

Year 3

Objectives	CHIPS Books	CEOP Links	Other Links
To identify the male and female external sexual parts and become familiar with the body parts			Big Talk
To discuss why and how to keep clean			
To raise awareness of the different stages of life			
To consider the positive ways their own lives may change as they grow up			
To identify everyone has different personal boundaries			Big Talk
To enable children to keep themselves safe when involved with risky activities			Big Talk
To enable children to keep themselves safe when involved with risky activities			Big Talk
To practise the skills of being assertive			Big Talk
To explore public and private body parts and good and bad touch			Big Talk

To think about and discuss how we express feelings	Paper Dolls Nanny Fox		Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 3: Section 2: page 1-4
To help children manage their feelings	Paper Dolls		
To explore the friendships that young people have	This is our House		
To explore relationships in families (and friends)	And Tango Makes Three		
To think about where photos posted online can be seen		Kara, Winston and the SMART Crew  ( <a href="http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a> )	
Children will know there is a reporting system on the CEOP website that they can use.			
To explore the issues around Cyber bullying			
To question the concept that some jobs are for men and some are for women			Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 2: Section 2: page 1-6  DV Workshop
To look at gender roles within the home			DV Workshop
To highlight the inequalities that some people face (cultural, ethnic, racial and religious)			Assemblies

diversity, gender and disability)			
I know that change can be really good and can tell you about some changes that have made our lives much better.			Circle Time
I know that everybody goes through many different sorts of change all the time.			Circle Time
I can tell you about some of the things that have changed in my life, and how I feel about them.			Circle Time
I know that even changes we want to happen can sometimes feel uncomfortable.			Circle Time
I know some ways of dealing with the feelings that sometimes arise from changes.			Circle Time
I can tell you about a plan that I have made to change something about my behaviour.			Circle time
I can think about and plan to overcome obstacles.			Circle Time

I can tell you what bullying is.			Anti-Bullying Week
I know what it means to be a witness of bullying.			
I know that witnesses can make the situation better or worse by what they do.			Anti-Bullying Week
I know how I might feel to be a witness to and a target of bullying.			Anti-Bullying Week
I can tell you why witnesses sometimes join in with bullying and don't tell.			Anti-Bullying Week
I can tell you some ways of helping to make someone who is bullied feel better.			Anti-Bullying Week
I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.			Anti-Bullying Week
I can problem solve a bullying situation with others.			Anti-Bullying Week
To be familiar with great British inventions (Jet engine, hovercraft, thermos flask, lawnmower, light bulb, chocolate bar,			Assemblies

the pneumatic tyre, steam engine, WWW, telephone, television, toothbrush)			
To add physical features to a map of the UK (Thames, Severn, Snowdonia, Pennines, Ben Nevis, Scafell Pike, Seas/Oceans)			
To be familiar with a number of British writers (e.g. A. Garner, J.K. Rowling, E. Blyton, J. Aitken, R. Adams, C.S. Lewis, P. Pullman, etc.)			Assemblies
To be aware of lives lost in the Great Wars			Assemblies
To know the story of a famous British sports person			Assemblies
To know about significant sporting grounds			Assemblies
To be able to plan the key points for a simple debate			
To look after their money and realise their future wants and needs may be met through saving.			Enterprise Week
To know about the role of voluntary,			

community and pressure groups.			
To appreciate the range of national, regional, religious and ethnic identities in the UK.			Assemblies
To recognise that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.			Enterprise Week
To explore how the media present information.			
To behave responsibly, including road safety.			Junior Road Safety Officers
To know school rules about health and safety, basic emergency aid and where to get help.			National First Aid day
To realise the nature and consequence of racism.			Assemblies
To take responsibility for planning and looking after the school environment.			Eco-Schools
To meet and talk with people such as			Assemblies

religious leaders or police officers.			
To understand that people make their own choices in life			Spellbinder Education Drug Education Lesson Plans
To know that there are health risks associated with smoking			
To know what people view smoking differently			
To be aware that there are dangers around us			
To be able to keep minimise risk and to keep ourselves safe			
To understand what the term mental health means			
To appreciate that we all have mental health			
To make some comparisons with mental and physical health			
To look more closely at what effects our mental and physical health			The Mental Health Handbook for Primary Schools Year 3 Theme One Lesson 2
To be introduced to mental ill health and what that might look like			

To explore what impacts our mental and physical health			The Mental Health Handbook for Primary Schools Year 3 Theme Two Lesson 1
To consider how different things effect different people			
To gain some understanding that becoming mentally unwell is not a choice			
To consider what helps to keep their brain healthy and what does not			
To understand how support from friends and family promotes positive mental health			The Mental Health Handbook for Primary Schools Year 3 Theme Two Lesson 2
To explore who they might turn to for advice			
To have a greater knowledge about how small things impact on their mental health			
To consider how they might recognise a mental health problem			The Mental Health Handbook for Primary Schools
To explore why people do not seek health with mental health problems			Year 3 Theme Three Lesson 1



To explore some language associated with mental health			The Mental Health Handbook for Primary Schools
To understand the myths associated with mental health			Year 3 Theme Three Lesson 2

