

Term	Themes	Skills/ Objectives	Safeguarding themes	In this unit of work, pupils will learn:	Resources
Autumn 1 What skills, strengths and interests do we have?	Health and wellbeing (1) Self-esteem: self-worth; personal qualities; goal setting; managing set backs	Identify their own personal qualities and strengths and how this contribute to their self esteem Identify how to set effective goals and how to respond appropriately to set backs	Self-esteem and self-worth	<ul style="list-style-type: none"> how to recognise personal qualities and individuality to develop self-worth by identifying positive things about themselves and their achievements 	Premier League Stars – Resilience lesson Premier League Stars - Self Esteem lesson
				<ul style="list-style-type: none"> how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	
				<ul style="list-style-type: none"> how their personal attributes, strengths, skills and interests contribute to their self-esteem Describe how to respond to situations that make them feel uncomfortable. (Protective Behaviours) 	
Autumn 2 How can we manage our feelings?	Health and wellbeing (2)	Explain ways to manage difficult emotions, including anger and grief.	Self-esteem and self-worth	<ul style="list-style-type: none"> identify that feelings/emotions are part of a person’s health and wellbeing 	PSHE Association – Mental Health and Wellbeing Lessons (Y3/4) – three lessons

	<p>Feelings and emotions; expression of feelings; managing grief</p>	<p>Recognise that our feelings can change, and that we can feel emotions with different intensities</p>		<ul style="list-style-type: none"> • recognise that feelings usually change throughout the day • give examples of everyday things that can affect feelings • describe what can help people to feel good/better • name a wide range of feelings and emotions • match feelings to a scale of intensity and identify strong feelings • describe different feelings and how they are experienced in the body • recognise why it is important for people to express their feelings • name a wide range of feelings and emotions • match feelings to a scale of intensity and identify strong feelings • describe different feelings and how they are experienced in the body • recognise why it is important for people to express their feelings 	<p>Grief – Suggested book, ‘Badger’s Parting Gifts’ / Winston’s Wish (website)</p>
--	--	---	--	---	--

<p>Spring 1</p> <p>How do we treat each other with respect?</p> <p>Respect and responsibility</p> <p>Relationships (1)</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>Link to anti-bullying week</p>	<p>Relationships & Anti-bullying (1)</p>	<p>Explain the difference between rights and responsibilities. Identify the importance of inclusion and why discrimination is wrong.</p> <p>Identify respectful behaviour in themselves and others.</p> <p>Identify the negative consequences of bullying.</p>	<p>Challenging Racism and discrimination Extremism</p>	<ul style="list-style-type: none"> • how people’s behaviour affects themselves and others including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return <hr/> <ul style="list-style-type: none"> • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these 	<p>Premier League Stars – Inclusion</p>
---	---	--	--	--	---

				<ul style="list-style-type: none"> • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination <ul style="list-style-type: none"> • that there are consequences to bullying and how to respond to keep themselves safe in these situations. 	
<p>Spring 2</p> <p>How can our choices make a difference to the others and the environment?</p> <p>Respect and Responsibility Integrity</p>	<p>Living in the Wider World (1)</p> <p>Links: Blue Abyss</p> <p>Caring for others; the environment; people and animals; shared responsibilities , making choices and decisions</p>	<p>Explain the ways that their choices can impact the world around them</p> <p>Discuss topical issues, sharing their viewpoint and listening to that of others</p>	NA	<p>how people have a shared responsibility to help protect the world around them</p> <ul style="list-style-type: none"> • how everyday choices can affect the environment and actions we can take to reduce plastic pollution • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) 	<p>Premier League Primary Stars / Sky Ocean Rescue – Tackling plastic pollution</p> <p>RSPCA - Compassionate classroom lessons https://education.rspca.org.uk/education/teachers/primary/compassionateclass/resources</p>

				<ul style="list-style-type: none"> • how to carry out personal responsibilities in a caring and compassionate way 	
<p>Summer 1 / 2</p> <p>How can we manage risk in different places?</p>	<p>Health and Wellbeing (3)</p> <p>Keeping safe; out and about; recognising and managing risk</p>	<p>Recognise risks and how to manage them beyond the local community.</p> <p>Recognise the challenges of peer pressure and how to respond to it.</p> <p>Know the role played by the police in protecting us from crime.</p>	<p>Managing risks</p> <p>Anti-social behaviour</p>	<ul style="list-style-type: none"> • how to recognise, predict, assess and manage risk in different situations • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence <hr/> <ul style="list-style-type: none"> • how to keep safe in the local environment and less familiar locations (e.g. water, fire safety, sun, safety) <hr/> <ul style="list-style-type: none"> • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law 	<p>Peer Pressure Lessons – The Character Curriculum (3 lessons)</p>