

PSHE and RSE Lessons, Class 3 (mixed Y3 and Y4) Cycle A.

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Families and relationships	Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.			
	Lesson Focus	Objective	Success Criteria	Vocabulary
	<p>Setting ground rules and signposting</p> <p>Recalling things learned in RSE and PSHE in Year 2/3 and setting the rules to help everyone feel safe in RSE and PSHE lessons.</p>	To recap what the subject of PSHE is and how we can help everyone to learn effectively in these lessons	<ul style="list-style-type: none"> I can explain some things I learned in PSHE in Year 2 or 3 I can identify those activities I enjoy and which help me to learn I can explain why rules can help everyone feel safe in PSHE lessons 	<ul style="list-style-type: none"> PSHE Safe Learn Rule Unsafe Unhappy
<p>Friendship issues and bullying</p> <p>Learning that friendships may have problems but these can be resolved, and beginning to understand the impact of bullying.</p>	<p>To understand that friendships have ups and downs and that problems can be resolved (Y3).</p> <p>To begin to understand the impact of bullying (Y4).</p>	<p>Year 3</p> <ul style="list-style-type: none"> I understand that I may experience problems with my friends and this is normal I can explain some steps I can take to resolve problems with my friends I understand that violence is never the right way to solve a problem <p>Year 4</p> <ul style="list-style-type: none"> I understand what bullying is I can explain some of the possible effects of bullying I know what help is available in my school if someone is being bullied 	<ul style="list-style-type: none"> friend problem talking listening calm forgive apologise bullying (Y4) repeated (Y4) report (Y4) 	

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	<p>The effects of bullying and the responsibility of the bystander</p> <p>Learning about the impact of bullying and the responsibility of bystanders.</p>	<p>To understand the impact of bullying and the responsibility of bystanders to help</p>	<ul style="list-style-type: none"> • I understand the impact bullying can have on individuals • I understand the role bystanders can play in stopping bullying • I understand the reasons some children may bully others 	<ul style="list-style-type: none"> • Bullying • Witness • Bystander • Involved
	<p>Stereotyping: Gender</p> <p>Learning that stereotypes are present in everyday life and children's toys can reinforce gender stereotypes.</p>	<p>To recognise that stereotypes are present in everyday life</p>	<ul style="list-style-type: none"> • I understand how there are established stereotypes for both genders (All) <p>Year 3</p> <ul style="list-style-type: none"> • To understand that toys can reinforce gender stereotypes • To explain how these stereotypes can be challenged • To begin to understand why stereotypes are negative <p>Year 4</p> <ul style="list-style-type: none"> • I can identify fictional characters who reinforce gender stereotypes • I understand that stereotyped characters might influence children • I can explain the negative impact of stereotypes 	<ul style="list-style-type: none"> • Gender • Female • Male • Stereotype
	<p>Stereotyping: Age/Disability</p> <p>Recognising that, in addition to gender, stereotypes exist</p>	<p>To recognise that stereotypes exist based on a number of factors</p>	<p>Year 3</p> <ul style="list-style-type: none"> • I understand that stereotypes can be based on different factors • I can explain some stereotypes that exist about older people • I can explain why stereotypes are unfair 	<ul style="list-style-type: none"> • Stereotype • Discrimination • Equality Act • Disability (Y4)

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	based on a number of factors including age and disability.		<p>Year 4</p> <ul style="list-style-type: none"> • I understand that stereotypes can affect how I see people • I can explain how stereotypes might have a negative effect on people • I can talk about people who do not conform to stereotypes 	
	<p>Healthy friendships – boundaries</p> <p>Understanding the physical and emotional boundaries in friendships, including relationships in a digital context.</p>	To begin to understand the physical and emotional boundaries in friendships	<ul style="list-style-type: none"> • I understand physical boundaries are different for different people • I can explain some boundaries in friendships • I understand that I have the right to decide what happens to my body 	<ul style="list-style-type: none"> • Respect • Permission • Boundary • Expectations • Consent
	<p>Learning who to trust</p> <p>Identifying who to trust and why, and what to do if you don't trust someone or they break your trust.</p>	To understand why trust is an important part of positive relationships	<ul style="list-style-type: none"> • I understand what trust is • I can identify people I trust and why • I can explain what I can do if I don't trust someone or they break my trust 	<ul style="list-style-type: none"> • Trust • Reliable • Issues • Resolve • Breaking trust • Let down
	Respecting differences	To begin to understand the differences between people and why it is	Year 3	<ul style="list-style-type: none"> • Same • Different

