

## Year 3 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
<b>Autumn – Relationships</b>	<b>Families and friendships</b> What makes a family; features of family life <i>PoS Refs: R1, R6, R7, R8, R9</i>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or <b>worried</b></li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour <i>PoS Refs: R19, R22, R24, R30</i>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li><b>that bullying and hurtful behaviour is unacceptable in any situation</b></li> <li><b>about the effects and consequences of bullying for the people involved</b></li> <li><b>about bullying online, and the similarities and differences to face-to-face bullying</b></li> <li><b>what to do and whom to tell if they see or experience bullying or hurtful behaviour</b></li> </ul>
	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <i>PoS Refs: R30, R31</i>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities <i>PoS Refs: L1, L2, L3</i>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>
	<b>Media literacy and Digital resilience</b> How the internet is used; assessing information online <i>PoS Refs: L11, L12</i>	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
	<b>Money and Work</b> Different jobs and skills; job stereotypes;	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> </ul>

**Year 4 Medium Term Overview**

<b>Term</b>	<b>Topic</b>	<b>In this unit of work, children should learn:</b>
<b>Autumn – Relationships</b>	<b>Families and friendships</b> Positive friendships, including online <i>PoS Refs: R10, R11, R12, R13, R18</i>	<ul style="list-style-type: none"><li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li><li>• strategies to build positive friendships</li><li>• how to seek support with relationships if they feel lonely or excluded</li><li>• how to communicate respectfully with friends when using digital devices</li><li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li></ul>

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		<ul style="list-style-type: none"> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
	<p><b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online <i>PoS Refs: R20, R23, R27, R28</i></p>	<ul style="list-style-type: none"> <li>• <b>to differentiate between playful teasing, hurtful behaviour and bullying, including online</b></li> <li>• <b>how to respond if they witness or experience hurtful behaviour or bullying, including online</b></li> <li>• recognise the difference between ‘playful dares’ and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone’s behaviour, including online</li> </ul>
	<p><b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively <i>PoS Refs: R32, R33</i></p>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>
<b>Spring – Living in the wider world</b>	<p><b>Belonging to a community</b> What makes a community; shared responsibilities <i>PoS Refs: L4, L6, L7</i></p>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>
	<p><b>Media literacy and Digital resilience</b> How data is shared and used <i>PoS Refs: L13, L14</i></p>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
	<p><b>Money and Work</b> Making decisions about money; using and keeping money safe <i>PoS Refs: L17, L19 L20, L21</i></p>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>

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