

Year: 3 and 4		Subject: PSHE/RSE		Topic Question/Title: Why should we eat well and look after our teeth?		Term – Autumn 1		Curriculum - A			
PoS: H1, H2, H3, H4, H5, H6, H11, H14											
Prior Knowledge				Key Vocabulary				Outcome			
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing (Year 1) - that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest - that eating and drinking (Year 2)				Oral hygiene, teeth, enamel, cavity, decay, plaque, healthy diet.				Create a short advert saying why we should look after our teeth.			
Future Learning				Stimulus				World of Work			
- how to make choices that support a healthy, balanced lifestyle including: - how to plan a healthy meal - how to maintain good dental health, including oral hygiene, food and drink choices (Year 6)				Video https://www.youtube.com/watch?v=9Qa2K1CC3Hw First hand experiences (enrichment) Use disclosing tablets (this could be done at home and children could report back) or Visit from a hygienist/dentist (maybe on zoom via STEM)				Dentists Dental nurse Orthodontists			
National Curriculum PoS		Key Knowledge		Possible evidence							
H1, H2, H3, H4, H5, H6, H11, H14											
Concepts		A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)		•Know what a healthy diet is •Know what oral hygiene is and how to maintain it (Use KS2 Lesson plan ‘Dental Health’ in resources-please only print off what you need)) •Know how not eating a balanced diet can affect health (sugar-teeth) •Know how people make choices about what to eat and drink and influences on us •Know how, when and where to ask for advice and help about healthy eating and dental care		Sorting healthy and unhealthy foods then sorting again into foods that are good for teeth/not good for teeth. Create a group/paired sorting tree. Create a dos and don’ts list for how to maintain oral hygiene Create a comic strip story about the consequences of eating an unhealthy diet (not just high in sugar but lacking in calcium) Look at TV adds, you tube, social media and magazine ads and identify the influencing factors. Use some pre-written problems or write own and then create a flow diagram with e.g. 1.The problem 2. Who can help 3. What do next					
		Key Skills and Attributes		Possible evidence							
		Making Decisions		Recognising that they have a responsibility for what they eat and drink and to look after themselves							
		SEND									
				Children will follow the same curriculum as their peers but it will be adapted, where needed, using the SEND Planning Framework (see OND DRIVE) or PSCALES. SEND children will need to be assessed to see which part of the SEND framework is most suited to their needs. The above learning may not be suitable for all learners and may need adapting for different classes/children.							

Year: 3 and 4 Subject: PSHE/RSE PoS: Health and Well Being		Topic Question/Title: What keeps us safe?		Term - Aut 2	Curriculum - A 
<u>Prior Knowledge</u> <u>Year 1 and 2</u> • that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say • how to respond safely to adults they don’t know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them NSPCC PANTS lessons			<u>Key Vocabulary</u> Risk, safe, unsafe, comfortable, uncomfortable, hygiene, routine, hazard, emergency.		<u>Outcome</u> Group Risk Assessment posters (different risks)
<u>Future Learning</u> • how to recognise, predict, assess and manage risk in different situations • 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) • how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence • how people’s online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become worried			<u>Stimulus</u> Risks PPT (edit as appropriate) https://www.twinkl.co.uk/resource/taking-risks-powerpoint-cfe2-p-287 <u>First hand experiences (enrichment)</u> Visit from lollipop lady- discuss road safety during the darker winter months/clothing		<u>World of Work</u> Road crossing patrol RNLI Emergency Services
<u>National Curriculum PoS</u> H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29 <u>Concepts</u> . Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) Every week- Recap Code of Conduct Remind Children of ‘Ask it Basket’	Key Knowledge		Possible evidence		
