

Year 3 and 4 PSHE and safeguarding curriculum

Term and Topic	Learning objectives/ Key questions	Summary of outcomes/ Success criteria	Resources
<p>Autumn term 1</p> <p>Personal responsibility</p>	<p>Lesson 1: What is special about me?</p> <p>Lesson 2: What makes me feel good about myself?</p> <p>Lesson 3: How do I feel/ What affects my mood?</p> <p>Lesson 4: How can I manage my feelings (Including feelings of loss)</p> <p>Lesson 5: How can I develop my resilience?</p> <p>Lesson 6: Why do we keep clean?</p> <p>Lesson 7: What keeps me healthy/ in balance</p> <p>What is an 'active lifestyle'?</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> . What is special about me? . My thoughts, feelings . What affects our energy levels and the way we feel . Recognising how these feelings can affect our behaviour . Resilience . Hygiene . Diet, exercise and sleep . Illness, wellness and balance . Managing feelings . Self-worth . Anxiety- triggers, positive strategies for coping . Bereavement (of pets) 	<p>SEAL</p> <p>-Good to Be Me, Going for Goals, New Beginnings, Changes</p> <p>Exploring feelings and difficult situations PDF (www. pshe-association.org.uk)</p> <p>Facts4Life scheme of work</p> <p>GHLL Resilience scheme (Make me a Superhero)</p> <p>Positive Coping Strategies</p> <p>-GHLL 'Focused for Learning' resource (Mindfulness Principles) (See folder)</p> <p>-GHLL 'Counting Sleep' learning resource- Promoting positive sleep patterns (See folder)</p>

Year 3 and 4 PSHE and safeguarding curriculum

<p>Autumn Term 2 Keeping Myself Safe</p>	<p>Lesson 1: To identify a place where we feel safe and consider what it is like to feel safe</p> <p>Lesson 2: To recognise the physical feelings we get when we are feeling unsafe</p> <p>Lesson 3: To learn that there are different levels of 'feeling scared' and that people might have different feelings about the same thing</p> <p>Lesson 4: To start to think about strategies we might use when we are feeling unsafe</p> <p>Lesson 5: To learn to recognise inappropriate touch and what to do in a situation where this occurs</p> <p>Lesson 6: To recognise when we might need to share a secret and when it is alright to keep a secret to ourselves</p>	<p>Lesson 1: .Think of a place where we feel safe</p> <p>. Imagine that place and describe some of the things that can be seen/heard/felt</p> <p>Lesson 2: .Draw 2 things on a picture that show how our body tells us we are not feeling safe</p> <p>.Explain what 'uh-oh feelings' are</p> <p>Lesson 3: Name a scary thing that people might choose to do for fun</p> <p>. Show how a scary activity would make them feel if they had to do it</p> <p>. Recognise and accept that people may have different feelings about doing a scary activity</p> <p>Lesson 4: .Suggest one thing Little Red Riding Hood could have done to keep herself safe</p> <p>. Explain that there is nothing so awful or small that we can't talk with someone about it</p> <p>Lesson 5: .Say whether someone has a choice or not about a given scenario</p> <p>.Say what to do if someone touches them in a way that makes them feel uncomfortable</p> <p>.Say whether a secret is safe to keep or best tell someone</p>	<p>GHLL 'Keeping Myself Safe' learning resource- A resource to promote protective behaviours (See folder)</p>
------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------

Year 3 and 4 PSHE and safeguarding curriculum

<p>Spring Term 1</p> <p>Keeping Myself Safe (Continued)</p>	<p>Lesson 1: To learn about personal networks and how these can provide us with help</p> <p>Lesson 2: To understand when and how to use a personal network to ask for help</p> <p>Lesson 3: How do I stay safe online?</p> <p>Lesson 4: How do I manage appropriate relationships online?</p> <p>Lesson 5: What is a drug?</p> <p>What does 'Smokefree' mean?</p> <p>Lesson 6: To revisit the concepts learnt during this unit of work</p>	<p>Lesson 1: Explain what a personal network is</p> <p>.Name one type of person who might be on a personal network</p> <p>.Name two people on our personal network</p> <p>Lesson 2: .Describe one feeling that someone might get if they were not feeling safe</p> <p>.Suggest one thing someone could do if they were not feeling safe</p> <p>.Demonstrate that they can ask for help</p> <p>Lesson 3 and 4: .Identify potential dangers of the internet</p> <p>Lesson 5: .Identify different types of drugs and their uses, including medical drugs</p> <p>Lesson 6: .Name and explain the key ideas in this unit of work</p>	<p>GHLL 'Keeping Myself Safe' learning resource- A resource to promote protective behaviours</p> <p>GHLL Drugs scheme of work</p> <p>Smokefree Resource</p> <p>-NHS/GHLL- Breath of Fresh Air</p> <p>https://www.thinkuknow.co.uk/8_10/</p> <p>http://www.nspcc.org.uk/Inform/publications/downloads/intheknow_wdf48158.pdf</p> <p>GHLL Equalities scheme</p>
-------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 and 4 PSHE and safeguarding curriculum

