# PHSE Curriculum Map Cycle B

## Y3/4 - Robins Class

| | Autumn 1 - Me and My Relationships | Autumn 2 - Valuing Difference | Spring 1 - Keeping Myself Safe | Spring 2 - Rights & Responsibilities | Summer 1 - Being My Best | Summer 2 - Growing & Changing |
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| Key objectives | I can:<br>• give a lot of examples of how I can tell a person is feeling worried just by their body language.<br>• explain the difference between teasing and bullying.<br>• say what I could do if someone was upsetting me or if I was being bullied.<br>• give an example of how to say 'no' to someone, without being aggressive (mean or unkind).<br>• explain what being 'assertive' means and give a few examples of ways of being assertive and times I might need to use them. | I can:<br>• say a lot of ways that people are different, including religious or cultural differences<br>• say how differences sometimes cause conflict but can also be something to celebrate.<br>• recognise that people are labelled (stereotyped) and that these labels are often wrong.<br>• explain why it's important to challenge stereotypes that might be applied to me or others.<br>• Explain why it's important for me and others to challenge stereotypes. | I can:<br>• give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but that people have choices about whether they take risks.<br>• say a few of the risks of smoking or drinking alcohol on a person's body and give reasons for why most people choose not to smoke, or drink too much alcohol.<br>• give examples of positive and negative influences, including things that could influence me when I am making decisions.<br>• give examples of consequences of decisions and explain how these can be either positive or negative. | I can:<br>• explain how a 'bystander' can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.<br>• explain how some reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.<br>• explain how money is a limited resource and we have choices and decisions to make about how to spend it. | I can:<br>• give a few examples of different things that I do already that help to me keep healthy.<br>• explain the benefits of looking after myself both now and in the future.<br>• give different examples of some of the things that I do already to help look after my environment.<br>• explain the benefits of looking after my environment both now and in the future, and for future generations. | I can:<br>• label some parts of the body that only boys have and only girls have.<br>• name some of the difficult feelings someone might have as they go through puberty.<br>• list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).<br>• tell you why people get married and how old they have to be<br>• explain why some people choose to have a civil ceremony or live together instead. |