



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: Y3/4 Cycle A

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
 - Communicate effectively
 - Work with others
 - Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
 - Become healthy and fulfilled individuals

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

Ongoing Milestones	National Curriculum Objectives: By the end of KS2
<p>Ongoing:</p> <ul style="list-style-type: none"> Understanding the difference between isolated incidents of unkind behaviour and bullying Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied) Identifying acts of kindness Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none"> What are unhealthy and unhealthy relationships? What is bullying? How do we show kindness to ourselves? How do we show kindness to others? How do I feel when I am shown kindness? How do I feel when I show kindness to others? 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> 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 That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs Practical steps they can take in a range of different contexts to improve or support respectful relationships The conventions of courtesy and manners The importance of self-respect and how this links to their own happiness 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 About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help What a stereotype is, and how stereotypes can be unfair, negative or destructive The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> That people sometimes behave differently online, including by pretending to be someone they are not That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) How to ask for advice or help for themselves or others, and to keep trying until they are heard, How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Citizenship & British Values 1		<p>Children will learn about:</p> <ul style="list-style-type: none">Why different rules are needed in different situations and how to take part in making themKnow what it means to be part of a community and understand that we may belong to different groups	<p>Non-statutory guidance: Preparing to play an active role as citizens Pupils should be taught:</p> <ul style="list-style-type: none">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;To realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;That there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;To reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences;To resolve differences by looking at alternatives, making decisions and explaining choices;What democracy is, and about the basic institutions that support it locally and nationally;To recognise the role of voluntary, community and pressure groups;
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	Key Questions
Rights, roles, duties, United Nations, responsibility,			<ul style="list-style-type: none">What are our class/school rules and why do we have them?What other rules do you know about?What is the difference between a rule and a law?How are rules and laws made?What does a community look like?How do religious beliefs affect the community?What are your school values?What are the different customs of people in your school community?What’s good about where we live?What would make it even better?

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Internet safety and Social Issues		<p>Children will learn about:</p> <ul style="list-style-type: none">Issues of interest/relevance to their locality <p>Focused link to Internet Safety:</p> <ul style="list-style-type: none">Internet Safety -Online games, email/chatTexting, instant messenger, ‘kick’ etcAppropriate gaming, websites, applications, TV streamingPasswords/Access codes, pinsAppropriate websites	<p>Statutory requirements: Pupils should be taught:</p> <p>Internet safety and harms</p> <ul style="list-style-type: none">That for most people the internet is an integral part of life and has many benefitsAbout 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 wellbeingHow 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 privateWhy social media, some computer games and online gaming, for example, are age restrictedThat the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental healthHow to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targetedWhere and how to report concerns and get support with issues online <p>Online relationships</p> <ul style="list-style-type: none">That people sometimes behave differently online, including by pretending to be someone they are notThat the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymousThe rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report themHow to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never metHow information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none">How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know <p>Non-statutory guidance</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">To research, discuss and debate topical issues, problems and eventsTo reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiencesTo recognise the role of voluntary, community and pressure groupsThat resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
e-safety, online, email, chat, texting, instant messenger, application, gaming, websites, apps, streaming, appropriate, websites, passwords, access codes, pins, community,			<p>Key Questions</p> <ul style="list-style-type: none">What is happening in my community?How can we make a difference (a sense of agency; we can all contribute to making a positive change)How do I stay safe online?How do I manage appropriate relationships online?

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Growing up and Taking Responsibility 1		<p>Children will learn about:</p> <ul style="list-style-type: none">• What is special about ourselves, our thoughts and feelings• What affects our energy levels and the way we feel• How these feelings can impact our behaviour• Managing feelings• Self -worth• Anxiety – triggers, positive strategies for coping.• Bereavement (of pets)• Some of the physical changes that will happen as they get older• The physical changes that take place at puberty, why they happen and how to manage them	<p>Mental wellbeing</p> <ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health• That there is a 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• 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• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Physical health and fitness</p> <ul style="list-style-type: none">• The characteristics and mental and physical benefits of an active lifestyle• 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• The risks associated with an inactive lifestyle (including obesity)• How and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy eating</p> <ul style="list-style-type: none">• What constitutes a healthy diet (including understanding calories and other nutritional content)• The principles of planning and preparing a range of healthy meals• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health) <p>Health and prevention</p> <ul style="list-style-type: none">• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing• The facts and science relating to allergies, immunisation and vaccination <p>Being safe</p> <ul style="list-style-type: none">• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact <p>Changing adolescent body</p> <ul style="list-style-type: none">• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes about menstrual wellbeing including the key facts about the menstrual cycle
Duration	Cycle		
1 week	A		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">• The difference between isolated incidents of unkind behaviour and bullying• How bullying behaviour is not the norm (most of the time, most children are not bullied)• Acts of kindness• How kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What are unhealthy and unhealthy relationships?• What is bullying?• How do we show kindness to ourselves?• How do we show kindness to others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?	<p>Key Questions</p> <ul style="list-style-type: none">• What are the physical differences between males and females?• What is special about me?• What makes me feel good about myself?• What gives me energy?• How can I manage my feelings (including feelings of loss)
Special, thoughts, feelings, energy levels, behaviour, management, feelings, self-worth, anxiety, triggers, positive strategies, coping, bereavement, physical changes, puberty, differences.			