<p>Spring Term 2</p> <p>Mental health- 'Sometimes My Brain Hurts'</p>	<p><i>What is Mental Health and Mental Illness?</i></p> <p>Lesson 1: Comparisons with Physical Health</p> <p>Lesson 2: Mental Illness</p> <p><i>What helps and what does not?</i></p> <p>Lesson 3: Healthy minds and healthy brains</p> <p>Lesson 4: Finding support</p> <p><i>Why is Mental Health important?</i></p> <p>Lesson 5: What happens when you become unwell?</p> <p>Lesson 6: Language for Mental Health</p>	<p>Lesson 1: .To gain some understanding of what is meant by the term mental health</p> <p>.For children to appreciate we all have mental health</p> <p>. To make some comparison with mental and physical health</p> <p>Lesson 2: .To look more closely at what affects our physical and mental health</p> <p>.To be introduced to mental ill health and what that might look like</p> <p>Lesson 3: .For pupils to explore what impacts upon both our mental and physical health</p> <p>.To consider how different things affect different people</p> <p>.To gain some understanding that becoming mentally unwell is not a choice</p> <p>Lesson 4: For pupils to understand how support from friends and family promotes positive mental health</p> <p>Lesson 5: By the end of the session pupils will have considered how they might recognise a mental health problem</p> <p>Lesson 6: By the end of the lesson pupils will have explored some language associated with mental health.</p>	<p>The Mental Health Handbook for Primary School- Raising Awareness of Mental Health Issues and How to Deal with Them (Belinda Heaven) (See folder)</p> <p>Whole school mental health folder</p>
-----------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 and 4 PSHE and safeguarding curriculum

<p>Summer Term 1</p> <p>Citizenship and British Values</p>	<p>Lesson 1: What are our class and school rules and why do we have them?</p> <p>What other rules do you know about?</p> <p>Lesson 2: What is the difference between a rule and a law?</p> <p>How are rules and laws made?</p> <p>Lesson 3: What are the UN Rights of the Child?</p> <p>Lesson 4: What jobs do you do at home?</p> <p>What roles do we have at home and at school?</p> <p>What are you responsible for at home and at school?</p> <p>Lesson 5: What is good about where we live?</p> <p>What would make it even better?</p>	<p>Children will learn about:</p> <p>.Why different rules are needed in different situations and how to take part in making them</p> <p>.Human rights and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</p> <p>.Different kinds of responsibilities, rights and duties at home and at school</p>	<p>http://www.unicef.org/rightsite/files/uncrccilldfriendlylanguage.pdf</p> <p>https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804.</p> <p>http://www.oxfam.org.uk/~media/Files/Education/Resources/Childrens%20rights/lesson4_exploring_rights.ashx</p>
------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Year 3 and 4 PSHE and safeguarding curriculum

<p>Summer Term 2</p> <p>Media influence/ Financial capability/ Changes</p>	<p>Lesson 1: How do we feel about the events we see through the media?</p> <p>Lesson 2: Does the media always present events factually?</p> <p>How do we engage with what we see through the median?</p> <p>Lesson 3: How do I manage my pocket money?</p> <p>Lesson 4: Where does our money come from?</p> <p>Lesson 5: To reflect on the changes that have taken place in our lives</p> <p>Lesson 6: To understand the feelings that sometimes arise from changes</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> . Reacting to events on TV e.g. terrorism, racism, inappropriate behaviour of role models . Advertising e.g. influence, bias, distortion . Monetary value and the notion of saving up for purchase . Different sources of income . Different forms of money and payment . Understanding change 	<p>http://www.bbc.co.uk/newsround/</p> <p>SEAL Changes Yellow set scheme of work</p>
------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------