

## RSHE Curriculum 2023/24 – Years 3 & 4

	Autumn 1	Autumn 2
Topic	<b>Families and Friendships. Safe Relationships</b> Children will learn about different families, and how to respect privacy and personal boundaries both on and offline.	<b>Respecting Ourselves and Others. Belonging to a Community.</b> Children will recognise respectful behaviours, the importance of self-respect, courtesy and being polite. Children will learn the values of rules and laws, rights, freedoms and responsibilities.
Knowledge	<ul style="list-style-type: none"> <li>• Know to recognise and respect that there are different types of family, inc single parents, same sex parents, step parents, blended families, foster and adoptive parents.</li> <li>• Know that being part of a family is positive and it provides support, stability and love.)</li> <li>• Know about the different ways that people can care for each other, including how children can care for other members of their family.</li> <li>• Know to identify if/when something in a family might make someone upset or worried.</li> <li>• Know what to do and whom to tell if family relationships are making them feel unhappy or unsafe.</li> <li>• Know about what privacy and personal boundaries are, inc personal space/touch/privacy when toileting or dressing.</li> <li>• Know about basic strategies to help keep themselves safe online, linking with privacy inc passwords, adult supervision, keeping information private.</li> <li>• Know about bullying online, and the similarities and differences to face-to-face bullying.</li> <li>• Know that bullying and hurtful behaviour is unacceptable in any situation.</li> <li>• Know about the effects and consequences of bullying for the people involved.</li> <li>• Know what to do and whom to tell if they see or experience bullying or hurtful behaviour. (eg) role of the bystander.</li> <li>• Know what is appropriate to share with friends, classmates, family and wider social groups inc online.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to recognise and show others respect in school, at home and in society, inc helping others, including others, good manners.</li> <li>• Know the importance of self- respect and their right to be treated respectfully by others, and how to deal with situations where they are not being respected.</li> <li>• Know the ways in which people show respect and courtesy in different cultures and wider society and show tolerance for difference.</li> <li>• Know how to discuss difference and include everyone respectfully, using the correct vocabulary. (eg) gender, race, sexuality.</li> <li>• Know the reason for rules and laws in wider society is to keep people safe and show respect.</li> <li>• Know the importance of abiding by the law and what might happen if rules and laws are broken. (eg) include crimes such as stealing, but also ensure children know that word choices can incite hatred.</li> <li>• Know what human rights are.</li> <li>• Know how human rights protect people.</li> <li>• Know that the UK is a democracy and that everyone has equal rights.</li> <li>• Know about how children have rights and responsibilities. (eg) right to be heard, right to an education, right to a safe home, right to privacy, right to survive, grow, participate, fulfil their full potential.</li> </ul>
Vocab	<i>Single sex families, same sex families, step families, blended families, foster families, adoptive parents, stability, support, personal boundaries, bullying.</i>	<i>Rule of law, democracy, human rights, equality, self-respect, society, liberty</i>



# RSHE Curriculum 2023/24 – Years 3 & 4

	Spring 1	Spring 2
Topic	<b>Keeping Safe. Media Literacy and Digital Resilience.</b> Children will learn about medicines, alcohol, cigarettes and vapes which are common to everyday life. Children will also learn how data is shared and used.	<b>Money and Work.</b> Children will learn about making decisions about money, using money and keeping money safe.
Knowledge	<ul style="list-style-type: none"> <li>• Know that everything shared online has a digital footprint.</li> <li>• Know that organisations can use personal information to encourage people to buy things.</li> <li>• Know how to recognise what online adverts look like.</li> <li>• Know how to compare content shared for factual purposes and for advertising.</li> <li>• Know why people might choose to buy or not buy something online.</li> <li>• Know that search results are ordered based on popularity or the website and this can affect what information people can access and can then influence people.</li> <li>• Know what a drug is; a medicine of substance which has a physiological effect when ingested.</li> <li>• Know the importance of taking medicines correctly (eg) expose children to medicine labels/dosage.</li> <li>• Know that drugs common to everyday life can affect physical health and mental wellbeing (eg) cigarettes, e-cigarettes, vaping, alcohol and medicines.</li> <li>• Know how to identify some of the effects related to cigarettes, vaping and alcohol and they, including medicines, may have side effects.</li> <li>• Know how to identify some of the risks associated with alcohol common to everyday life, (eg) risky behaviours, mood swings/aggressive behaviours/impact on sleep/unbalanced diet/poor immune system.</li> <li>• Know that for some people alcohol consumption and smoking/vaping can become a habit which is difficult to break.</li> <li>• Know the laws and guidelines around alcohol and smoking.</li> <li>• Know how to ask for help or advice.</li> </ul>	<ul style="list-style-type: none"> <li>• Know what budget means.</li> <li>• Know that people make different decisions based on their budget. (eg) saving, prioritising.</li> <li>• Know how to keep track of money and why it is important to know how much is being spent.</li> <li>• Know that how people choose to spend their money can have a positive impact on other people (eg) charity.</li> <li>• Know how people spend their money can have a negative effect on other people (eg) spending on wants and not needs could result in having poor finances.</li> <li>• Know that money can affect people's mental health, both positively and negatively. (eg) isolation if people cannot afford to do things, lack of sleep through money worries, guilty for spending, stressed because of who needs support/bills to pay.</li> <li>• Know what poverty means and what that looks like in Modern Britain. (eg) food banks.</li> <li>• Know to be respectful when talking about money, and to not treat people disrespectfully who appear to have less money (eg) homeless people.</li> <li>• Know how to get help if they are concerned about the impact that money has in their own home, or in a home of someone they know.</li> </ul>
Vocabulary	<i>Digital footprint, advertisements, influence, medication, drug, addiction, cigarettes, vapes, alcohol, nicotine.</i>	<i>Budget, overspending, mental health, charity, poverty, food banks</i>



