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| Year: 3/4      Subject: PSHE/RSE<br>PoS: Health and Well Being                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Topic Question/Title: What strengths, skills and interests do we have? (Year 4 unit)                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                     | Term - Autumn 1                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Curriculum - B |                                                                                                                                                    |  |  |
| <b>Prior Knowledge</b><br>Understand how to keep myself safe<br>Know how to keep myself healthy (self –worth)<br>Understand risks to myself any others                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                     | <b>Key Vocabulary</b><br>Self-worth, attributes, individuality, self-esteem, goals, perseverance                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                | <b>Outcome</b><br>A Personal Road Map or Group Road Maps<br>(Start and End point with set backs along the way and strategies to get back on track) |                                                                                    |  |
| <b>Future Learning</b><br>How drugs affect people’s health and lives<br>How do we change as we grow and coping with changes physically and mentally<br>Know how to keep healthy as we grow                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                     | <b>Stimulus</b><br>Launch my Career Quiz<br>What are you good at?<br>First hand experiences (enrichment)<br>Drama Activities-circle games/ice breakers |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                | <b>World of Work</b><br>All jobs<br>Also Psychologist, Work Coach, Mental Health Worker.                                                           |                                                                                    |  |
| <b>National Curriculum PoS</b><br>PoS refs: H27, H28, H29, L25<br><br><b>Concepts</b><br><br><b>Identity</b><br><b>Diversity and Equality</b>                                                                                                                                                                                                                                                                                                                                                                                            |  | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                     |                                                                                                                                                        | Possible evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                                                                                                                                                    |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <ul style="list-style-type: none"><li>To recognise own personal qualities and know that they are unique</li><li>To understand what self-worth/self-esteem and their importance</li><li>To understand what self-esteem is and its importance</li><li>To understand own attributes and how they contribute to self esteem</li><li>To know how to set goals</li><li>To know how to recognise and deal with set-backs positively</li></ul>                             |                                                                                                                                                                                                                                                     |                                                                                                                                                        | <div>-Create own ‘I am unique poster’</div> <div>-Concentric Circle or Spiral model Self-worth/esteem model and how it links to well-being (me-what make feel good-why)</div> <div>-Get children to write attributes they think they have on a piece of paper. Each child to have an envelope/sandwich bag with name on, others write other good attributes. In books, create a piece of artwork with the words and write a sentence about how they affect my self esteem</div> <div>-Stepping Stone Goals-Create a class activity using big circles, how do I get from the start to my goal. (groups)</div> <div>-Set Backs Game- On cards write set backs on back write a solution</div> <div>-Create own Personal Journey Road map (map take 2 sessions)</div> |                |                                                                                                                                                    |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <div><u>SEND (use if appropriate)</u></div> <div>(SA1)</div> <ul style="list-style-type: none"><li>Identify things we are good at (strengths/talents). Describe the ways in which we are special and unique</li><li>Describe things that we enjoy or that make us feel happy.</li><li>Identify what we are good at, both in and out of school.</li><li>Recognise that being unique means we might like and be good at different things from other people</li></ul> |                                                                                                                                                                                                                                                     |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                                                                                                                                                    |                                                                                    |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | -Key Skills and Attributes                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                     |                                                                                                                                                        | Possible evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                |                                                                                                                                                    |                                                                                    |  |
| Recognise own self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and effective goal-setting)<br>Demonstrate resilience (including self-motivation, perseverance and adaptability)<br>Be able to Self-regulate (including promotion of a positive, growth mindset and managing strong emotions and impulses)<br>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect) |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reflecting on learning.<br>Able to set personal goals to improve self.<br><br>Showing ability to cope with difficult situations and finding solutions.<br><br>Being able to talk about self in a positive way.<br>Identifying what you are good at. |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                |                                                                                                                                                    |                                                                                    |  |
| 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: 3/4<br>PoS:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Subject: PSHE/RSE |  | Topic Question/Title: How do we treat each other with respect?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Term - Autumn 2 |  | Curriculum - B                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |  |
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| <b><u>Prior Knowledge</u></b><br>Know <ul style="list-style-type: none"><li>• how words and actions can affect how people feel</li><li>• how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li><li>• why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li><li>• how to respond if this happens in different situations</li><li>• how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li></ul>                                                                                                                                  |  |                   |  | <b><u>Key Vocabulary</u></b><br><br>Equality rights responsibility fair inclusion<br><br>British Values: Rule of Law Respect Tolerance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                 |  | <b><u>Outcome</u></b><br>Positive Message Posters                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                    |  |
