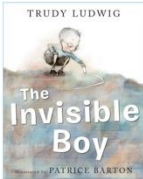




Autumn Term	Autumn 1 – How can we be a good friend? Autumn 2 – What keeps us safe?	
INTENT	IMPLEMENTATION	IMPACT
<p><u>KNOWLEDGE</u></p> <p><u>Autumn 1 – How can we be a good friend?</u> <u>Relationships</u> Pupils will learn:</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support <p><u>Autumn 2 – What keeps us safe?</u> <u>Health and Well being</u> Pupils will learn:</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns 	<p><u>ACTIVITIES</u></p> <p>Term 1</p> <ul style="list-style-type: none"> • Posters of ways in which we can be a good friend to others • Qualities that make a good friend • Friend recipes • Friendship poems about qualities that make a good friend • Instructional writing on how to be a good friend • How can we solve our differences – role play • Writing solutions to different problems using comic strips <p>Term 2</p> <ul style="list-style-type: none"> • Visit from police • Visit from Oscar car simulation • How can we keep safe within a car – instructional writing • Role play • Posters advertising childline and the number to phone • Recap over key principals of child line and children’s right to be safe. • Hygiene routines – classroom brushing of teeth. • First aid activities – St Johns website have lots for children 	<p><u>OUTCOMES</u></p> <ul style="list-style-type: none"> • Children will be able to talk about the different qualities that make a good friend • Children will demonstrate positive behaviours of being a good friend to others. • Children will be able to talk about and demonstrate ways to solve differences with their friends • Children will know how to keep safe in a car • Children will remember the ChildLine number • They will know that that they have a right to be heard and to stay safe and be looked after. <p><u>Simplification</u></p> <ul style="list-style-type: none"> • Drawing a picture of a friend and matching some key values and qualities to it. • Verbally talk about how we keep our teeth healthy and why it is important. <p><u>Challenge</u></p> <ul style="list-style-type: none"> • How can we be safe on the roads? • Explain the importance of being a good friend to others. How does this impact others?
<p><u>VOCABULARY</u> Keeping safe, friendship, differences, similarities, qualities, first aid</p>	<p><u>READING OPPORTUNITIES</u></p> 	<p><u>NEXT STEPS IN LEARNING</u></p> <p><u>Year 3 – PE</u> Links with how we keep fit and healthy and how this allows us to stay safe.</p> <p><u>Year 4 PSHE</u> – How we treat and respect others ;linked to previous learning about friendships.</p> <p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p>
<p><u>Links to jobs/ careers</u></p> <ul style="list-style-type: none"> • Nurse – body parts • Police – importance of feeling safe/ cared for and loved by family members or people who care for them • Dentist • Oscar – car simulation 		

		Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?
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LINKS - NSPCC, Red Cross, Johns Ambulance, Central Bedfordshire council Oscar, Twinkl Friendship lessons

National Curriculum links:
 Science – importance of keeping our teeth healthy. How can we keep them healthy?
 Drama – acting out scenarios of being a good friend.
 How do negative choices impact our body when we get older?

SEMH:
 Spiritual – children can reflect on their own lives and what they do to ensure that they are kind and caring to others.
 Moral – understanding that choices affect our bodies and can lead to unhealthy lifestyles.
 Social - people around us have different jobs that help to keep us safe.
 Cultural – Linking to different religions and their beliefs on friendships and the stories in their special books that help them to understand this.

Curriculum Coherence – Year 3 PSHE



Spring Term	ELECTRICITY / SOUND	
INTENT	IMPLEMENTATION	IMPACT
KNOWLEDGE	ACTIVITIES	OUTCOMES
<p>Spring 1 – What are families like?</p> <p>Relationships Pupils will learn:</p> <ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe <p>Spring 2 – What makes a community?</p> <p>Living in the Wider World Pupils will learn:</p> <ul style="list-style-type: none"> how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups what is meant by a diverse community; how different groups make up the wider/local community around the school how the community helps everyone to feel included and values the different contributions that people make how to be respectful towards people who may live differently to them 	<p>Term 1</p> <ul style="list-style-type: none"> Family tree Comparing family trees within small groups or as a whole class activity. Posters advertising ChildLine to be put up around school Writing about different celebrations that children’s families share. <p>Term 2</p> <ul style="list-style-type: none"> Walk into the local area to see what things are about in the community Church groups How are we all different? Role play. Each child creates a poster about their favourite hobby. 	<ul style="list-style-type: none"> Children will know how to care for members of their family They will talk about special days and celebrations that their family share They will be able to describe their family set up and be aware that not all families are the same They will be able to recite the ChildLine number and know that they can ring them if they feel unsafe within their family. Children will be able to name some classes/ groups/ clubs that belong to our local community. Children will understand that all people live different lives and that is okay. <p>Simplification</p> <ul style="list-style-type: none"> Draw your own family and add labels to it. Talk about what your family looks like Bring in some photos from home of family to talk about with an adult. <p>Challenge</p> <ul style="list-style-type: none"> Understanding that different people have different beliefs but that we are all equal. Have knowledge of different family types
<p>VOCABULARY Relationships, family, family tree, set up, community, hobby, club, belonging, faith</p> <p>Links to jobs/ careers</p> <ul style="list-style-type: none"> Church visit 	<p>READING OPPORTUNITIES</p>	<p>NEXT STEPS IN LEARNING</p> <p>Links with RE and different religions within the local community – discussion surrounding how people live in different ways.</p> <p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an</p>

