



**Autumn 1 Citizenship - Rights, Rules & Responsibilities (RR 3/4)**

- What does it mean to be treated and to treat others with respect?
- Who are those in positions of authority within our school and communities and how can we show respect?
- Why do we need rules and conventions at home and at school?
- What part can I play in making and changing rules?
- What do we mean by rights and responsibilities?
- What are my responsibilities at home and at school?
- How do we make democratic decisions in school?
- What is a representative and how do we elect them?

- Respect
- Authority
- Class/school rules & charters
- Rights and responsibilities
- Democracy at school
- School and class councils
- Decision making
- Debating and voting
- Responsibilities at school and at home

**Autumn 2 Myself & My Relationships - My Emotions (ME 3/4)**

- Why is it important to accept and feel proud of who we are?
- What does the word 'unique' mean and what do I feel proud of about myself?
- Why is mental wellbeing as important as physical wellbeing?
- How can I communicate my emotions?
- Can I recognise some simple ways to manage difficult emotions?
- What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?
- How do my actions and feelings affect the way I and others feel?
- How do I care for other people's feelings?
- Who can I talk to about the way I feel?
- How can I disagree without being disagreeable?

- Self-respect
- Mental wellbeing
- Communicating emotions
- Self-care
- Diverse emotions/responses
- Care & respect for others
- Seeking support

**Autumn 2 Myself & My Relationships - Anti-bullying (AB 3/4)**

- How are falling out and bullying different?
- How do people use power when they bully others?
- What are the key characteristics of different types of bullying?
- How can lack of respect and empathy towards others lead to bullying?
- What is the difference between direct and indirect forms of bullying?
- What are bystanders and followers and how might they feel?
- Do I understand that bullying might affect how people feel for a long time?
- How can I support people I know who are being bullied by being assertive?
- How does my school prevent bullying and support people involved?

- Falling out
- Prejudiced-based bullying
- Respect
- Direct and indirect bullying
- Cyberbullying
- Bystanders and followers
- Being supportive
- Getting help

Spring 1 Citizenship - Working Together (WT 3/4)	
<ul style="list-style-type: none"> <li>• What am I good at and what are others good at?</li> <li>• What new skills would I like or need to develop?</li> <li>• How well can I listen to other people?</li> <li>• How do I ask open questions?</li> <li>• How can I share my views and opinions effectively?</li> <li>• How can different people contribute to a group task?</li> <li>• How can I persevere and overcome obstacles to my learning?</li> <li>• How can I work well in a group?</li> <li>• What is useful evaluation?</li> <li>• How do I give constructive feedback and receive it from others?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and valuing strengths</li> <li>• Developing skills</li> <li>• Steps towards goals</li> <li>• Effective communication</li> <li>• Questioning skills</li> <li>• Problem solving and perseverance</li> <li>• Decision making</li> <li>• Communication and group work skills</li> <li>• Evaluating</li> <li>• Feedback</li> </ul>
Spring 1 Economic Wellbeing - Financial Capability (FC 3/4)	
<ul style="list-style-type: none"> <li>• What different ways are there to earn and spend money?</li> <li>• What do saving, spending and budgeting mean to me?</li> <li>• How can I decide what to spend my money on and choose the best way to pay?</li> <li>• What might my family have to spend money on?</li> <li>• What is 'value for money'?</li> <li>• How do my feelings about money change?</li> <li>• How do my choices affect my family, the community, the world and me?</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding large amounts of money</li> <li>• Sources of money</li> <li>• Saving and spending</li> <li>• Cash versus money</li> <li>• Keeping track of money</li> <li>• Value for money</li> <li>• Impact of choices</li> <li>• Charities</li> <li>• Emotions</li> </ul>
Spring 2 Healthy & Safer Lifestyles - Healthy Lifestyles (HL 3/4)	
<ul style="list-style-type: none"> <li>• What does healthy eating and a balanced diet mean?</li> <li>• What is an active lifestyle and how does it help me to be healthier?</li> <li>• What is mental wellbeing and how is it affected by my physical health?</li> <li>• How much sleep do I need &amp; what happens if I don't have enough?</li> <li>• How do nutrition and physical activity work together?</li> <li>• How can I plan and prepare simple, healthy meals safely?</li> <li>• How can I look after my teeth and why is it important?</li> <li>• Who is responsible for my lifestyle choices and how are these choices influenced?</li> </ul>	<ul style="list-style-type: none"> <li>• Eatwell Guide</li> <li>• Basic food hygiene &amp; preparation</li> <li>• Active Lifestyles</li> <li>• Mental wellbeing</li> <li>• Sleep</li> <li>• Influences on lifestyle choices</li> <li>• Dental care</li> <li>• Leisure activities</li> </ul>

