

**Coulsdon CofE**  
**Wellbeing**  
**Knowledge, Skills and Vocabulary**  
**Years 3 and 4**



Strands	Year 3	Year 4
<p><b>Health</b>  <b>Physical and</b>  <b>mental</b>  <b>wellbeing</b></p>	<p><b>Why should we eat well and look after our teeth?</b>            PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <ul style="list-style-type: none"> <li>● how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>● how not eating a balanced diet can affect health</li> <li>● how people make choices about what to eat and drink, including who or what influences these</li> <li>● how, when and where to ask for advice and help about healthy eating and dental care</li> </ul> <p><b>Why should we keep active and sleep well?</b>            PoS refs: H1, H2, H3, H4, H7, H8, H13, H14</p> <ul style="list-style-type: none"> <li>● how regular physical activity benefits bodies and feelings</li> <li>● how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>● how to make choices about physical activity, including what and who influences decisions</li> <li>● how the lack of physical activity can affect health and wellbeing</li> <li>● how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>● how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</li> </ul>	<p><b>Why should we eat well and look after our teeth?</b>            PoS refs: H1, H2, H3, H4, H5, H6, H11, H14</p> <ul style="list-style-type: none"> <li>● how to eat a healthy diet and the benefits of nutritionally rich foods</li> <li>● how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>● how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</li> <li>● how people make choices about what to eat and drink, including who or what influences these</li> <li>● how, when and where to ask for advice and help about healthy eating and dental care</li> <li>● how regular physical activity benefits bodies and feelings</li> </ul> <p><b>What strengths, skills and interests do we have?</b>            PoS refs: H27, H28, H29, L25</p> <ul style="list-style-type: none"> <li>● how to recognise personal qualities and individuality</li> <li>● to develop self-worth by identifying positive things about themselves and their achievements</li> <li>● how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> </ul>

	<p><b>How can we manage our feelings?</b> PoS refs: H17, H18, H19, H20, H23</p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to manage change when moving to a new class/year group</li> </ul>	<ul style="list-style-type: none"> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> </ul> <p><b>How can we manage our feelings?</b> PoS refs: H17, H18, H19, H20, H23</p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others' feelings</li> </ul> <p><b>How will we grow and change?</b> PoS refs: H31, H32, H34</p> <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty</li> </ul>
<p><b>Relationships</b></p>	<p><b>How can we be a good friend?</b> PoS refs: R10, R11, R13, R14, R17, R18 (anti bullying link)</p> <ul style="list-style-type: none"> <li>• how friendships support wellbeing and the importance of</li> </ul>	<p><b>How do we treat each other with respect?</b> PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10 (anti bullying link)</p> <ul style="list-style-type: none"> <li>• how people's behaviour affects themselves and others,</li> </ul>

- seeking support if feeling lonely or excluded
- how to recognise if others are feeling lonely and excluded and strategies to include them
- how people behave when they are being friendly and what makes a good friend
- how to make friends with others
- how to recognise when they feel lonely and what they could do about it
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- how to build good friendships, including identifying qualities that contribute to positive friendships
- that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences
- how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

### **What are families like?**

PoS refs: R5, R6, R7, R8, R9

- how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)
- how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays
- how people within families should care for each other and the different ways they demonstrate this
- how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

### **including online**

- how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return
- what makes a healthy friendship and how they make people feel included
- why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable
- how to respond if this happens in different situations
- about the relationship between rights and responsibilities
- about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)
- the rights that children have and why it is important to protect these
- that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination
- how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns

