



Year	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	<p>CLASS RULES AND RESPONSIBILITIES/ APPROPRIATE GREETINGS AND TOUCHES</p> <ul style="list-style-type: none"> To understand how and why rules are made and enforced To understand the need for school rules and the consequences of breaking them To recognise and deal with appropriate and inappropriate contact To appropriately express when something is acceptable and not acceptable To explore a wider range of feelings in self and others <p>DIVERSITY AND RELATIONSHIPS/ SIMILARITIES AND DIFFERENCES</p> <ul style="list-style-type: none"> To appreciate the contribution difference and diversity makes to our society To raise pupil awareness of disability 	<p>WHY DOES THE WORLD NEED CHARITY?</p> <p>Charity Focus: RSPCA</p> <ul style="list-style-type: none"> Ideas of poverty I can describe what being 'poor' means using the idea of not having money or things to have a secure life. Global poverty I can describe one or two UK and global poverty issues and how they have been addressed. Developing countries I can describe a number of ways in which developing countries are similar and different to the UK Ideas of development I can describe what makes a country developed with reference to the UK Relevance to me I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy. What can I do? I can describe some ways that my actions can impact on poverty in the UK and other countries 	<p>KEEPING SAFE/EMERGENCY SERVICES/INTERNET SAFETY</p> <ul style="list-style-type: none"> To ensure pupils are aware of all emergency services and how to access them To raise awareness of fire safety in the home To identify the dangers of using fireworks To discuss e safety and understand the rules are to keep them safe when publishing and communicating with others To discuss other methods of communication and the importance of personal safety at home or school <p>RECYCLING/ MONEY</p> <ul style="list-style-type: none"> To raise pupil awareness of environmental issues To be able to contribute to maintaining and improving their own environment To realise that money comes from different sources and can be used for different purposes 	<p>ME IN OUR WORLD</p> <ul style="list-style-type: none"> Human rights I know that all people have human rights, and can name one or two in relation to myself Inequality I can describe the differences between richer and poorer people in the UK and compare this with some other countries Sustainability I can describe what sustainable means, and give some examples in the UK and the wider world Interdependence I can describe some ways people are connected in the UK and across countries, e.g. through migration. Relevance to me I can recognise myself as a 'global' citizen, and can explain ways my actions link positively or negatively to people in developing countries, e.g. shopping or using energy. What can I do? I can describe some ways that my actions can impact on poverty in the UK and other countries 	<p>HYGIENE/HEALTH/EXERCISE/ DENTAL HYGIENE</p> <ul style="list-style-type: none"> To raise awareness of the factors that contribute to a healthy lifestyle To become aware of health issues such as the role of medicines and the importance of exercise To increase awareness of dental hygiene and their responsibilities in maintaining oral hygiene To demonstrate the correct method of brushing teeth To list factors which prevent dental decay <p>SUBSTANCE EDUCATION/ GOOD AND BAD DRUGS</p> <ul style="list-style-type: none"> To understand the definition of the word drug To understand things that go into the body that can help (good drugs) and harm(some drugs, cigarette smoke, poisons) 	<p>CAN I MAKE A DIFFERENCE?</p> <ul style="list-style-type: none"> Why is there global poverty? I can describe one or two reasons why people may be poor Relevance to me I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy. Development challenges I can describe one or two reasons why a country might be 'less developed' in comparison to the UK What can be done? I can describe one or two simple ways in which poverty challenges can be tackled, for example giving aid. Who can act? I can describe one or two people, or groups, who can act to improve poverty eg charities and pressure groups What can I do? I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.
Year 4	<p>CLASS RULES AND RESPONSIBILITIES/ RIGHTS AND RESPONSIBILITIES</p> <ul style="list-style-type: none"> To understand that with rights come responsibilities To produce a class charter To understand that rights and responsibilities can differ according to their role in society <p>DIVERSITY AND RELATIONSHIPS/ RELATIONSHIPS AND THEIR DIFFICULTIES</p> <ul style="list-style-type: none"> To explore emotional issues around family relationships To explore family difficulties that could arise from divorce, separation and bereavement and diversity To explore, discuss, describe and express emotions To identify support networks 	<p>WHY DOES THE WORLD NEED CHARITY?</p> <p>Charity Focus: NSPCC</p> <ul style="list-style-type: none"> Ideas of poverty I can describe what being 'poor' means using the idea of not having money or things, and also not being able to use important things like schools or hospitals. Global poverty I can describe one or two global poverty issues, and know that there has been progress on a number of poverty targets. Developing countries I can describe a number of ways in which developing countries are similar and different to the UK, including geography, culture and history. Ideas of development I can describe development as not always linear and related to money, but also things like better schools or hospitals. Relevance to me I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy. What can I do? I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods. 	<p>KEEPING SAFE/ FIRST AID/ INTERNET SAFETY</p> <ul style="list-style-type: none"> To decide if an area is safe and to know how to make an area safe To be able to help somebody without risk to themselves To recognise abuse and how to access support networks and national help lines To discuss e-safety and keeping safe when using online communications at home and at school To understand and abide by acceptable use policy <p>RECYCLING/ MONEY</p> <ul style="list-style-type: none"> To investigate ways in which people attempt to look after the present and safeguard the future environment through sustainable development To understand how to look after their money and realise that future wants can be met through saving 	<p>ME IN OUR WORLD</p> <ul style="list-style-type: none"> Human rights I know that all people have human rights, and can name one or two in relation to myself and the people in the wider world Inequality I can describe the idea of there being a bigger or smaller difference between what richer and poorer people have and how the difference may be bigger or smaller in different countries Sustainability I can describe what sustainable means, and can describe some environmental challenges e.g. climate change. Interdependence I can describe some ways people are connected across countries, e.g. through trade and migration. Relevance to me I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy. What can I do? I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods. 	<p>HYGIENE/HEALTH/ SRE/EXERCISE/ PERSONAL HYGIENE</p> <ul style="list-style-type: none"> To understand what contributes to a healthy lifestyle including the importance of personal hygiene, exercise and healthy eating To consolidate and develop knowledge skills and attitudes around drug use/misuse To explore attitudes to smoking To increase knowledge of the dangers of smoking and its damaging effects on the health To identify reasons for adults and children smoking To introduce the concept of peer pressure To understand laws relating to smoking <p>SUBSTANCE EDUCATION/ SMOKING</p>	<p>CAN I MAKE A DIFFERENCE?</p> <ul style="list-style-type: none"> Why is there global poverty? I can describe one or two ideas of why people may be poor, related to their situation. Relevance to me I can describe a number of ways my actions link to people in developing countries, e.g. shopping, using energy. Development challenges I can describe one or two reasons why a country might be 'less developed' than other countries. Development challenges I can describe one or two reasons why a country might be 'less developed' than other countries. What can be done? I can describe one or two simple ways in which poverty and development challenges can be tackled, for example giving aid. Who can act? I can describe one or two people, or groups, who can act to improve poverty and development, for example governments. What can I do? I can describe one or two ways my actions can impact on poverty and development, for example buying fairer goods.

Teach themes: Cover objectives in LTP involving- global poverty/ development/ rights and essential services/ global relationships/ sustainable development/ actions of governments/ actions of citizens/ business and technology

Teach skills Plan activities involving key skills- critical thinking/ multiple perspectives/ challenging perceptions/ enquiry and discussion/ communication/ teamwork/ planning/ reflection and evaluation

Develop values: Fairness/ agency/ care/ self- esteem/ diversity/ respect/ social justice/ empathy