| <b><u>Future Learning</u></b><br>Know <ul style="list-style-type: none"><li>• that people have different kinds of relationships in their lives, including romantic or intimate relationship</li><li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li><li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li><li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li></ul>                                                                                                                                    |  |                   |  | <b><u>Stimulus</u></b><br>Watch the Diversity<br><a href="https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr">https://www.bbc.co.uk/teach/school-radio/assemblies-ks2-diversity-difference-prejudice/z3f6qfr</a><br><br><b>First hand experiences (enrichment)</b><br>Pick an area of equality E.g. Disability<br>Adapt a game so everyone has equal chances (sitting games/blindfolded games/walking games)                                                                                                                                                                                                                                                                                                                            |  |                 |  | <b><u>World of Work</u></b><br>All areas of work-Equality Act                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                    |  |
| <b><u>National Curriculum PoS</u></b><br><br>R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10<br><br><b><u>Concepts</u></b><br><br>Identity (their personal qualities, attitudes, skills, attributes and achievements and what influences these; understanding and maintaining boundaries around their personal privacy, including online)<br><br>Risk- how to manage risk, rather than simply the avoidance of risk for self and others<br><br>Diversity and equality (in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010) 6.<br>Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) |  |                   |  | <b>Key Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                 |  | <b>Possible evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                   |  | Use The One Decision ‘Be Responsible 5-8 unit) <ul style="list-style-type: none"><li>• how people’s behaviour affects themselves/others (this should be referred to during each lesson</li><li>• Being polite and courteous and recognise respectful behaviour in return (Looking out for others)</li><li>•Understanding rights and responsibilities</li><li>• Know about the right to privacy/ dealing with secrets and children’s rights (UN Rights of a child)</li><li>• Know about rights of respect/inclusion and responses to it (Equality Act and Protected Characteristics)</li><li>• Know how to respond to aggressive or inappropriate behaviour and how to report concerns</li></ul> <b>SEND</b> -Please see Send Planning Framework for best fit targets for your class |  |                 |  | <ul style="list-style-type: none"><li>• Hot seating activities/Looking out for others continuum activity (see One Decision)</li><li>• Dear Darlee letter or sorting scenarios (One Decision)</li><li>• Sort rights (Unicef). Create own rights poster (include privacy)</li><li>• Debate different inequality scenarios-come up with class responses or sort scenarios into different inequalities (use the Equality Act)</li></ul> Create positive message posters with signposting |  |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                   |  | <b>Key Skills and attributes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                 |  | <b>Possible evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                   |  | Identifying unhelpful ‘thinking traps’<br>Clarifying own values<br>Respect for others’ right to their own beliefs, values and opinion<br><br>Valuing and respecting diversity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                 |  | <ul style="list-style-type: none"><li>• Children recognise what ‘unhelpful thinking traps are</li><li>• Explaining own ideas and values</li><li>• Demonstrate respect by their responses</li><li>• Working well with different people</li></ul>                                                                                                                                                                                                                                      |  |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                   |  | <b>SEND</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                 |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                    |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                   |  | 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: 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  | Subject: PSHE/RSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Topic Question/Title: How can we manage our feelings? (Year 4)                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Term - Spring 1 |  | Curriculum - B                                                                                                                                                                                                                                                                             |  |
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| <p><b><u>Prior Knowledge</u></b></p> <p>how to recognise, name and describe a range of feelings</p> <ul style="list-style-type: none"><li>• what helps them to feel good, or better if not feeling good</li><li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li><li>• how feelings can affect people in their bodies and their behaviour</li><li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li><li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li></ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <p><b><u>Key Vocabulary</u></b></p> <p>advice, support, asking for help</p>                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  | <p><b><u>Outcome</u></b></p> <p><b>Role Play</b> - Children plan own scenarios that they might encounter. Show how they could deal with the situation based on what they’ve learned.<br/>(film as evidence) or<br/><b>Class feelings poem</b>-Feelings and advice (performance poetry)</p> |  |
| <p><b><u>Future Learning</u></b></p> <p>Know about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"><li>• how puberty can affect emotions and feelings</li><li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li></ul> <p>how friendships may change as they grow and how to manage this</p> <ul style="list-style-type: none"><li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li></ul>               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <p><b><u>Stimulus</u></b></p> <p>Watch<br/>Sweet Caroline-How does it make you feel?<br/><a href="https://www.youtube.com/watch?v=F8y9dojrjdE">https://www.youtube.com/watch?v=F8y9dojrjdE</a></p> <p><b><u>First hand experiences (enrichment)</u></b></p> <p>Session with Place to Be worker (managing loss/grief) or<br/>Use music as therapy, use it to calm the class, change a mood. Create own mood music.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  | <p><b><u>World of Work</u></b></p> <p>Social Workers<br/>Therapists<br/>Psychologists</p>                                                                                                                                                                                                  |  |
