



## Cycle A Year 3/4 Medium Term Overview



Term	Topic	In this unit of work, pupils learn...
<b>Autumn Term</b>  Relationships	<b>Families and Friendships.</b>  What makes a family; features of family life.	<ul style="list-style-type: none"><li>• about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong</li><li>• how families differ from each other (including that not every family has the same family structure)</li><li>• how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</li><li>• how people within families should care for each other and the different ways they demonstrate this</li><li>• how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li></ul>
	<b>Safe Relationships</b>  Personal boundaries; safely responding to others; the impact of hurtful behaviour	<ul style="list-style-type: none"><li>• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li><li>• how to recognise if others are feeling lonely and excluded and strategies to include them</li><li>• how to build good friendships, including identifying qualities that contribute to positive friendships</li><li>• that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</li><li>• how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</li></ul>
	<b>Respecting ourselves and others.</b>  Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<ul style="list-style-type: none"><li>• what they like/dislike and are good at</li><li>• what makes them special and how everyone has different strengths</li><li>• how their personal features or qualities are unique to them</li><li>• how they are similar or different to others, and what they have in common</li><li>• how to treat themselves and others with respect</li><li>• how to listen to other people and work and play cooperatively.</li></ul>



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<b>Spring Term</b>  <b>Living in the Wider World</b>	<b>Belonging to a Community</b>  The value of rules and laws; rights, freedoms and responsibilities	<ul style="list-style-type: none"><li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li><li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li><li>• how the community helps everyone to feel included and values the different contributions that people make</li><li>• how to be respectful towards people who may live differently to them</li><li>• there are human rights, that are there to protect everyone</li><li>• about the relationship between rights and responsibilities</li></ul>
	<b>Media literacy and digital literacy</b>  How the internet is used; assessing information online	<ul style="list-style-type: none"><li>• ways in which the internet and social media can be used both positively and negatively</li><li>• that not all information online is trustworthy.</li></ul>
	<b>Money and Work</b>  Different jobs and skills; job stereotypes; setting personal goals	<ul style="list-style-type: none"><li>• different jobs that people they know or people who work in the community do</li><li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li></ul>



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Term	Topic	In this unit, pupils learn...
<b>Summer Term</b>  Health and Wellbeing	<b>Physical Health and Mental Wellbeing</b>  Health choices and habits; what affects feelings; expressing feelings	<ul style="list-style-type: none"><li>• how to eat a healthy diet and the benefits of nutritionally rich foods</li><li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li><li>• how to make choices about physical activity, including what and who influences decisions</li><li>• how the lack of physical activity can affect health and wellbeing</li><li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li><li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li></ul>
	<b>Growing and changing</b>  Personal strengths and achievements; managing and reframing setbacks	<ul style="list-style-type: none"><li>• about personal identity; what contributes to who we are.</li><li>• to recognise their individuality and personal qualities</li><li>•</li></ul>
	<b>Keeping Safe</b>  Risks and hazards; safety in the local environment and unfamiliar places	<ul style="list-style-type: none"><li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li><li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li><li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li><li>• how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li><li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li></ul>