# RSHE Curriculum 2023/24 – Years 3 & 4

	Summer 1	Summer 2
Topic	<b>Physical Health and Mental Wellbeing.</b> Children will learn about health choices and habits, what affects feelings and how feelings are expressed.	<b>Growing and Changing.</b> <b>Year 3</b> children will learn about personal strengths and achievements, and how to manage and reframe setbacks. <b>Year 4</b> children will learn about physical and emotional changes in puberty, external genitalia, hygiene routines.
Knowledge	<ul style="list-style-type: none"> <li>• Know how to identify making healthy physical choices (eg) food consumption, drinking water, exercise (walking, cycling, sports clubs)</li> <li>• Know the signs of common physical illnesses.</li> <li>• Know that common illnesses can be quickly and easily treated with the right care to help improve your physical health (eg) visiting the doctor/pharmacist.</li> <li>• Know how to identify unhealthy lifestyle choices, and the impact these may have on your daily physical life (eg) over gaming, lack of sleep, snacking on food.</li> <li>• Know how to maintain a brushing and flossing routine independently. (eg) brushing techniques.</li> <li>• Know about making the right independent choices with food and drink so dental health hygiene is maintained. (eg) consumption of Prime.</li> <li>• Know how to identify making healthy mental health choices (eg) regular exercise, establishing a hobby, good relationships.</li> <li>• Know the things that affect emotions and positive thinking (eg) journaling, setting goals, aspirational thoughts, praise.</li> <li>• Know the things that affect emotions and negative thinking. (eg) lack of sleep, change, loss, friendship struggles, academic struggle, low self-esteem</li> <li>• Know strategies to identify and talk about feelings.</li> <li>• Know about some of the different ways people express their feelings (words, actions, body language) focusing particularly on anger, anxiety and jealousy.</li> <li>• Know how to recognise how feelings can change overtime and become more or less powerful and how to manage these.</li> <li>• Know that feelings can affect the person feeling them, but also the people around them and the importance of restorative conversations/strategies to help support the person.</li> <li>• Know how to seek advice or help for managing big feelings.</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>• Know that everyone is an individual and has unique and valuable contributions to make.</li> <li>• Know how strengths and interests form part of a person's identity.</li> <li>• Know their own personal strengths and interests and what they're proud of (in school, out of school).</li> <li>• Know common challenges to self-worth e.g. finding school work difficult, friendship issues.</li> <li>• Know basic strategies to manage and reframe setbacks. E.g asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>• Know the name of external genitalia of both men and women.</li> <li>• Know the scientific facts about the menstrual cycle, using the correct vocabulary, referring to a woman's reproductive organs.</li> <li>• Know the physical changes to a male and female body during puberty, using the correct vocabulary.</li> <li>• Know the emotional and hormonal changes to a male and a female during puberty.</li> <li>• Know scientific facts about the menstrual cycle and menstrual wellbeing.</li> <li>• Know scientific facts about erections and wet dreams.</li> <li>• Know strategies to manage the changes during puberty including menstruation.</li> <li>• Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</li> <li>• Know the challenges of puberty and how to discuss this with a trusted adult.</li> <li>• Know how to get information, help and advice about puberty.</li> </ul>
Vocab	<i>Physical health, mental health, self-esteem, jealousy, anxiety, body language, strategies</i>	<b>Year 3:</b> <i>individual, unique, achievements, strengths, identity, self-worth, setbacks, challenges, strategies,</i> <b>Year 4:</b> <i>external genitalia, reproductive organs, puberty, menstrual cycle, erection, personal hygiene, vagina, vulva, penis, testicles, womb, uterus, period, ejaculation, mature, breasts, pubic hair, self-esteem, self-confidence, body odour.</i>