Year 4

Objectives	CHIPS Books	CEOP Links	Other Links
To identify the male sexual parts and become familiar with the body parts (See lesson diagram)			Big Talk
To identify the female sexual parts and become familiar with the body parts (See lesson diagram)			Big Talk
To discuss why and how to keep clean especially during puberty			Big Talk
To consider the positive ways their own lives may change as they grow up			Big Talk
To identify everyone has different personal boundaries			Big Talk
To enable children to keep themselves safe when involved with risky activities			Big Talk
To be aware of the different outside agencies that can help me			Big Talk
To practise the skills of being assertive			Big Talk
To explore public and private body parts			Big Talk

and good and bad touch			
To think about and discuss how we express feelings		Big Talk	<p>Women's Aid: Expect Respect Education Toolkit: Primary Resource: Year 4: Section 2: page 1-4</p>
To help children manage their feelings		Big Talk	
To explore the friendships that young people have			
To explore relationships in families (including friendships)	The Huey and the New Jumper King and King		
To think about where photos posted online can be seen		<p>Kara, Winston and the SMART Crew  (<a href="http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew">http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew</a>)</p>	
Children will know there is a reporting system on the CEOP website that they can use.			Assemblies
To explore the issues around Cyber bullying			Assemblies
To question the concept that some jobs are for men and some are for women	The Story of Ferdinand		DV Workshop
To look at gender roles within the home			DV Workshop
To highlight the inequalities that some people face (cultural, ethnic, racial and religious)			Assemblies

diversity, gender and disability)			
I can understand that some thoughts help me reach my goal and some are a barrier.			Assemblies West Best Characteristics of Learning
I am able to take responsibility for my actions and learning when the outcomes are positive or negative.			Assemblies West Best Characteristics of Learning
I can tell you about someone that I no longer see.			Circle Time
I understand that we remember people even if we no longer see them.			Circle Time
I can tell you why I behave as I do when I am finding a change difficult.			Circle Time
I can tell you what bullying is.			Anti-Bullying Week
I know what it means to be a witness of bullying.			Anti-Bullying Week
I know that witnesses can make the situation better or worse by what they do.			Anti-Bullying Week
I know how I might feel to be a witness			Anti-Bullying Week

to and a target of bullying.			
I can tell you why witnesses sometimes join in with bullying and don't tell.			Anti-Bullying Week
I can tell you some ways of helping to make someone who is bullied feel better.			Anti-Bullying Week
I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I am not sure.			Anti-Bullying Week
I can problem solve a bullying situation with others.			Anti-Bullying Week
To use the Green Cross Code			Junior Road Safety officers
To know about the British Legal System (e.g. magistrates, judges, local courts, county courts, the jury system)			Assemblies
To be familiar with British stories (e.g. Robin Hood, King Arthur, etc.)			Assemblies
To know the story of a famous British woman (e.g. Florence Nightingale, Emmeline Pankhurst, Queen Victoria, Boudicca, Queen			Assemblies

Elizabeth I, Nell Gwyn, Elizabeth Fry, Jane Austin, Margaret Thatcher, Queen Elizabeth II, Amy Johnson)			
To understand the right to worship			
To know different places of worship			
To understand about the European Union and the North Atlantic Treaty Organisation			
To know the story behind a British Iconic building or architecture (e.g. Rievaulx Abbey, Westminster Abbey, Brodsworth Hall, Conisbrough Castle, Chatsworth House, Nostell Priory, Fountains Abbey)			
To know the story of two British heroes (e.g. David Attenborough, Aneurin Bevan, Brunel, Captain Cook, Michael Faraday, Edward Jenner, Steve Redgrave, etc.)			Assemblies
To recognise that resources can be allocated in			Enterprise Week

different ways and that these economic choices affect individuals, communities and the sustainability of the environment.			
To explore how the media present information.			
To behave responsibly, including road safety.			Junior Road Safety Officers
To know school rules about health and safety, basic emergency aid and where to get help.			National First Aid day
To realise the nature and consequence of racism.			Assemblies
To take responsibility for planning and looking after the school environment.			Eco-Schools
To meet and talk with people such as religious leaders or police officers.			Assemblies
To understand that they have views that should be respected			Circle Time
To be able to let others know how they feel, when appropriate			Circle Time

To understand the damaging effects of alcohol			Spellbinder Education Drug Education Lesson Plans
To know how to make decisions about alcohol			
To be able to make decisions for themselves			
To understand that some people become addicted to alcohol			
To understand the implications of alcohol			
To know how to make informed choices			
To understand the importance of making decisions for myself			
To know when it is important to give time and thought to an important decision			
To appreciate we all have mental health			
To be introduced to the idea of mental health on a continuum.			
To understand all sorts of factors and events that effect our mental health and wellbeing.			



To explore some of the mental health disorders.			The Mental Health Handbook for Primary Schools Year 4 Theme One Lesson 2
To learn the correct terms for some mental health disorders			
To identify some of the signs and symptoms associated with mental ill health.			
To gain understanding of the people who might be able to offer support with mental well being.			The Mental Health Handbook for Primary Schools Year 4 Theme Two Lesson 1
To explore what might stop a person from asking for help.			
To be introduced to language associated with mental health.			The Mental Health Handbook for Primary Schools Year 4 Theme Two Lesson 2
To explore some of the stigma and discrimination associated with mental health.			
To consider how mental health may be presented in a positive way.			The Mental Health Handbook for Primary Schools Year 4 Theme Three Lesson 1
To challenge stigma and discrimination.			

To realise the importance of good listening.			The Mental Health Handbook for Primary Schools
To practise listening skills to show how effective it is.			Year 4 Theme Three Lesson 2