| <p><b><u>National Curriculum PoS</u></b></p> <p>H17, H18, H19, H20, H23</p> <p><b><u>Concepts</u></b></p> <p><b>Change</b> (as something to be managed) and resilience (the skills, strategies and ‘inner resources’ we can draw on when faced with challenging change or circumstance)</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |  | <p><b>Key Knowledge</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Possible evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <ul style="list-style-type: none"><li>• Know how everyday things can affect feelings and how feelings change in different situations</li><li>• Know feelings change over time and can be experienced at different levels of intensity</li><li>• Know how to respond proportionately to, and manage, feelings in different circumstances</li><li>• Know how to express and respond to different feelings in different situations (this will probably overarch most other lessons and won’t need to be stand alone)</li><li>• Know how to manage feelings at difficult times, times of grief and loss</li><li>• Know how to access advice and support and support to help manage their own or others’ feelings</li></ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Create a list and describe a range of different feelings (good and not so good) that occur in everyday situations</p> <ul style="list-style-type: none"><li>• Create a rollercoaster timeline of feelings. This could be over a year at school-how they feel at different time of the year. (show different intensity of feelings)</li><li>• Use scenarios and write responses. Explain the importance of noticing different feelings.</li></ul> <p>Ongoing (should see evidence throughout the unit)</p> <ul style="list-style-type: none"><li>• Create a toolkit of strategies to help cope in times of loss/grief (in response to a story) identify when feelings (good or not so good) might be overwhelming and describe how this can feel and that we can feel lots of different emotions all at once</li></ul> <p>See Outcome (describe some positive ways of sharing feelings, recognising that this can help manage them)</p> |                 |  |                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <p><b>(Health and Well Being)</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <p><b><i>SEND- Please see the separate SEND planning and choose the most appropriate targets</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <p><b>Key Skills and attributes</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Possible evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | <p><b>Resilience</b> (including self-motivation, perseverance and adaptability)<br/><b>Self-regulation</b> (including promotion of a positive, growth mindset1 and managing strong emotions and impulses<br/><b>Empathy and compassion</b> (including impact on decision-making and behaviour)<br/><b>Making Decisions</b></p>                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Being to deal with feelings in different situations (not just in the lesson)<br/>Shows evidence of being able to control emotions in challenging and highly charged situations. Has strategies that can be drawn upon.<br/>Listens well to others and adapts behaviour showing empathy. Offers support and advice to others.<br/>Shows ability to make good choices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                 |  |                                                                                                                                                                                                                                                                                            |  |
| <p><b>SEND</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |
| <p>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.</p>                                                                                                                                                                                                                                                                                                                      |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                 |  |                                                                                                                                                                                                                                                                                            |  |

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| Year: 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  | Subject: PSHE/RSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | Topic Question/Title: How can we manage risks in different places? |  | Term - Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | Curriculum - B |                                                                                                                                                                                        |  |  |
| <b>Prior Knowledge</b> <ul style="list-style-type: none"><li>• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li><li>• 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</li><li>• how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li><li>• how not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li><li>• 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</li></ul>                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                    |  | <b>Key Vocabulary</b><br>Risk, pressure, impact, online safety, laws, appropriate/inappropriate                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                | <b>Outcome</b><br>Create a list/poster of positive rules to help keep you safe<br><br>or<br><br>Create a short video giving advice on how to deal with peer pressure or a safety video |                                                                                     |  |
| <b>Future Learning</b><br>how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing <ul style="list-style-type: none"><li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li><li>• how laws surrounding the use of drugs exist to protect them and others</li><li>• why people choose to use or not use different drugs</li><li>• how people can prevent or reduce the risks associated with them</li><li>• that for some people, drug use can become a habit which is difficult to break</li><li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li><li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li></ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                                                                    |  | <b>Stimulus</b><br>Watch<br><a href="https://www.youtube.com/watch?v=FGv6sx0gOcc">https://www.youtube.com/watch?v=FGv6sx0gOcc</a><br>Make sure the children understand that some peer pressure can also be positive.<br><br><b>First hand experiences (enrichment)</b><br>Safer Internet Day (moved from 7 <sup>th</sup> Feb)                                                                                                                                                                                                                                                |  |                | <b>World of Work</b><br>Influencers<br>Tik-Tok stars<br>Social Media employers                                                                                                         |                                                                                     |  |