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	Respect and learning about the differences between people and the importance of respecting these differences.	important to respect these differences (Y3) To begin to understand that families are very varied, in this country and across the world (Y4)	<ul style="list-style-type: none"> I can identify similarities and differences between people I understand how I should treat people who are different to me <p>Year 4</p> <ul style="list-style-type: none"> I understand that families are all different and I should respect these differences I can identify differences and similarities in families in other countries I know that no country will have only one type of family 	<ul style="list-style-type: none"> Similar Respect
	Change and loss – bereavement Learning what a bereavement is and how to help someone who is experiencing loss.	To explore how we can help following a bereavement	<ul style="list-style-type: none"> I understand what a bereavement is I can explain some things that might help someone who has experienced a bereavement I know where to go for help if I or someone I know needs it following a bereavement 	<ul style="list-style-type: none"> Unhelpful Death Loss Bereavement Sympathy Helpful
Health and wellbeing	Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.			
	My healthy diary Understanding and planning for a healthy lifestyle, including physical	To understand and plan for a healthy lifestyle including physical activity, rest and diet	<ul style="list-style-type: none"> I understand what a balanced diet is I know that what I eat affects my mood and behaviour I understand that I need more energy from food when I am more energetic 	<ul style="list-style-type: none"> Exercise Balance Diet Energy Intake

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	activity, rest and diet.			
	<p>Diet and dental health</p> <p>Looking at the food groups that make up a balanced diet and at the benefits of healthy eating, including for dental health.</p>	To understand the benefits of healthy eating and dental health	<ul style="list-style-type: none"> • I can describe the benefits of a healthy diet on mental and physical well being • I can say how different foods affect our teeth • I understand the importance of keeping well hydrated 	<ul style="list-style-type: none"> • Teeth • Healthy • Balanced • Food group
	<p>Relaxation: stretches</p> <p>Learning a range of relaxation stretches and understanding that relaxation has a positive impact on the body.</p>	To perform a range of relaxation stretches	<ul style="list-style-type: none"> • I can talk about why relaxation is good for our bodies • I can use stretching to ease muscle tension and relax • I understand when is a good time to use this technique 	<ul style="list-style-type: none"> • Feeling • Balance • Relax • Stretch
	<p>Wonderful me</p> <p>Children explore their identity by considering what they like and the groups and communities they belong to, and</p>	To understand the different aspects of my identity	<ul style="list-style-type: none"> • I can say what I am good at • I can identify some of the different groups/communities I belong to • I can identify similarities and differences between people • I can describe aspects of my identity in a kenning poem 	<ul style="list-style-type: none"> • Group • Identity • Belonging • Alone • Lonely

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	write a kenning style poem about themselves.			
	<p>My superpowers</p> <p>Identifying personal strengths and considering how these can be used and how they may impact others.</p>	To identify my own strengths and begin to see how they can affect others	<ul style="list-style-type: none"> • I can say what I am good at • I can describe how I can use my strengths to help others • I understand how my behaviour and actions affect other people 	<ul style="list-style-type: none"> • Hero • Power • Strengths
	<p>Celebrating mistakes</p> <p>Developing a growth mindset and learning that mistakes are useful.</p>	To develop a growth mindset and understand that mistakes are useful	<ul style="list-style-type: none"> • I can describe how it feels to fail • I understand why mistakes are important • I can learn from mistakes or failures 	<ul style="list-style-type: none"> • Mistake • Learn • Resilience
	<p>Communicating my feelings</p> <p>Understanding a person can give or refuse permission.</p>	To recognise when to give consent.	<ul style="list-style-type: none"> • I can express my feelings to others. • I can discuss how to handle different scenarios. • I can practise creating boundaries. 	<ul style="list-style-type: none"> • boundary • consent • emotions • express • feelings • permission • respect
	<p>My happiness</p> <p>Children identify things that are important to them</p>	To identify what is important to me and to take responsibility for my own happiness	<ul style="list-style-type: none"> • I understand that all emotions are important • I know that I can control some things but not others • I can take action to affect my own happiness 	<ul style="list-style-type: none"> • Feelings • Emotions • Happy