<p><b>Safeguarding</b> <b>Keeping Safe;</b> <b>Internet Safety</b></p>	<p><b>What keeps us safe?</b> PoS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <ul style="list-style-type: none"> <li>• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</li> <li>• how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</li> <li>• that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</li> <li>• <b>how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</b></li> <li>• how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</li> <li>• how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>• what to do in an emergency, including calling for help and speaking to the emergency services</li> </ul>	<p><b>How can we manage risk in different places?</b> PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15</p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</li> <li>• <b>how people's online actions can impact on other people</b></li> <li>• <b>how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</b></li> <li>• <b>how to report concerns, including about inappropriate online content and contact</b></li> <li>• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</li> </ul>
<p><b>Citizenship</b> <b>Equality and Diversity;</b> <b>The Environment;</b> <b>Economics</b></p>	<p><b>What makes a community?</b> PoS refs: R32, R33, L6, L7, L8</p> <ul style="list-style-type: none"> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> <li>• what is meant by a diverse community; how different groups make up the wider/local community around the school</li> <li>• how the community helps everyone to feel included and values the different contributions that people make</li> <li>• how to be respectful towards people who may live differently to them</li> </ul>	<p><b>How can our choices make a difference to others and the environment?</b> PoS refs: L15, L16, L17, L7, L8</p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</li> </ul>

	<ul style="list-style-type: none"> <li>● the responsibilities they have in and out of the classroom</li> <li>● how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</li> <li>● how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>● how they can take small steps to protect the environment around them</li> </ul> <p><b>How does money affect our lives?</b> PoS Refs: L18, L22, L23, L24</p> <ul style="list-style-type: none"> <li>● how people make choices about what to do with money, including spending and saving</li> <li>● the difference between needs and wants - that people may not always be able to have the things they want</li> <li>● how to keep money safe and the different ways of doing this</li> <li>● to identify jobs that they might like to do in the future</li> <li>● about the role ambition can play in achieving a future career</li> <li>● how or why someone might choose a certain career</li> </ul>	<ul style="list-style-type: none"> <li>● how the community helps everyone to feel included and values the different contributions that people make</li> <li>● the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>● how to show care and concern for others (people and animals)</li> <li>● how they can take small steps to protect the environment around them</li> <li>● how to carry out personal responsibilities in a caring and compassionate way</li> </ul> <p><b>How does money impact our lives?</b> PoS refs: L10, L11, L12, L13</p> <ul style="list-style-type: none"> <li>● about the role that money plays in people's lives, attitudes towards it and what influences decisions about money</li> <li>● about value for money and how to judge if something is value for money</li> <li>● how companies encourage customers to buy things and why it is important to be a critical consumer</li> </ul>
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Teaching Opportunities	Resources
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**Links to computing curriculum**

**Links to science curriculum**

Summer 1 Year 3 – Healthy Eating  
Summer 1 Year 4 - Teeth

**Physical Education**

**Assemblies**

**Wellbeing lessons** – 1 x 2 weekly

**Votes for Schools** 1 x weekly

**Focus weeks**

- Celebrating Difference
- Keeping Safe
- Wellbeing

**Maths** - My Money Week

**Mental Health and Emotional Wellbeing**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint>

**Road Safety**

[https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B0%5D=3-to-6&resource\\_type%5B%5D=lesson-plan](https://www.think.gov.uk/education-resources/explore-education-resources/?age%5B0%5D=3-to-6&resource_type%5B%5D=lesson-plan)

**Sameness and Difference**

[https://www.pshe-association.org.uk/system/files/Teacher%20guidance%2C%20lessons%20%26%20resources\\_0.pdf](https://www.pshe-association.org.uk/system/files/Teacher%20guidance%2C%20lessons%20%26%20resources_0.pdf)

**Drugs**

<https://cwpresources.co.uk/downloads/resources/Drugs%20Primary%20Resources%20-%20SAMPLE.pdf>

**Pants**

<https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>

**Online Safety**

<https://www.thinkuknow.co.uk/professionals/resources/jessie-and-friends>

**First Aid**

<https://lifeliveit.redcross.org.uk/en/What-is-first-aid>

**Inclusion, Belonging, Addressing Extremism**

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/inclusion-belonging-addressing-extremism-%E2%80%94-ks1-2>