

PSHE Framework: Year 3/4 Cycle 1

Non statutory	Citizenship Working Together	Ongoing throughout whole year •
Non statutory	Myself and My Relationships Beginning and Belonging	Ongoing throughout whole year • Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.
Non statutory	Citizenship Rights, Rules & Responsibilities	Ongoing throughout whole year • Taught in the first 3 weeks explicitly in relation to new classes, school elections, rules and routines and through collective worship.
Autumn 1	Healthy & Safer Lifestyles Healthy Lifestyles (in science, Y4 to teach teeth in science)	<ul style="list-style-type: none"> • What does healthy eating and a balanced diet mean? (spring 1 science link) • What is an active lifestyle and how does it help me to be healthier? • What is mental wellbeing and how is it affected by my physical health? • How much sleep do I need & what happens if I don't have enough? • How can I plan and prepare simple, healthy meals safely? • How can I look after my teeth and why is it important? (Y4 link to teeth in science).
	Healthy and Safer Lifestyles Drug Education objectives covered in cycle 1 & 2 Whole school Drug Education day	<ul style="list-style-type: none"> • What medical & legal drugs do I know about, and what are their effects? • Who uses and misuses legal drugs? • Why do some people need medicine and who prescribes it? • What are immunisations and have I had any? • What are the safety rules for storing medicine and other risky substances? • What should I do if I find something risky, like a syringe?
Autumn 2	Citizenship Rights, Rules and Responsibilities objectives covered in cycle 1 & 2	<ul style="list-style-type: none"> • 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 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? • How might others' expectations of girls and boys affect people's feelings and choices? • There are people who don't feel like a boy or a girl (non-binary - taught through a storybook without the actual definition)
	Myself and My Relationships Family and Friends objectives covered in cycle 1 & 2	<ul style="list-style-type: none"> • What is a healthy friendship and how does trust play an essential part? • What skills do I need for choosing, making and developing friendships and how effective are they? • How can I help to resolve disagreements positively by listening and compromising? • Can I empathise with other people in a disagreement? • How can I check with my friends that their personal boundaries have not been crossed?

		<ul style="list-style-type: none"> • How do my family members help each other to feel safe and secure even when things are tough? • Who is in my network of special people now and how do we affect and support each other?
	Myself and My Relationships Anti-Bullying Whole school Anti-Bullying week objectives covered in Cycle 1 & 2	<ul style="list-style-type: none"> • 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?
Spring 1	Myself and My Relationships My Emotions	<ul style="list-style-type: none"> • 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?
Spring 2	Healthy and Safer Lifestyles Relationships and Sex Education	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? • When do we talk about our bodies, how they change, and who do we talk to? • Why is it important to keep myself clean? • What can I do for myself to stay clean and how will this change in the future? • How do different illnesses and diseases spread and what can I do to prevent this?
Summer 1	Citizenship Diversity and Communities	<ul style="list-style-type: none"> • What have we got in common and how are we different? • How might others' expectations of girls and boys affect people's feelings and choices? • How are our families the same and how are they different? • Do people who live in my locality have different traditions, cultures and beliefs? • How do I show respect for different lifestyles, beliefs and traditions? • How does valuing diversity benefit everyone? • Why are stereotypes unfair and how can I challenge them?
Summer 2	Myself and My Relationships Managing Change	Taught during the last 2 weeks of term & transition days within school.

<p>Throughout year specialist teacher Nicola Murphy</p>	<p>Healthy & Safer Lifestyles: Digital Lifestyles (in ICT)</p> <p>objectives covered in cycle 1 & 2</p>	<ul style="list-style-type: none"> • How might my use of technology change as I get older, and how can I make healthier and safer decisions? • How does my own and others' online identity affect my decisions about communicating online? • Extra objective: what happens when I share images and what images are appropriate to share? • How might people with similar likes & interests get together online? • Can I explain the difference between "liking" and "trusting" someone online? • What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact? • When looking at online content, what is the difference between opinions, beliefs and facts? • Why is it important to ration the time we spend using technology and/or online? • 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? • 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?
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