	•Know how to recognise hazards and how to reduce risk •Know how to protect themselves and keep themselves safe in different situations (seatbelts, bike helmets, stabilisers, protective and reflective clothing) •Know that their body belongs to them and should not be touched or hurt without permission and where to go for help •Know how to recognise and respond to pressure when something makes them feel unsafe or uncomfortable •Know how everyday health and hygiene rules and routines help people stay safe and healthy •Know how to respond if there is an accident and how to deal with minor injuries •Know what to do in an emergency, including calling for help (make sure children understand what and emergency is)		Look at different hazards and risks, identify what they are and why they are a risk. (Use One Decision Hazard Watch Activity) Create a ‘how to keep yourself safe’ poster or could do a short drama piece. Link to local dangers e.g. what to wear to be seen, canal safety-cold water shock (Water/Road Safety lessons on One Decision-Keeping Saying Safe 8-11) Recap NSPCC lesson done in Year 2 (what did they learn). Use some scenarios and create role play situations Create a group class list of possible pressures faced and how they could respond to them Make a daily routine checklist. Use the Lifebuoy Soaper Heroes Activities and create own handwashing poster. Sort injuries into minor/major. Pick a common injury and write a short set of instructions (minor graze/burn/cut/bump to head). Include what to look out for Watch: How to make a call to emergency services - BBC Teach Create short piece of drama where an accident happens. Children respond using the correct protocol. (make sure children understand how hoax calls are very serious)		
	Key Skills and Attributes		Possible evidence		
	Identification, assessment (including prediction) and management of risk		Showing evidence that the children can identify a risk, make a decision about it, and act accordingly to keep themselves safe.		
	SEND				
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Year: Subject: PSHE/RSE		Topic Question/Title: What are families like?		 Term - Spring 1		Curriculum - A	
Prior Knowledge				Key Vocabulary		Outcome	
Year 1 • that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried				Family, care, relationships, positive, respect		Pop Art Poster-Different families	
Future Learning				Stimulus			
Year 5 • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety				Give small groups a family puzzle to complete (see resources Lesson 1) Discuss what pictures they make.		Family support workers	
				First hand experiences (enrichment)		Family businesses e.g. Boundary Mill (Bannisters) Oddies.	
National Curriculum PoS R5, R6, R7, R8, R9		Key Knowledge			Possible evidence		
		Use the PSHE Association lessons on Families					
		To learn about family relationship and recognise what positive family life looks like			Families Diamond nine and mind map		
		• To learn about different family structures and know how families differ from each other			Recognising and matching families to descriptions and ‘Give me 5’ sheet.		
		• To learn about change in families			Use sentence stems and complete them to show understanding		
		•To know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe			Discuss scenarios, write short scripts of possible conversations and/or practise using confident language in role play situations		
		(Relationships)					
		Key Skills and Attributes			Possible evidence		
		Active listening			Working in groups and contributing to discussions		
		Empathy			Showing curiosity, asking appropriate questions and being willing to share		
		SEND					
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Year: 3/ 4 Subject: PSHE/RSE PoS: R32, R33, L6, L7, L8		Topic Question/Title: What makes a community?		Term - Spring 2	Curriculum - A 
Prior Knowledge Year 1 • how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people’s needs change as they grow from young to old • how to manage change when moving to a new class/year group			Key Vocabulary community, local, respect, tolerance, values, contribution, diverse	Outcome Class Respect Charter	
Future Learning Year 4 • how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • 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) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way			Stimulus First hand experiences (enrichment) Local community group visitor Career’s Week	World of Work PSCO’s Community leaders (scouts, sports clubs, mosques leaders etc)	
National Curriculum PoS R32, R33, L6, L7, L8			Key Knowledge		Possible evidence
Concepts Relationships (including different types and in different settings) Diversity and equality (in all its forms)			Please leave 1 week free for Career’s Week		
			• Know that they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups		As a class record all the groups they belong to in and out of school, discuss similarities/differences. Write a list of all the groups they belong to as an individual.
			• Know is meant by a diverse community; how different groups make up the wider/local community around the school (Lesson 2 Belonging and Community)		Discussions in small groups. Write a message to Beegu to make them feel welcome. During the lesson refer to the British Values.
			• Know how the community helps everyone to feel included and values the different contributions that people make		Research a local community group and find out what they do and invite them in to talk about their work. How do they make people feel welcome.