		<p>accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?</p>
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LINKS

[NSPCC](#)
[RE Coherence documents and NC](#)

National Curriculum links:

Art – family portraits representing different family types within your class
 Geography – identifying the local area and talking about how this makes a community. Listing local things that bring us all together.
 History – How has our community changed over time?

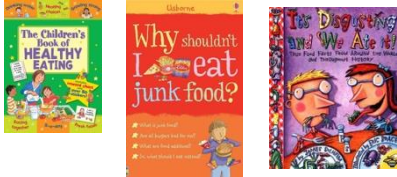
SEMH:

Spiritual – children can reflect on their own lives and understand that we are different and have different religious beliefs.
 Moral – knowing what is right or wrong within my family and knowing who to talk to if I don't like something that is happening at home.
 Social – understanding that all families look different.
 Cultural – Linking to different religions and their beliefs on friendships and the stories in their special books that help them to understand this.

Curriculum Coherence – Year 3 PSHE



Summer Term	IMPLEMENTATION	IMPACT
INTENT	ACTIVITIES	OUTCOMES
<p><u>KNOWLEDGE</u></p> <p><u>Summer 1 – Why should we eat well and look after our teeth?</u> <u>Health and Well-being</u> Pupils will learn:</p> <ul style="list-style-type: none"> • How to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care <p><u>Summer 2 – Why should we keep active and sleep well?</u> <u>Health and well being</u> Pupils will learn:</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Healthy me day smoothie making • How can we design and create a healthy meal with a balanced diet (links to D&T and food tech). • Balanced diet plate design • Instructional writing for teeth brushing • Instructional writing for making your favourite smoothie • Visit from a dentist <p>Term 2</p> <ul style="list-style-type: none"> • Writing about the importance of a healthy sleep routine • How can you sleep well • List of things that can help with sleep • Link with music – create own piece of calming music • Healthy bedtime snack design 	<ul style="list-style-type: none"> • Children will understand the importance of exercise, sleep and brushing their teeth. • They will be able to describe what will happen if these things don't happen • Children can name the different elements of a healthy and balanced meal • Children understand nutrients and where they come from. <p><u>Simplification</u></p> <ul style="list-style-type: none"> • Make a smoothie and talk about the different fruits that went in it. • Scaffold of a daily routine that can help us to stay healthy. <p><u>Challenge -</u></p> <ul style="list-style-type: none"> • Understand about vitamins and minerals and the role they play in keeping us healthy. • Understand the importance of sleep on our brain and body.

<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried 		
<p><u>VOCABULARY</u> Sleep, exercise, healthy, balanced diet, carbohydrates, protein, dairy, nutrients, vitamins</p> <p><u>Links to jobs/ careers</u></p> <ul style="list-style-type: none"> • Dentist • Healthy me day smoothie bike 	<p><u>READING OPPORTUNITIES</u></p> 	<p><u>NEXT STEPS IN LEARNING</u></p> <p>Children will be able to start to understand the steps they can take to be healthy and lead a healthy life.</p> <p>UPKS2 – Year 5 objectives: What makes up a person’s identity? What decisions can people make with money? How can we help in an accident or emergency? How can friends communicate safely? How can drugs common to everyday life affect health? What jobs would we like?</p> <p>Year 6 objectives: How can we keep healthy as we grow? How can the media influence people? What will change as we become more independent? How do friendships change as we grow?</p>
<p><u>LINKS</u> Healthy me day Links with PE – golden mile</p> <p>Links to NC Music – creating a piece of calming music Art – creating a piece of artwork that presents calm and tranquility. What would this look like? D&T – design and make a healthy lunch box. Cook some different healthy items.</p> <p><u>SEMH:</u> <u>S</u>piritual – understanding that our choices to keep healthy impact our mind and well-being. Moral – knowing what things improve healthy and well-being. Social – understanding that friends have different things that make them feel calm. Cultural – Linking to different religions and their beliefs on friendships and the stories in their special books that help them to understand this.</p>		