| <b>National Curriculum PoS</b><br><br>H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15<br><br><b>Concepts</b><br><br>To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                                                                    |  | Possible evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                |                                                                                                                                                                                        |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <ul style="list-style-type: none"><li>• Know how to recognise, predict, assess and manage risk</li><li>• Know how to keep safe in the local environment and less familiar locations</li><li>• Know how people can be influenced by peers and how to manage this</li><li>• Know the impact of online actions</li><li>• Know how to keep safe online/what is appropriate to share or not share online/Know how to report concerns about inappropriate online content and contact</li><li>• Know that rules, restrictions and laws help people keep safe and how to respond to rule/law breaking</li></ul> <b>(Living in the Wider World)</b> |  |                                                                    |  | <ul style="list-style-type: none"><li>-Label risks and create simple risk assessments for different scenarios (images of risky situations)</li><li>-Use or create maps with risky areas and advice of how of how to stay safe (e.g. canals, rivers, busy roads)</li><li>-Word clouds of influences</li><li>-Actions and Consequences puzzle pieces (2 pieces that fit)</li><li>-Sort appropriate and inappropriate things to share-maybe have a debate why E.g. is it ok...</li><li>-Research some laws, do group presentations of findings around different laws.</li></ul> |  |                |                                                                                                                                                                                        |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | Key Skills and attributes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                    |  | Possible evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |                |                                                                                                                                                                                        |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | <b>-Resilience</b><br><br><b>-Self-regulation</b><br><br><b>-Recognising and managing peer influence</b> and the need for peer approval, including evaluating perceived social norms<br><br><b>-Strategies</b> for identifying and accessing appropriate help and support<br><br><b>-Identification, assessment (including prediction) and management</b> of positive and negative risk to self and others<br><br><b>-Making decisions</b>                                                                                                                                                                                                 |  |                                                                    |  | <ul style="list-style-type: none"><li>-Being able to motivate oneself and persevere with a task</li><li>-Shows a growth mindset and is able to manage feelings</li><li>-Is able to make own choices under pressure in different situations</li><li>-Can identify where to seek support and who from</li><li>-Recognises risks and how to deal with them</li><li>-Makes positive non-risky decisions</li></ul>                                                                                                                                                                |  |                |                                                                                                                                                                                        |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  | 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.                                                                                                                                                                                                                                                    |  |                                                                    |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |                |                                                                                                                                                                                        |                                                                                     |  |

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| <b>Year:3/4      Subject: PSHE/RSE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <b>Topic Question/Title: <i>How will we grow and change?</i></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Term - Summer 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Curriculum - B</b>                                                                                                             |  |
| <b>PoS:</b> refs: H31, H32, H34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                   |  |
| <b><u>Prior Knowledge</u></b> <ul style="list-style-type: none"> <li>• how to recognise, name and describe a range of feelings</li> <li>• what helps them to feel good, or better if not feeling good</li> <li>• how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>• how feelings can affect people in their bodies and their behaviour</li> <li>• ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>• how to recognise when they might need help with feelings and how to ask for help when they need it</li> </ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b><u>Key Vocabulary</u></b><br><br>Change, puberty, emotions, feelings, acne,                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b><u>Outcome</u></b><br><br>Write a short guide for the next Year 3 and 4's on what to expect (not to worry) and how to get help |  |
| <b><u>Future Learning</u></b> <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>• Name the male and female genitalia</li> <li>• Know about the reproductive organs and process - how babies are conceived born/cared for</li> </ul>                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b><u>Stimulus</u></b><br><br>Put some word cards linked to puberty around the class for the children to go and read (eg. Spots, sweaty, hair, mood, emotional). Children read them and discuss what they link to (Not Year 5 learning)<br><br><b><u>First hand experiences (enrichment)</u></b><br><br>Have some products for the children to look at/maybe try (ensure no health and safety issues)                                                                                   |  | <b><u>World of Work</u></b><br><br>Health Worker<br><br>Nurse                                                                     |  |
| <b><u>National Curriculum PoS</u></b><br><br>refs: H31, H32, H34                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  | <b>Key Knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  | <b>Possible evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                   |  |
| <b><u>Concepts</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  | <ul style="list-style-type: none"> <li>• Understand what puberty is, how puberty can affect emotions and feelings and naming those feelings and emotions</li> <li>-Understand how to cope with emotions and feelings linked to puberty</li> <li>• Understand the need for personal hygiene routines and how these will change during puberty (know some key changes: greasy hair, skin, growth of hair)</li> <li>• Know how/where to ask for advice and support about growing and changing and puberty</li> </ul> <b>(Health)</b> |  | <ul style="list-style-type: none"> <li>-Create some word art with all the feelings and emotions linked to puberty or draw a picture of a person with thought bubbles full of emotions</li> <li>-Create a spectrum of emotions with strategies for dealing with each emotion (could be group or paired work)</li> <li>-Write some instructions for personal hygiene routines or comic strip explaining a good hygiene routine</li> <li>-Create a short guide with signposting</li> </ul> |  |                                                                                                                                   |  |