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	and learn that they can take action to influence their own happiness.			
Safety and the changing body	Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4)			
	Be kind online Learning the importance of being kind online, and what this looks like.	To understand the importance of being kind online and what this looks like.	<ul style="list-style-type: none"> • I understand how to use positive language within an email. • I am able to recognise when digital behaviour is unkind. • I know how to be a responsible digital citizen when I encounter others online. 	<ul style="list-style-type: none"> • positive • email • kind • identity
	Cyberbullying Recognising cyberbullying and that it involves being unkind online; learning how to deal with it.	To understand that cyberbullying involves being unkind online.	<ul style="list-style-type: none"> • I can recognise unkind behaviour and know how to report it. • I can be a responsible digital citizen. • I can offer advice to support other people who are victims of cyberbullying. 	<ul style="list-style-type: none"> • password • intended • cyberbullying • content • report • influencer • gaming
	Share aware Children will begin to understand the benefits and risks of sharing material online.	To understand the benefits and risks of sharing material online.	<ul style="list-style-type: none"> • I understand that the internet can be a useful way to share information. • I can explain some of the risks of sharing some images online. • I know who I can talk to if I am worried about anything that has happened online. 	<ul style="list-style-type: none"> • share aware • sharing • internet • social media

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	<p>Privacy and secrecy</p> <p>Developing an understanding of privacy and the difference between secrets and surprises.</p>	<p>To develop understanding of privacy and the difference between secrets and surprises.</p>	<ul style="list-style-type: none"> • I can explain the difference between a secret and a surprise. • I understand the difference between private and public. • I know who I can talk to if I am worried or uncomfortable about something an adult does. 	<ul style="list-style-type: none"> • private • public • surprise • secret • uncomfortable • worried
	<p>First Aid: bites and stings</p> <p>Learning what to do if someone has been stung or bitten.</p>	<p>To understand how to help if someone has been stung or bitten.</p>	<ul style="list-style-type: none"> • I can ensure the safety of myself and others. • I know how to assess a casualty’s condition calmly and identify an allergic reaction to a bite or sting. • I can comfort and reassure a casualty who has been bitten or stung. • I know how to seek medical help if required. 	<ul style="list-style-type: none"> • anaphylaxis • allergic • airways • breathing • reddening • puncture • swelling • infection • venom • reaction • auto injector
	<p>Choices and influences</p> <p>Learning about the choices people can make themselves and those which are made by others.</p>	<p>To understand the choices people can make and those which are made or influenced by others.</p>	<p>Year 3</p> <ul style="list-style-type: none"> • I understand some choices I can make. • I understand why some decisions are made for me. • I can explain who might make choices for me. <p>Year 4</p> <ul style="list-style-type: none"> • I understand that there are people who will influence what I choose. 	<ul style="list-style-type: none"> • decision • rather • choice

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			<ul style="list-style-type: none"> I can explain how someone’s influence might not be good for me. 	
	<p>YEAR 3 ONLY</p> <p>First Aid: emergencies and calling for help</p> <p>Learning how to help in an emergency.</p>	<p>To understand the role they can take in an emergency situation.</p>	<ul style="list-style-type: none"> I understand it is most important to ensure the safety of myself and others in the event of an emergency. I can assist in an emergency by correctly calling for help. I know the information I need to give to emergency services if they are called to an incident. 	<ul style="list-style-type: none"> calmly reassure casualty emergency operator 999/111 incident location injuries landmarks identification information hazards awareness accident prevention assistance
	<p>YEAR 4 ONLY</p> <p>Introducing puberty</p> <p>Learning about the changes that males and females go through as they grow and develop from being a child to an adult; features a bespoke</p>	<p>To recognise the physical differences between children and adults.</p>	<ul style="list-style-type: none"> I understand that my body will change as I become an adult. I understand that different changes happen to males and females. I can identify some physical differences between child and adult bodies. I can explain ways to look after my personal hygiene. 	<ul style="list-style-type: none"> change exciting worries physical height breasts genitals penis testicles hips waist shoulders