<b>Summer 1 Healthy &amp; Safer Lifestyles - Managing Safety and Risk (MSR 3/4)</b>	
<ul style="list-style-type: none"> <li>• How do I feel in risky situations and how might my body react?</li> <li>• Can I make decisions in risky situations and might my friends affect these decisions?</li> <li>• When might I meet adults I don't know &amp; how can I respond safely?</li> <li>• What actions could I take in an emergency or accident and how can I call the emergency services?</li> <li>• What are the benefits of using the roads and being near water and how can I reduce the risks?</li> <li>• How is fire risky and how can I reduce the risks?</li> <li>• How do I keep myself safe during activities and visits?</li> <li>• How can I stop accidents happening at home and when I'm out?</li> </ul>	<ul style="list-style-type: none"> <li>• Emotions in risky situations</li> <li>• Dealing with pressure in risky situations</li> <li>• Reactions to risk</li> <li>• Taking action in an emergency</li> <li>• Road and fire safety</li> <li>• Beach safety and safety near waterways</li> <li>• Safety during activities and visits</li> <li>• Preventing accidents in familiar settings</li> </ul>
<b>Summer 1 Healthy &amp; Safer Lifestyles - Digital Lifestyles</b>	
<ul style="list-style-type: none"> <li>• How might my use of technology change as I get older, and how can I make healthier and safer decisions?</li> <li>• How does my own and others' online identity affect my decisions about communicating online?</li> <li>• How might people with similar likes &amp; interests get together online?</li> <li>• Can I explain the difference between "liking" and "trusting" someone online?</li> <li>• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</li> <li>• When looking at online content, what is the difference between opinions, beliefs and facts?</li> <li>• Why is it important to ration the time we spend using technology and/or online?</li> <li>• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</li> <li>• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</li> </ul>	<ul style="list-style-type: none"> <li>• Benefits of technology</li> <li>• Being healthier &amp; safer</li> <li>• Online identity</li> <li>• Online contact</li> <li>• Liking &amp; trusting</li> <li>• Mental wellbeing</li> <li>• Reliability of online content</li> <li>• Age restrictions</li> <li>• Asking for help</li> </ul>
<b>Summer 2 Healthy &amp; Safer Lifestyles - Relationships and Sex Education (RS 4)</b>	
<ul style="list-style-type: none"> <li>• What are the main stages of the human life cycle? (Taught through Science)</li> <li>• How did I begin? (In terms of seed meets egg)</li> <li>• What does it mean to be 'grown up'?</li> <li>• What am I responsible for now and how will this change?</li> <li>• How do different caring, stable, adult relationships create a secure environment for children to grow up?</li> </ul>	<ul style="list-style-type: none"> <li>• Stages of human life cycle</li> <li>• Seed + egg</li> <li>• Being grown up</li> <li>• My responsibilities</li> <li>• Families' responsibilities</li> <li>• Caring families</li> </ul>
<b>Summer 2 Healthy &amp; Safer Lifestyles - Drug Education (DE 3/4)</b>	
<ul style="list-style-type: none"> <li>• What medical &amp; legal drugs do I know about, and what are their effects?</li> <li>• Who uses and misuses legal drugs?</li> <li>• Why do some people need medicine and who prescribes it?</li> <li>• What are immunisations and have I had any?</li> <li>• What are the safety rules for storing medicine and other risky substances?</li> <li>• What should I do if I find something risky, like a syringe?</li> <li>• What do I understand about how friends and the media persuade and influence me?</li> </ul>	<ul style="list-style-type: none"> <li>• Medicines and legal drugs</li> <li>• People who use medicines &amp; legal drugs</li> <li>• Rules for safe storage</li> <li>• Finding risky items</li> <li>• Influence of friends and media</li> <li>• Immunisations</li> </ul>