| <b>Managing Change (puberty and emotions)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  | <b>Key Skills and Attributes</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | <b>Possible evidence</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Resilience</b> (including self-motivation, perseverance and adaptability)<br><br><b>Strategies</b> for identifying and accessing appropriate help and support<br><br><b>Developing and maintaining a healthy self-concept</b> (including self-confidence, realistic self-image, selfworth, assertiveness, self-advocacy and selfrespect)<br><br><b>Analysis</b> (including separating fact and reasoned argument from rumour, speculation and opinion)                                                                         |  | Recognises that change will happen and it is normal but challenging<br><br>Can say where to seek advice<br><br>Can see change as positive thing<br><br>Shows understanding of the facts                                                                                                                                                                                                                                                                                                 |  |                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>SEND</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | 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.                                                                                                                                           |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Every week- Recap Code of Conduct</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                   |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  | <b>Remind Children of ‘Ask it Basket’</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                   |  |

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| Year: 3/4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  | Subject: PSHE/RSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  | Topic Question/Title: <i>How can our choices make a difference to others and the environment?</i> |  | Term - Summer 2                                                                                                                                                                                                                                                                 |  | Curriculum - B |                                                                                                     |  |  |
| <b>Prior Knowledge</b><br><b><u>Living in the Wider World</u></b><br>how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively <ul style="list-style-type: none"><li>the responsibilities they have in and out of the classroom</li><li>how people and animals need to be looked after and cared for</li><li>what can harm the local and global environment; how they and others can help care for it</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  | <b><u>Key Vocabulary</u></b><br>Protect, environment, choices, care, concern, compassion, act.                                                                                                                                                                                  |  |                | <b><u>Outcome</u></b><br>Create a bug hotel or bug boxes or raise money for a charity               |                                                                                     |  |
| <b><u>Future Learning</u></b><br>Some of the future learning on the Environment will be covered through Year 5 and 6 Geography topics<br>Children will also learn through<br><b><u>Living in the Wider World</u></b><br>how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions <ul style="list-style-type: none"><li>that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li><li>that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li><li>to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li><li>how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li><li>how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li><li>to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li></ul> |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  | <b><u>Stimulus</u></b><br>Greta Thunberg video (watch until 4.55)<br><a href="https://www.youtube.com/watch?v=KAJsdgTPJpU">https://www.youtube.com/watch?v=KAJsdgTPJpU</a><br><br><b><u>First hand experiences (enrichment)</u></b><br>Help with the gardening with Mr Arnfield |  |                | <b><u>World of Work</u></b><br>Environmentalists<br>Climate Campaigners<br>Renewable energy workers |                                                                                     |  |
| <b><u>National Curriculum PoS</u></b><br>L4, L5, L19, R34<br><br><b><u>Concepts</u></b><br><b>Rights</b> (including the notion of universal human rights), <b>responsibilities</b> (including fairness and justice)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  | Key Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |                                                                                                   |  | Possible evidence                                                                                                                                                                                                                                                               |  |                |                                                                                                     |                                                                                     |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  | Create a choice and consequence matching game/display showing the choices we make and how they can affect the environment.                                                                                                                                                      |  |                |                                                                                                     |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  | Follow the journey of a plastic bottle or similar and the effect it has on the ocean. Giving opinions. Look at how we ship our rubbish to other countries.                                                                                                                      |  |                |                                                                                                     |                                                                                     |  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  | RSPCA compassionate class-Animal heroes. Create animal hero fact-files or care guides. Research bug homes and make some.                                                                                                                                                        |  |                |                                                                                                     |                                                                                     |  |
| Research the work of different charities in groups and feedback to the class. Maybe the class could decide to support a charity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  |                                                                                                                                                                                                                                                                                 |  |                |                                                                                                     |                                                                                     |  |
| <i>Also see resources and linked activities on the programme builders.</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  |                                                                                                                                                                                                                                                                                 |  |                |                                                                                                     |                                                                                     |  |
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| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  |                                                                                                   |  |                                                                                                                                                                                                                                                                                 |  |                |                                                                                                     |                                                                                     |  |