

## PSHE Framework: Year 3/4 Cycle 2

<b>Non statutory</b>	<b>Citizenship</b> Working Together	<b>Ongoing throughout whole year</b> •
<b>Non statutory</b>	<b>Myself and My Relationships</b> Beginning and Belonging	<b>Ongoing throughout whole year</b> • Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.
<b>Non statutory</b>	<b>Citizenship</b> Rights, Rules & Responsibilities	<b>Ongoing throughout whole year</b> •
<b>Autumn 1</b>	<b>Health and Safer Lifestyles</b> Personal Safety	<ul style="list-style-type: none"> <li>• Can I recognise when my Early Warning Signs are telling me I don't feel safe?</li> <li>• Who is on my personal network and how can I ask them for help?</li> <li>• What could I do if I feel worried about a friendship or family relationship?</li> <li>• What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted?</li> <li>• How can I decide if a secret is safe or unsafe?</li> <li>• How can I keep safe online?</li> </ul>
	<b>Healthy and Safer Lifestyles</b> Drug Education  <b>objectives covered in cycle 1 &amp; 2</b>  <b>Whole school Drug Education day</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> </ul>
<b>Autumn 2</b>	<b>Citizenship</b> Rights, Rules and Responsibilities  <b>objectives covered in cycle 1 &amp; 2</b>	<p>Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.</p> <ul style="list-style-type: none"> <li>• What does it mean to be treated and to treat others with respect?</li> <li>• Who are those in positions of authority within our school and communities and how can we show respect?</li> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> <li>• How might others' expectations of girls and boys affect people's feelings and choices?</li> <li>• There are people who don't feel like a boy or a girl (non-binary - taught through a storybook without the actual definition)</li> </ul>
	<b>Myself and My Relationships</b> Family and Friends  <b>objectives covered in cycle 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• What is a healthy friendship and how does trust play an essential part?</li> <li>• What skills do I need for choosing, making and developing friendships and how effective are they?</li> <li>• How can I help to resolve disagreements positively by listening and compromising?</li> <li>• Can I empathise with other people in a disagreement?</li> <li>• How can I check with my friends that their personal boundaries have not been crossed?</li> </ul>

		<ul style="list-style-type: none"> <li>• How do my family members help each other to feel safe and secure even when things are tough?</li> <li>• Who is in my network of special people now and how do we affect and support each other?</li> </ul>
	<b>Myself and My Relationships</b> Anti-Bullying  <b>Whole school Anti-Bullying week</b>  <b>objectives covered in cycle 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• How are falling out and bullying different?</li> <li>• How do people use power when they bully others?</li> <li>• What are the key characteristics of different types of bullying?</li> <li>• How can lack of respect and empathy towards others lead to bullying?</li> <li>• What is the difference between direct and indirect forms of bullying?</li> <li>• What are bystanders and followers and how might they feel?</li> <li>• Do I understand that bullying might affect how people feel for a long time?</li> <li>• How can I support people I know who are being bullied by being assertive?</li> <li>• How does my school prevent bullying and support people involved?</li> </ul>
<b>Spring 1</b>	<b>Healthy and Safer Lifestyles</b> Managing Safety and Risk	<ul style="list-style-type: none"> <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> </ul>
<b>Spring 2 &amp; Summer 1</b>	<b>Healthy and Safer Lifestyles</b> Relationships and Sex Education  <b>objectives covered in cycle 1 &amp; 2</b>	<ul style="list-style-type: none"> <li>• How are male and female bodies different and what are the different parts called?</li> <li>• When do we talk about our bodies, how they change, and who do we talk to?</li> <li>• Why is it important to keep myself clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>
	<b>Healthy and Safer Lifestyles</b> Relationships and Sex Education	<ul style="list-style-type: none"> <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> <li>• What happens to our emotions at puberty?</li> </ul>
<b>Summer 2</b>	<b>Myself and My Relationships</b> Managing Change	<ul style="list-style-type: none"> <li>• Taught during the last 2 weeks of term &amp; transition days within school.</li> </ul>
<b>Throughout year specialist teacher</b> Nicola Murphy	<b>Healthy &amp; Safer Lifestyles: Digital Lifestyles (in ICT)</b>  <b>objectives covered in cycle 1 &amp; 2</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>• Extra objective: what happens when I share images and what images are appropriate to share?</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> </ul>

		<ul style="list-style-type: none"><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>
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