

Autumn term theme- Health and Wellbeing			
Learning Objectives	Key Skills taught	Links to the curriculum	
<p>1. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences)</p> <p>2. to begin to understand the concept of a 'balanced lifestyle'</p> <p>2. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>3. what is meant by the term 'habit' and why habits can be hard to change</p> <p>4. about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact;</p> <p>5. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>6. to differentiate between the terms, 'risk', 'danger' and 'hazard'</p> <p>7. to recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>8. that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</p> <p>9. the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</p>	<p>1. what is meant by a healthy lifestyle</p> <p>2. how to maintain physical, mental and emotional health and wellbeing</p> <p>3. how to manage risks to physical and emotional health and wellbeing</p> <p>4. ways of keeping physically and emotionally safe</p> <p>5. about managing change, including puberty, transition and loss</p> <p>6. how to make informed choices about health and wellbeing and to recognise sources of help with this</p> <p>7. how to respond in an emergency</p> <p>8. to identify different influences on health and wellbeing</p>	<p>Fireworks safety</p> <p>Class charters</p> <p>Lifeguard visit</p> <p>Shakespeare</p> <p>Swimming</p> <p>Science: healthy eating</p> <p>R.E: The church and the Mosque</p>	
E-safety focus			
Category	Learning Objectives	Key Skills	Resources
<p>1. Self Image and Identity and Relationships and Communication</p>	<ul style="list-style-type: none"> reflect upon their offline responsibilities. examine their online responsibilities. learn that good digital citizens are responsible and respectful in the digital world (and beyond). 	<p>Pupils explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens</p>	<p>Lesson name: Ring of Responsibility</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y4> Ring of Responsibility</p> <p>Other useful resources:</p> <p>Childnet – Only a Game Drama resource on gaming</p> <p>Digizen – Digital Values Lesson plans and activity.</p> <p>CEOP - Cyber-Cafe Thinkuknow resources exploring aspects of online communication</p> <p>UK Safer Internet Centre Safer Internet Day</p>
<p>2. Privacy and Security and Information Literacy</p>	<ul style="list-style-type: none"> learn about the benefits of sharing information online, but also about the safety and security risks of sharing certain types of information. understand what type of information can put them at risk for identity theft and other scams. distinguish between personal information, which is safe to share online, and private 	<p>How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>	<p>Lesson name: Private and Personal Information</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y4 > Private and Personal Information</p> <p>Other useful resources:</p>

	information, which is unsafe to share.		Childnet - Young People and Social Networking Sites Advice for teachers and parents. ICO – Personal information and information rights Lesson plans and resources
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Spring term- Relationships

Learning Objectives	Key skills taught	Suggested Activities
1. to recognise and respond appropriately to a wider range of feelings in others 2. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families, 3. to judge what kind of physical contact is acceptable or unacceptable and how to respond 4. to listen and respond respectfully to a wide range of people 5. to feel confident to raise their own concerns 6. to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view 7. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help) 8. to recognise and challenge stereotypes	1. how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts 2. how to recognise and manage emotions within a range of relationships 3. how to recognise risky or negative relationships including all forms of bullying and abuse 4. how to respond to risky or negative relationships and ask for help 5. how to respect equality and diversity in relationships.	Human rights awareness day/week Chinese new year Christian art week Shakespeare Shared worship Kidsafe programme R.E: Betrayal and trust P.E: skipping festival

E-safety focus

Category	Learning Objectives	Key Skills	Resources
3. Internet Safety and Cyber Bullying	<ul style="list-style-type: none"> •empathize with those who have received mean and hurtful messages. •judge what it means to cross the line from harmless to harmful communication online. •generate solutions for dealing with cyberbullying 	Pupils consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils identify actions that will make them Upstanders in the face of cyberbullying.	Lesson name: The Power of Words File path: Curriculum> 2016-2017 curriculum> safety > lessons > y4> The Power of Words Other useful resources: Childnet – Who should you tell? Skills School – Safety features explained Cybersmart - Cyberbullying Teachers resources Artisancam – Super action comic maker software to create a comic book BBC - CBBC – What is cyberbullying? BBC newsround series with video Kidscape - Cyberbullying Advice for young people DfE - Preventing and Tackling Bullying Advice for schools October 2014
4. Information Literacy	<ul style="list-style-type: none"> •experiment with different keyword searches and compare their results. •refine their searches by using multiple words, synonyms, and alternative words and phrases. •draw inferences to explain their search results. 	Pupils learn strategies to increase the accuracy of their keyword searches and make inferences about the effectiveness of the strategies.	Lesson name: The Key to Keywords File path: Curriculum> 2016-2017 curriculum> safety > lessons > y4 > The Key to Keywords Other useful resources: Childnet – What is reliable? Smart Rules Kidsmart – Safe Searching Google – How search works

Summer term- Living in the wider world

Learning Objectives	Key skills taught	Suggested Activities
<p>1. that universal rights are there to protect everyone and have primacy both over national law and family and community practices</p> <p>2. to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</p> <p>3. that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</p> <p>4. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices</p> <p>5. to think about the lives of people living in other places, and people with different values and customs</p> <p>6. that resources can be allocated in different ways</p> <p>7. that economic choices affect individuals, communities and the sustainability of the environment</p>	<p>1. about respect for self and others and the importance of responsible behaviours and actions</p> <p>2. about rights and responsibilities as members of families, other groups and ultimately as citizens</p> <p>3. about different groups and communities</p> <p>4. to respect equality and to be a productive member of a diverse community</p> <p>5. about the importance of respecting and protecting the environment</p> <p>6. about where money comes from, keeping it safe and the importance of managing it effectively</p> <p>7. how money plays an important part in people's lives</p> <p>8. a basic understanding of enterprise.</p>	<p>What I believe topic</p> <p>School bank</p> <p>Sports day</p> <p>BB proms in the park/ BB fest</p> <p>Shakespeare</p> <p>Shared worship</p> <p>Nexus safety talk</p> <p>Geography: connections around the world</p> <p>History: the rainforest/ environment</p>

E-safety focus

Category	Learning Objectives	Key Skills	Resources
<p>1. Creative Credit & Copyright and Information Literacy</p>	<ul style="list-style-type: none"> •define plagiarism and describe its consequences. •explain how giving credit is a sign of respect for people's work. •articulate when it is acceptable to use people's work, and how to write a citation. 	<p>Pupils learn that copying the work of others and presenting it as one's own is called plagiarism. They also learn about when and how it's ok to use the work of others.</p>	<p>Lesson name: Whose is it, Anyway?</p> <p>File path: Curriculum> 2016-2017 curriculum> safety > lessons > y4> Whose is it, Anyway?</p> <p>Other useful resources: All About explorers - Link to website A website developed by teachers to help children to understand research skills TES - Alleyk@tz Video Teachers resource on plagiarism</p>