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	animated pupil video.			<ul style="list-style-type: none"> • chest hair • puberty • hygiene
	<p>YEAR 3 ONLY Road safety Developing an understanding of safety on or near roads.</p>	To develop an understanding of safety on or near roads.	<ul style="list-style-type: none"> • I understand the basic rules for keeping safe on or near roads. • I can explain rules for keeping safe. 	<ul style="list-style-type: none"> • distraction • rules • safety
	<p>YEAR 4 ONLY Growing up Learning about some of the physical changes pupils will experience as they go through puberty and understanding that physical change is part of growing up.</p>	To recognise that change is part of growing up.	<ul style="list-style-type: none"> • I understand I have changed physically and developed skills in my life so far. • I can identify some physical changes I will go through before I become an adult. • I can identify things I will be able to do when I am an adult that I cannot do now. 	<ul style="list-style-type: none"> • child • adult • change • grow • develop • physical changes
Citizenship	Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general.			
	<p>Recycling / reusing Considering the benefits of recycling and reusing, how to</p>	To understand the environmental benefits of recycling (Year 3).	<p>Year 3</p> <ul style="list-style-type: none"> • I understand that recycling rubbish helps protect the environment. • I can identify things that can be recycled. • I can explain what I can do to increase/improve recycling at home/school. 	<ul style="list-style-type: none"> • materials • recycle • reuse • rubbish • environment • waste hierarchy

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	recycle or reuse more and encourage others to do so too.	To understand the environmental benefits of reusing (Year 4).	<p>Year 4</p> <ul style="list-style-type: none"> • I understand the environmental benefits of reusing items. • I can explain why reusing is better for the environment than recycling. • I can identify a range of ways that items can be reused. 	
	<p>Local community groups</p> <p>Looking at how local groups make up a community and learning that there are places and buildings for these groups in the community.</p>	<p>To understand the groups that make up the community (Y3).</p> <p>To understand the contribution groups make to a community (Y4).</p>	<p>Year 3</p> <ul style="list-style-type: none"> • I can explain what a community is. • I can name buildings and places shared by my community. • I can identify groups that exist in the community and how they may be linked to each other. <p>Year 4</p> <ul style="list-style-type: none"> • I can name some different groups that exist in my wider community. • I can explain why and how someone might set up or join a community group. • I can explain how groups help a community. 	<ul style="list-style-type: none"> • building • community • purpose • support • together
	<p>Local council and democracy</p> <p>Beginning to understand how democracy works in the local area and how decisions are made by councillors.</p>	To begin to understand how democracy works in the local area.	<p>Year 3</p> <ul style="list-style-type: none"> • I can explain some of the things the council does. • I understand how democracy works in the local area. • I understand that spending on different services needs to be prioritised. <p>Year 4</p>	<ul style="list-style-type: none"> • democracy • council • councillor • county council • district council • unitary authority • budget • priority

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			<ul style="list-style-type: none"> I understand the role of local councillor. I can explain how local residents can share their ideas with the local councillor. I can identify some issues which a local councillor might be able to help with. 	
	<p>Rules Why we have rules and the consequences of breaking rules at school and home.</p>	To understand why we have rules and the consequences of breaking rules at school and home.	<ul style="list-style-type: none"> I understand why we have rules at school and home. I can explain some of the consequences of breaking rules. I can identify whether a consequence is fair or not. 	<ul style="list-style-type: none"> rule break fair consequence
	<p>Rights of the child Learning about the UN Convention on the Rights of the Child and exploring how these rights apply to the children's own lives and the choices they can make.</p>	To begin to understand the UN Convention on the Rights of the Child.	<ul style="list-style-type: none"> I understand that children have rights. (All) <p>Year 3</p> <ul style="list-style-type: none"> I can explain how some of these rights benefit me. I understand that not all children benefit from the rights. <p>Year 4</p> <ul style="list-style-type: none"> I can explain how adults have responsibilities for maintaining children’s rights. I understand that children have responsibilities to make sure other children can benefit from their rights. 	<ul style="list-style-type: none"> UN/United Nations Convention on Rights rights benefit
	<p>What are human rights? Children learn about the Human Rights Convention</p>	To begin to understand the Human Rights Convention.	<ul style="list-style-type: none"> I understand that everyone has human rights. I can explain why these rights are important. I know who helps to protect human rights. 	<ul style="list-style-type: none"> human rights United Nations protect MP judges

