

Autumn Term	Spring Term	Summer Term
Theme: Health and Wellbeing	Theme: Relationships	Theme: Living in the wider world
<i>Where we learn to keep ourselves and others happy, healthy and safe in the world around us.</i>		
<p>Key Objectives: Lesson 1: Can I understand what it means to lead a healthy life? • To understand and plan for a healthy lifestyle including physical activity, rest and diet. • I understand what a balanced diet is. • I know that what I eat affects my mood and behaviour. • I understand that I need more energy from food when I am more energetic. L1 Key Vocabulary: Exercise Balance Diet Energy Intake</p> <p>Lesson 2: Can I identify the benefits of healthy eating? • To understand the benefits of healthy eating and dental health. • I can describe the benefits of a healthy diet on mental and physical wellbeing. • I understand the importance of good oral hygiene. • I understand the importance of keeping well hydrated L2 Key Vocabulary: Teeth Healthy Balanced Food group</p> <p>Lesson 3: Can I identify my own strengths and how these can help others? • To identify my own strengths and begin to see how they can affect others • I can say what I am good at • I understand that I can help other people • I can describe how I can use my strengths to help others • I understand how my behaviour and actions affect other people. L3 Key Vocabulary: Hero Strengths Power</p> <p>Lesson 4: Can I learn how to overcome problems and barriers? • I can identify a problem or barrier. • To break down barriers into smaller, achievable goals. • I can break down a problem into smaller goals. • I can create a plan to overcome a barrier or issue. L4 Key Vocabulary: barriers strategy</p> <p>Lesson 5: Can I identify the role I can play in an emergency situation? (Building on from Year 1) • To understand the role that I can take in an emergency situation. • I understand it is most important to ensure the safety of myself and others in the event of an emergency. • I can assist in an emergency by correctly calling for help. • I know the information I need to give to emergency services if they are called to an incident. L5 Key Vocabulary: emergency hazard 999 / 111 emergency services emergency operator location injuries</p>	<p>Key Objectives: Lesson 1: Can I explore the role families play in our lives? • To understand that families love and support each other but sometimes problems can occur and help is available if Needed. • I understand that all families are different • I can explain ways in which families support each other • I know there are people who can help if I am worried about anything in my family L1 Key Vocabulary: Family Different Support Care Love Problem Help</p> <p>Lesson 2: Can I learn how to resolve conflict within friendships? • To understand that friendships have ups and downs and that problems can be resolved. • I understand that I may experience problems with my friends and this is normal. • I can explain some steps I can take to resolve problems with my friends. • I understand that violence is never the right way to solve a problem. L2 Key Vocabulary: Friend Problem Talking Listening Calm Forgive Apologise</p> <p>Lesson 3: Can I identify what bullying is? • To begin to understand the impact of bullying • I understand what bullying is • I can explain some of the possible effects of bullying • I know what help is available in my school if someone is being bullied L3 Key Vocabulary: Bullying Repeated Physical Emotional Report</p> <p>Lesson 4: Can I learn how to communicate effectively with others? • To listen and communicate effectively • I understand that there are different ways to communicate • I can communicate my meaning without talking • I can listen and show that I'm listening • I know how to be a good listener L4 Key Vocabulary: Communicate Communication Listen Empathy Sympathy Open questions</p> <p>Lesson 5: Can explore the differences between people and learn how to respect difference? • To begin to understand the differences between people and why it is important to respect these differences • I can identify similarities and differences between people • I understand how I should treat people who are different to me L5 Key Vocabulary: Same Different Similar Respect</p>	<p>Key Objectives: Lesson 1: Can I identify my own rights? • To begin to understand the UN convention on the rights of the child • I understand that children have rights • I can explain how some of these rights benefit me • I understand that not all children benefit from the rights • To understand the responsibilities of both children and adults to help all children benefit from their rights L1 Key Vocabulary: Rights UN/United Nations Convention on rights Benefit Responsibility</p> <p>Lesson 2: Can I explore the importance of rules and consequences? • To understand why we have rules and the consequences of breaking rules at school and home • I understand why we have rules at school and home • I can explain some of the consequences of breaking rules • I can identify whether a consequence is fair or not L2 Key Vocabulary: Rule Break Fair Consequence</p> <p>Lesson 3: Can I explore my local community? • To understand the groups which make up the community • I understand that there are buildings and places which are there for the community • I can explain what a community is • I can identify groups who exist in the community • I can explain the links between groups L3 Key Vocabulary: Building Community Purpose Support Together</p> <p>Lesson 4: Can I begin to consider a job I'd like to do in the future? • To understand that there are a range of jobs available and to think about what job they might want to do • I understand that there are many jobs available • I can identify jobs I might want to do • I can explain why I might be able to a particular job L4 Key Vocabulary: Job Career Skills Interests</p> <p>Lesson 5: Can I identify the different ways of paying for things? • To understand the different ways to pay for things and why people might choose them • I understand the different ways we can pay for things • I understand that even if I pay without cash I still need to have the money to cover the purchase • I can explain why people might chooses certain ways to pay • I understand that deciding how to pay for something is a personal choice L5 Key Vocabulary: Bank Building society Saving account Regular saver Interest Online banking</p>

Cross-Curricular Links:

P.E/Swimming: Healthy lifestyles. Making goals.

Computing:

I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged

I can give examples of how bullying behavior could appear online and how someone can get support

Math's: Money

Geography: Local environment.

Enrichment:

Autumn: Mindfulness Afternoon- Parental workshop.

Spring:

Summer:

Key Skills which can be revisited throughout other Subject Areas:

Daily Mood tracker – Emotions

P.E/Lunchtime: Healthy choices

Playtime/Lunch time- Looking after our environment.

Key Days:

World Mental Health Day (October)

Children in need (November)

Anti-Bullying Week. (November)

Red Nose day (March)

Safer Internet day (February)

Earth Day (April)

World Day for Cultural Diversity (May)

International Friendship Day (July)

Resources See Kapow individual lesson plan and linked resources.	Resources See Kapow individual lesson plan and linked resources.	Resources See Kapow individual lesson plan and linked resources.
<p><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></p> <ul style="list-style-type: none"> • a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices; • b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals; • c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action; • g. school rules about health and safety, basic emergency aid procedures and where to get help 	<p><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></p> <ul style="list-style-type: none"> • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view; d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help; • the conventions of courtesy and manners. • f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability; 	<p><i>Link to the National Curriculum – Taken from RSE government guidance 2021 and Citizenship 2015.</i></p> <ul style="list-style-type: none"> • b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules; • d. that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other; • g. school rules about health and safety, • e. about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; • f. to look after their money and realise that future wants and needs may be met through saving.

By the end of Year 3 children will be able to:

Know the different food groups and what a healthy balanced diet looks like.

Recognise their own strengths and how these can help and support others.

Know how to set achievable goals and break these aspirations into chunks.

Know the role they play in an emergency situation and how to assist.

Know the role of family in their life.

Know how to resolve conflict within friendships and recognise bullying and how to respond to this.

Know how to communicate effectively with others.

Explore the differences between people and know how to treat and respect people different to themselves.

Know the importance of rules and consequences as a result.

Know that children have legal rights and how these benefit them.

Know that there are places in the community that can they can use.

Consider what a job they would like to do in the future.

Know the different ways of paying for things.