## RSHE Curriculum 2024/25 – Years 3 & 4

	Autumn 1	Autumn 2
Topic	<b>Families and Friendships. Safe Relationships.</b> Children will learn about positive healthy friendships, but how to deal with conflict or hurtful behaviour, inc dares and teasing.	<b>Respecting Ourselves and Others. Belonging to a Community.</b> Children will understand the benefits of a community and be able to show compassion towards it, as well as other communities.
Knowledge	<ul style="list-style-type: none"> <li>• Know the features of positive healthy friendships (eg) mutual respect, trust and sharing interests.</li> <li>• Know strategies to build positive friendships.</li> <li>• Know how to seek out support if they feel excluded.</li> <li>• Know the difference between passive, aggressive and assertive and how these should, or should not be used to resolve conflict.</li> <li>• Know how to communicate respectfully with friends when using devices.</li> <li>• Know how knowing someone online differs from knowing someone face to face and the risks of communicating with someone we do not know.</li> <li>• Know what to do or whom to tell if they are worried about any contact online.</li> <li>• Know what playful teasing is.</li> <li>• Know what hurtful behaviour and bullying is, inc online.</li> <li>• Know how to respond if they witness or experience hurtful behaviour or bullying. (eg) bystander.</li> <li>• Know what a playful dare is.</li> <li>• Know what dares are where someone is under pressure, at risk or uncomfortable.</li> <li>• Know how to manage pressure associated with dares, inc exit strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the meaning of living in a community (eg) sense of belonging, togetherness, like-minded, history of local communities (mill town/mining)</li> <li>• Know the benefits of living in a community. (eg) friendship, history.</li> <li>• Know that you belong to different communities.</li> <li>• Know about individuals in the community (eg) football coach, local shop keeper, lollipop person</li> <li>• Know about groups in the community (eg) volunteers.</li> <li>• Know how to show compassion towards those in need in a community.</li> <li>• Know how to show a shared responsibility of caring for those in need in a community (eg) elderly, food banks.</li> <li>• Know about communities from other cultures (eg) Tanzania link. Know how this community is the same and different to the one they know.</li> </ul>
Vocab	<i>Teasing, bullying, dares, pressure, passive, aggressive, assertive, empathy.</i>	<i>Community, belonging, volunteers, compassion, responsibility, empathy.</i>



# RSHE Curriculum 2024/25 – Years 3 & 4

	Spring 1	Spring 2
Topic	<b>Staying Safe</b> Children will learn that they have more responsibility for their own safety as they get older. They will become aware of peer pressure	<b>Money and Work</b> Children will learn about different jobs and skills, job stereotypes and setting personal goals.
Knowledge	Know how to identify typical hazards at home (eg) fire, bleach, water Know how to identify typical hazards in school. (eg) scissors, fire, furniture Know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground. Know about fire safety at home including the need for smoke alarms and carbon monoxide alarms. Know about the importance of following rules from parents and adults to keep us safe. Know about how to keep themselves safe in the local environment or unfamiliar places. (eg) local parks. Know as we get older we are trusted to do more things by ourselves and with this comes more risk. Know about car safety (eg) inside a car, seatbelts, speeding, correct number of people in a car, trusting the driver. Know about rail safety (eg) dares, crossing tracks, electricity cables and what to do in an emergency. Know about firework safety (eg) stand back, adults to light them, legal age to buy. Know the stop, drop, roll rule if clothing catches fire. Know about water safety (eg) open water, canals and sea. Know the difference between playful dares and dares which could put someone under pressure, at risk or make them feel uncomfortable. Know how to manage pressure associated with dares. Know that 'fitting in' might mean we do things, try things, behave in a certain way which we may not normally do. Know that positive influences are peers committed to sports or school, goal orientated, kind, loyal and supportive. Know that negative influences may display risky behaviour, breaking rules, unhealthy lifestyle, putting yourself in danger. Know how to report concerns and seek help if worried or uncomfortable about someone's behaviour.	<ul style="list-style-type: none"> <li>• Know about jobs that people may have from different sectors e.g. explore jobs which aren't as commonplace, explore children's own interests and aspirations.</li> <li>• Know that people can have more than one job at once or over their lifetime.</li> <li>• Know about common misconceptions and gender stereotypes related to work.</li> <li>• Know to challenge stereotypes through examples of role models in different fields of work. (eg) women in STEM, men in dancing.</li> <li>• Know about some of the skills needed to do a job, such as teamwork and decision making.</li> <li>• Know to recognise their interests, skills and achievements and how these might link to future jobs.</li> <li>• Know how to set goals that they would like to achieve this year e.g. to learn a new hobby.</li> </ul>
Vocab	<i>independent, responsible, decisions, consequences, risk, danger, hazard, dare.</i>	<i>goals, ambitions, stereotypes, gender, skills, achievements.</i>