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Looking After Me		<p>Children will learn about:</p> <p>Keeping Safe Outside:</p> <ul style="list-style-type: none">• How our feelings can affect the way we behave• Where we can go when we need to feel safe• Who we can speak to about our feelings• Alcohol & tobacco• Understand more about drugs and their uses medical drugs• The effects and risks of drugs• That drug use is a minority activity• Being ‘Sun Smart’ <p>Media Influence:</p> <ul style="list-style-type: none">• Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models• Advertising e.g. influence, bias, distortion	<p>Pupils should know:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health• That there is a 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• 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• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online)• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough <p>Physical health and fitness</p> <ul style="list-style-type: none">• The characteristics and mental and physical benefits of an active lifestyle• How and when to seek support including which adults to speak to in school if they are worried about their health <p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none">• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking <p>Health and prevention</p> <ul style="list-style-type: none">• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer <p>Non statutory guidance:</p> <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">• To explore how the media present information.
Duration	Cycle		
1 week	A		
Key Vocabulary			
Safety, behaviour, identify, feelings, alcohol, tobacco, drugs, medical, risks, effects, sun-smart, terrorism, racism, age-restricted, smoke free, legal, illegal, media, influence			
<p>Ongoing:</p> <ul style="list-style-type: none">• The difference between isolated incidents of unkind behaviour and bullying• Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied)• Identifying acts of kindness• Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">• What are unhealthy and unhealthy relationships?• What is bullying?• How do we show kindness to ourselves?• How do we show kindness to others?• How do I feel when I am shown kindness?• How do I feel when I show kindness to others?		<p>Key Questions</p> <ul style="list-style-type: none">• How do we keep ourselves safe?• Who can we speak to about our feelings?• Who can I ask for help?• What is a drug?• Are all drugs medicines?• What drugs have non-medical use?• What does age-restricted mean?• What does smoke free mean?• What laws encourage smoke-free environments?• What risks are there?• What would someone need to know before they tried a legal or illegal drug?• What drinks contain drugs? Is it normal for young people to use drugs?• How do we feel about the events we see through the media?• Does the media always present events factually?• How do we engage with what we see through the media?	



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: Y3/4 Cycle B

At Amberley, each unit of PSHE supports the children's development to become well rounded citizens alongside our Christian ethos and British Values.



Intent:

For all learners to develop skills, attitudes, values and behaviour, which enable pupils to:

- Have a sense of purpose
- Value self and others
- Form relationships
- Make and act on informed decisions
 - Communicate effectively
 - Work with others
 - Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
 - Become healthy and fulfilled individuals

During each unit of PSHCE, and as part of ongoing pastoral care, there will be a focus on healthy relationships and friendships. These relate to the statutory National Curriculum statements for the end of Primary Education. Guidance is also taken from the non-statutory Citizenship guidance (2015).

Ongoing Milestones	National Curriculum Objectives: By the end of KS2
<p>Ongoing:</p> <ul style="list-style-type: none"> • Understanding the difference between isolated incidents of unkind behaviour and bullying • Recognising that bullying behaviour is not the norm (most of the time, most children are not bullied) • Identifying acts of kindness • Exploring how kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none"> • What are unhealthy and unhealthy relationships? • What is bullying? • How do we show kindness to ourselves? • How do we show kindness to others? • How do I feel when I am shown kindness? • How do I feel when I show kindness to others? 	<p>Pupils should know:</p> <p>Caring friendships</p> <ul style="list-style-type: none"> • 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 • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults <p>Online relationships</p> <ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online <p>Being safe</p> <ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • How to ask for advice or help for themselves or others, and to keep trying until they are heard, • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice, for example family, school or other sources <p>Mental wellbeing</p> <ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) <p>Internet safety and harms</p> <ul style="list-style-type: none"> • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Growing Up and Taking Responsibility 2		<p>Children will learn about:</p> <ul style="list-style-type: none">ResilienceHygieneDiet, exercise & sleepIllness, wellness & balance <p>Recap from Growing Up 1:</p> <ul style="list-style-type: none">Some of the physical changes that will happen as they get olderThe physical changes that take place at puberty, why they happen and how to manage them	<p>Physical health and fitness</p> <ul style="list-style-type: none">The characteristics and mental and physical benefits of an active lifestyleThe 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 exerciseThe risks associated with an inactive lifestyle (including obesity)How and when to seek support including which adults to speak to in school if they are worried about their health <p>Healthy eating</p> <ul style="list-style-type: none">What constitutes a healthy diet (including understanding calories and other nutritional content)The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. The impact of alcohol on diet or health) <p>Health and prevention</p> <ul style="list-style-type: none">How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the bodyAbout safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancerThe importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learnAbout dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentistAbout personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashingThe facts and science relating to allergies, immunisation and vaccination <p>Changing adolescent body</p> <ul style="list-style-type: none">Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changesAbout menstrual wellbeing including the key facts about the menstrual cycle
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
Resilience, hygiene, diet, exercise, illness, wellness, balance, active, good mental health, puberty, growth, physical, change, develop, mood, hormones			