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Economic wellbeing	Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.			
	Spending choices Children learn about the ethics of spending using examples of positive choices which we can make to have a bigger impact.	<ul style="list-style-type: none"> To begin to recognise how ethics can influence our spending decisions (Y3) To begin to understand what makes something good value for money (Y4) 	Year 3 <ul style="list-style-type: none"> I can identify things that can influence how we decide to spend our money I can identify and explain positive choices people can make when spending Year 4 <ul style="list-style-type: none"> I can describe my opinion on what makes something good value for money I can explain why people see value for money differently I can identify other factors which might affect a decision to buy something 	<ul style="list-style-type: none"> Clarity Environment Impact Negative Positive Spending choice Value
	Budgeting Children develop an understanding of why budgeting is important and learn how to put a budget together.	To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4)	Year 3 <ul style="list-style-type: none"> I can explain the importance of budgeting I can put together a budget I can explain that people spend and save in different ways Year 4 <ul style="list-style-type: none"> I can explain some ways of tracking money I can track how much money has been spent I can work out how much money is left 	<ul style="list-style-type: none"> Budget Plan Spend Save Expense Needs
	Money and emotions	To recognise that money has an impact on how we feel. (Y3)	Year 3 <ul style="list-style-type: none"> I can explain what emotions someone might feel in different situations involving money 	<ul style="list-style-type: none"> Anger Feeling Happiness

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	Using the scenarios from the last lesson, the children learn about the emotional impact of money.	To understand ways money can be lost and how this makes people feel (Y4)	<ul style="list-style-type: none"> • I can explain how people might try and change their negative feelings to a situation <p>Year 4</p> <ul style="list-style-type: none"> • I understand that money can be lost in a variety of ways • I can explain some feelings associated with losing money • I can explain some ways to keep money safe 	<ul style="list-style-type: none"> • Jealousy • Surprise • Money • Situation • Negative
	Jobs and careers Investigating a range of career choices and thinking about what job they might want to do.	To understand that there are a range of jobs available and to think about what job they might want to do (Y3) To consider positive and negative factors that can influence people’s career choices (Y4)	<p>Year 3</p> <ul style="list-style-type: none"> • I understand that there are many jobs available • I can identify jobs I might want to do • I can explain why I might be able to a particular job <p>Year 4</p> <ul style="list-style-type: none"> • I understand that there are a range of influences on job choices • I can identify positive and negative influences • I can explain how someone might overcome negative influences 	<ul style="list-style-type: none"> • Job • Career • Skills • Interests
	Gender and careers Children learn about stereotypes in the workplace and that these should not limit people’s career aspirations.	To understand that stereotypes exist in the workplace but these should not limit people’s career aspirations	<ul style="list-style-type: none"> • I understand that stereotypes exist about who might do certain jobs • I can explain why these stereotypes might exist • I can explain why gender should not be a factor in choosing a job 	<ul style="list-style-type: none"> • Stereotype • Jobs • Gender • Qualifications

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Transition	This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.			
	<p>Coping strategies Year 3 children consider targets for Year 4. Year 4 children learn that, as they get older, the number of opportunities and responsibilities they have are likely to increase as situations change, and that this is a good thing.</p>	<p>To create goals to achieve in Year 4 (Y3)</p> <p>To understand the strategies people use to cope with change (Y4)</p>	<ul style="list-style-type: none"> • I can identify my achievements this year <p>Year 3</p> <ul style="list-style-type: none"> • I can set myself goals • I know who I can talk to if I am worried about anything <p>Year 4</p> <ul style="list-style-type: none"> • I understand that there are different strategies I can use to deal with change • I can explain the opportunities and responsibilities that change might bring 	<ul style="list-style-type: none"> • Opportunity (Y4) • Responsibility (Y4) • Change • Cope (Y4) • Strategies (Y4) • Targets (Y3) • Goals (Y3)