# RSHE Curriculum 2024/25 – Years 3 & 4

	Summer 1	Summer 2
Topic	<b>Physical Health and Mental Wellbeing</b> Children will learn about healthy and unhealthy choices, which will impact on physical and mental wellbeing.	<b>Growing and changing</b> <b>Year 3</b> children will learn about personal strengths and achievements, and how to manage and reframe setbacks. <b>Year 4</b> children will learn about physical and emotional changes in puberty, external genitalia, hygiene routines.
Knowledge	<ul style="list-style-type: none"> <li>Know that eating too much sugar is a negative habit and it can impact on your mood, and physical health over time. (eg) fast food</li> <li>Know about energy drinks. Know that they are high in sugar and caffeine. Know about being influenced by peers, social media and You Tubers about products such as Prime and how to make the right choices. (eg) independent choices when children are given pocket money – peer pressure/influence.</li> <li>Know that regular exercise is a positive habit and it can impact on your mood and physical health. (eg) expose children to a variety of exercise habits.</li> <li>Know what is meant by a healthy, balanced diet.</li> <li>Know what foods should be eaten regularly and which should be eaten occasionally.</li> <li>Know what can help people to make healthy choices. (eg) peer influence, TV shows, athletes/footballers.</li> <li>Know what can help make people by negatively influenced to make unhealthy choices (eg) social media, friends and family.</li> <li>Know about habits and how you can maintain good habits, such as an exercise routine.</li> <li>Know about habits which might change as you get older.</li> <li>Know about habits that can be stopped, and how you may need perseverance to do this.</li> <li>Know that maintaining a healthy lifestyle can be a challenge, and it is not always easy.</li> <li>Know that stopping an unhealthy habit can be a challenge and it is not always easy.</li> </ul>	<b>Year 3</b> <ul style="list-style-type: none"> <li>Know that everyone is an individual and has unique and valuable contributions to make.</li> <li>Know how strengths and interests form part of a person's identity.</li> <li>Know their own personal strengths and interests and what they're proud of (in school, out of school).</li> <li>Know common challenges to self-worth e.g. finding school work difficult, friendship issues.</li> <li>Know basic strategies to manage and reframe setbacks. E.g asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again.</li> </ul> <b>Year 4</b> <ul style="list-style-type: none"> <li>Know the name of external genitalia of both men and women.</li> <li>Know the scientific facts about the menstrual cycle, using the correct vocabulary, referring to a woman's reproductive organs.</li> <li>Know the physical changes to a male and female body during puberty, using the correct vocabulary.</li> <li>Know the emotional and hormonal changes to a male and a female during puberty.</li> <li>Know scientific facts about the menstrual cycle and menstrual wellbeing.</li> <li>Know scientific facts about erections and wet dreams.</li> <li>Know strategies to manage the changes during puberty including menstruation.</li> <li>Know the importance of personal hygiene routines during puberty including washing regularly and using deodorant.</li> <li>Know the challenges of puberty and how to discuss this with a trusted adult.</li> <li>Know how to get information, help and advice about puberty.</li> </ul>
Vocab	<i>Routine, habits, physical health, mental health, perseverance, peer influence, peer pressure, maintain.</i>	<i>. Year 3: individual, unique, achievements, strengths, identity, self-worth, setbacks, challenges, strategies,            Year 4: external genitalia, reproductive organs, puberty, menstrual cycle, erection, personal hygiene, vagina, vulva, penis, testicles, womb, uterus, period, ejaculation, mature, breasts, pubic hair, self-esteem, self-confidence, body odour.</i>