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Family and Friends		<p>Children will learn about</p> <ul style="list-style-type: none">Changes in relationships with parents & friendsDifferent types of loveThe need for trust and love in marriage and established relationshipsThe responsibilities that parents have for babies and childrenPositive touch activitiesThe need to seek permission when we touch someone elseThe need to be respectful of a person’s personal boundaries.	<p>Families and people who care for me</p> <ul style="list-style-type: none">That families are important for children growing up because they can give love, security and stabilityThe characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s livesThat others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and careThat 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 upThat marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelongHow to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed <p>Caring friendships</p> <ul style="list-style-type: none">How important friendships are in making us feel happy and secure, and how people choose and make friendsThe characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficultiesThat healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excludedThat most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never rightHow to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed <p>Respectful relationships</p> <ul style="list-style-type: none">The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefsPractical steps they can take in a range of different contexts to improve or support respectful relationshipsThe conventions of courtesy and mannersThe importance of self-respect and how this links to their own happinessThat 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 authorityAbout different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get helpWhat a stereotype is, and how stereotypes can be unfair, negative or destructiveThe importance of permission-seeking and giving in relationships with friends, peers and adults <p>Being safe</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 safeThat each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contactHow to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not knowHow to recognise and report feelings of being unsafe or feeling bad about any adultHow to ask for advice or help for themselves or others, and to keep trying until they are heard,How to report concerns or abuse, and the vocabulary and confidence needed to do so <p>Where to get advice, for example family, school or other sources</p>
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
Relationship, trust, respect, marriage, touch, appropriate, inappropriate, responsibility, boundaries, permission, positive, negative			
			<p>Key Questions</p> <ul style="list-style-type: none">What responsibilities does a parent have for their child?What behaviour affects our feelings and how (inc appropriate and inappropriate touch)?

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Money Week		<p>Children will learn about:</p> <ul style="list-style-type: none">Monetary value and the notion of saving up for a purchaseDifferent sources of incomeDifferent forms of money and payment	<p>Non-statutory guidance:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">About the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the futureTo look after their money and realise that future wants and needs may be met through savingMake real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	
Money, finance, budget, income, payment, saving, interest, value,			
			Key Questions
			<ul style="list-style-type: none">How do I manage my pocket money?Where does our money come from

Focus		Milestone for end of Lower Key Stage 2 (Year 4)	National Curriculum Objectives: By the end of KS2
Citizenship and British Values 2 (Rights and Responsibilities)		<p>Children will learn about:</p> <ul style="list-style-type: none">Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the ChildDifferent kinds of responsibilities, rights and duties at home and at school	<p>Non-statutory guidance:</p> <p>Developing confidence and responsibility and making the most of their abilities</p> <ul style="list-style-type: none">To talk and write about their opinions, and explain their views, on issues that affect themselves and society <p>Preparing to play an active role as citizens</p> <ul style="list-style-type: none">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 rulesThat there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other
Duration	Cycle		
1 week	B		
Key Vocabulary		<p>Ongoing:</p> <ul style="list-style-type: none">The difference between isolated incidents of unkind behaviour and bullyingHow bullying behaviour is not the norm (most of the time, most children are not bullied)Acts of kindnessHow kindness benefits all involved <p>These are taught through the following key questions:</p> <ul style="list-style-type: none">What are unhealthy and unhealthy relationships?What is bullying?How do we show kindness to ourselves?How do we show kindness to others?How do I feel when I am shown kindness?How do I feel when I show kindness to others?	<p>Statutory requirements:</p> <p>Respectful relationships</p> <ul style="list-style-type: none">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
Rights, roles, duties, United Nations, responsibility,			<p>Key Questions</p> <ul style="list-style-type: none">What are the UN Rights of the Child?What jobs do you do at home?What roles do we have at home and school?What are you responsible for at home and at school?