			• Know how to be respectful towards people who may live differently to them		Create a class charter of how we will respect each other. Use respects scenario cards and individually create own scenario card to show people being respectful, not disrespectful.
			(Living in the Wider World)		
			Key Skills and Attributes		Possible evidence
			Empathy		Children can recognise that we should respect differences. Children can recognise the support community groups can offer.
			SEND		
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Year: 3/ 4 Subject: PSHE/RSE PoS: Health and Well Being		Topic Question/Title: Why should we keep active and sleep well?		Term - Sum 1		Curriculum - A			
Prior Knowledge Year 2 • that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps				Key Vocabulary activity, benefits, health, well-being, choices, physical, mental health, growth, routine			Outcome Create own improved sleep and exercise plan (use diary to help)		
Future Learning • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one				Stimulus Do a 5 minute exercise routine Go Noodle or similar Meditation First hand experiences (enrichment) Keep a sleep and physical exercise record/diary to use to help create outcome			World of Work Athletes Coaches (all sports) Lifestyle coaches Leisure industry workers Health care workers		
National Curriculum PoS H1, H2, H3, H4, H7, H8, H13, H14 Concepts A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet)		Key Knowledge			Possible evidence				
		•Know how regular physical activity benefits bodies and feelings			Research benefits of physical activity or interview someone who is very physically active. Draw a person and write around them the benefits of exercise				
		•Know how to be active on a daily and weekly basis			Create own timetable of activity. Look for gaps and decide how they could be more active, write new ideas in a different colour.				
		•Know what choices can be made about physical activity			Discuss what might affect choices they might make, what barriers they might have. Use some scenarios and come up with answers about choices that could be made.				
		•Know how the lack of physical activity can affect our health and wellbeing			Brainstorm issues associated with poor physical health and how this can affect us long term. Create some action and consequence cards to show understanding.				
		•Know how lack of sleep can affect the body and mood and about good sleep routines			Complete a fact hunt to answer questions and a sleepbusters grid (see The Sleep Factor lessons)				
		•Know how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried			This should be threaded through the whole unit of worked and recapped at regular intervals (help can come from school, health care professionals, family etc)				
		(Health and Well Being)							
		Key Skills and Attributes			Possible evidence				
		Setting Personal Goals			Children set some own goals				
SEND									
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Year: 3/ 4 Subject: PSHE/RSE PoS: Relationships		Topic Question/Title: How can we be a good friend?		Term - Sum 2		Curriculum - A		
Prior Knowledge • Know how to make friends with others • Know how to recognise when they feel lonely and what they could do about it • Know how people behave when they are being friendly and what makes a good friend • Know to resolve arguments that can occur in friendships • Know how to support friends in and out of the classroom - Know how to ask for help if a friendship is making them unhappy				Key Vocabulary friendship, lonely, excluded, positive, negative, dispute, support		Outcome Write a class or group friendship poem		
Future Learning • know that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • Know that marriage should be wanted equally by both people (forced marriage is a crime) • Know how puberty relates to growing from childhood to adulthood • Know how growing up and becoming more independent comes with increased opportunities and responsibilities • Know how friendships may change as they grow and how to manage this • Know how to manage change, including moving to secondary school/know how and who to ask for help				Stimulus You’ve got a friend in me https://www.youtube.com/watch?v=nMN4JZ8crVY First hand experiences (enrichment) Make friendship bracelets		World of Work Any		
National Curriculum PoS R10, R11, R13, R14, R17, R18 Concepts Relationships (including different types and in different settings, including online)		Key Knowledge			Possible evidence			
		•Know how friendships support wellbeing and not to feel lonely/excluded						
		•Know how to recognise if others are feeling lonely/excluded and how to help						
		•Know how to build good friendships and positive friendships						
		•Know that friendships sometimes have difficulties and know how to resolve disputes						
		•Know how to recognise if a friendship is making them unhappy and how to ask for support						
		(Relationships)						
		Key Skills and Attributes			Possible evidence			
Self-Regulation			Children can explain how to deal with difficult situations.					
Empathy			Children can recognise if others are excluded and identify how thi					
SEND								
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