness.</p>
Key questions / knowledge and	<p>Phase 1 and 2 – British Values- Government and Rules key questions: Are all countries in the world ruled by the people?</p>			<p>Phase 1 and 2 – Family Relationships key questions: What might be some of the positive features of family relationships?</p>		

<p>understanding to be explained</p> <p>Key Knowledge and facts to be recalled</p>	<p>How do we demonstrate democracy in the UK? How does the Commonwealth support democracy? What is the job of the PM and how does the Prime Minister become elected? Who or what is a dictator? What is an absolute monarchy?</p> <p>Can you think of some of the benefits of school rules? What are some disadvantages of school rules? Think of consequences for breaking rules and then consequences for breaking the law. Are they the same? What do you do if you don't agree with a school rule? People who work with children and young people are not allowed to...? What are your rights regarding school rules?</p> <p>Phase 3 and 4 – British Values- Freedom in Beliefs key questions: Is there a difference between human and civil rights? Why is it that some people still need to fight for their freedom and their rights? What might influence our thinking about human or civil rights? Does everyone in the world have the same rights to freedom? Is slavery and the use of slaves a thing of the past? What is child labour?</p> <p>Phase 5 and 6 – Relaxing to Recharge key questions: What does it mean to relax? How can relaxing help us recharge? Why is it healthy to relax when you need it? How does relaxing help us to recharge? What can you do to relax?</p>			<p>What might be some of the challenges of family relationships? What can families give us? If someone's family looks different to your family, does that mean that they have different love or support?</p> <p>Phase 3 –What's Love key questions: Look at and discuss the 8 different types of love that the Greeks named: Eros (romantic passion), Philia (deep friendship), Ludus (playful love), Agape (love for everyone), Pragma (longstanding love), Philautia (love of the self), Storge (family love), Mania (obsessive love) What do you think is the most important type of love? Is it more important to love others than to love yourself? How can we give and receive love? Look at the What is Love? quotes in the 'Love sweet Love' challenge and decide which kind of love is being described.</p> <p>Phase 4- Understanding Consent: Recap the NSPCC PANTS rules that the children should have learnt already. Watch consent for kids - YouTube Discuss what is meant by 'Bodily Autonomy'- No one gets to decide what happens to our bodies except us. What are some of the things that your family can do to protect your rights to consent? How can you make sure that your friends consent to the things that you like to do or play with them? Play the game 'Yes'- (one of the challenge activities) how does it feel when you can only say yes? Look at a body map and discuss where you would be comfortable being touched and where you wouldn't (by your family members, by a friend, by a teacher, by a stranger).</p> <p>Phase 5- My Body, Your Body, Keeping Safe key questions: What do you know about good and bad touch? Is it right to think that everyone who touches your body should always make you feel good? When do you need to tell a trusted adult about touch that makes you feel uncomfortable? What is the difference between good and bad secrets? NSPCC PANTOSAURUS 2017 SUBTITLED - YouTube</p> <p>Phase 6- Everything Will be Alright key questions: Does it help to have friends who try to cheer you up? Can friends sometimes make feeling sad worse? What can good friends do to help when someone is feeling a bit 'meh'? PIXAR - INSIDE OUT HD - JOY REALIZES WHY SADNESS IS AN IMPORTANT EMOTION TO RILEY'S MENTAL HEALTH - YouTube Watch How to Be Sad - YouTube watch the video links and discuss why sadness is an important emotion.</p>		
<p>Vocabulary</p>	<p>Democracy, election, Prime Minister, dictator</p>	<p>Freedom, rights, slavery</p>	<p>Active, busy, relaxation, stress, Screen time</p>	<p>Support, positive, relationships, challenges, different, nuclear family, cohabiting, reconstituted family</p>	<p>Love, romantic, friendship, family love, self love Bodily autonomy, consent, permission, boundary, mutual</p>	<p>Privates, family values and culture, naked, modesty, inappropriate touch, body rights Emotions, okay, support, problem</p>