**Spring Term Overview Years 3/4 – PSHE**

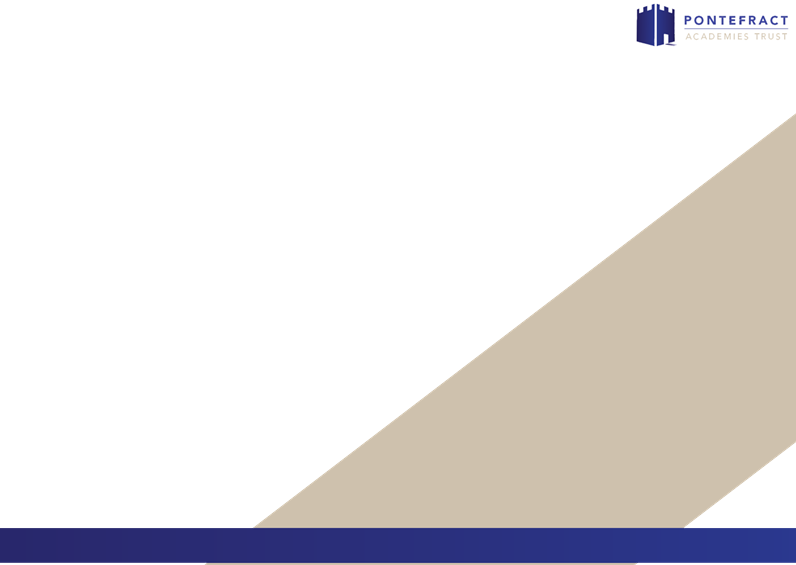
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| **Spring Term Book(s) – How to Train Your Dragon - 'The World Beyond Us'** | | |
| **Topic(s) – Healthy Living** | |  |
| **Assessment:** | Scrutiny of work produced in books across the 3 sessions. Teachers are to make judgements based upon children’s ability to recall VIPs, and key knowledge. | **Very Important Points (VIPs):**   * Feelings are important to help us stay happy and healthy. * It is normal to have more than one feeling at a time. * There are many feelings which different people can show in different ways. * You can help others feel better and understand when you are affecting other peoples feelings negatively and positively. * Looking after Mental Health is ensureing the promotion of a balanced and content mind that can help us blossom in life. * Many things in everyday life can affect our mental health and wellbeing. * We can have the power to tackle and change negative mental health. * Sometimes a secret can be a fun thing but sometimes it can make us feel uncomfortable. * If a secret makes us feel uncomfortable there is always someone there to help.   **Fat Question:**  Why is our Mental Heath as important as our Physical Health? |
| **Links to prior learning (sequencing) and canon book** | How To Train Your Dragon  The children will build on their LKS2 and KS1 knowledge based around feelings in themselves and others and how they can begin to manage these feelings. |
| **Links to other learning (cross fertilisation)** | PE – Links to fair play and good sportsmanship along with being part of a successful team.  Computing – Knowledge of how to identify and report cyberbullying. (Safer internet day)  Knowledge of how social media can have a positive but also a negative impact on our feelings and mental health.  **Thematic Questions**  **The World Beyond Us**  **How could our actions affect the mental health of someone in another country or place?**  **Modern Britain**  **What could be the consequences keeping a secret be?**  **Healthy body, Healthy minds**  **Is mental health as important as physical health?**  **Why?**  **The World Around Us**  **How can we manage our feelings outside of school to help manage our own mental health?**  **Culture**  **Do feelings and what affects them differ in other cultures?**  **Technology in Action**  **How can social media affect our mental health?**  **How can we use social media to premote positive mental health within ourselves and others?** |
| **Links to future learning** | This material will support children as they transition into UKS2.  It will support children in understanding how to recognise a wide range of feelings in ourselves and others and how their cations can have a significant impact on mental health. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | 50 things are personal to each individual school. However, the skills learnt in this unit will:  Help children to understand the importance of mental health in themselves and other both in and outside of school. They will know what to do if they recognise there could be a problem in this area.  Children will have a deeper understanding of mental health and how import it is in everyday life.  Children will understand what a secret is and the implications of keeping what might be a dangerous secret. They will understand what to do if they feel uncomfortable with a secret. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/ Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| Lesson 1 –  Feelings.  Children will recognise and discuss a variety of feelings within themselves and others.  Children will be able to identify ways in which they can have an impact on their own and others feelings.  Children will know what to do if they are worried about theirs or others feelings. | To identify feelings within myself and others. | (PSHE Association objectives)  I can identify feelings in others and explain what can help us and others feel better or worse.  I can show a range of responses I could give in reaction to the feelings of others. | Feelings  Empathy  Recognise  Positive  Negative  Reaction | **GD** – To demonstrate an understanding of a range of feelings. To know that these feelings do not always show themselves in the same way.  **SEND**  To recognise common feelings within ourselves.  To understand that you can affect others feelings both positively and negatively. | If someone is smiling/crying they are happy/sad.  Feelings are not important as we cannot always see them.    If I upset someone that is their problem not mine.  Children do not respect feelings within others.  Children think they can only have one feeling at a time. | See slides and planning on trust shared.  The slides will allow children to identify and discuss the different types of feelings. They will be able to understand how feelings can present themselves and why they are important.  The slides will help children to understand both positive and negative feelings and the impact these can have on us.  The tasks will allow children to portray their knowledge and understanding from the slides and the discussions as a class.  Plenary: A video to give ideas on how they could deal with BIG feelings.  https://youtu.be/dlLrnEO3bjA    **SEND:**  SEND task will have a strong focus on the different range of feelings and how they can help others.  SEND Deepen the moment:  Draw of picture of what your feelings might look like.  **Deepen the moment(s):**  What might happen if you do not respect someone’s feelings?  What should you do if someone does not respect your feelings? |
| Lesson 2 – Mental Health Awareness.  Children will be able to define mental health.  Children will have some understanding of positive and negative things which can affect their physical, mental and emotional health.  Children will have knowledge of some strategies to cope with promoting positivity in these areas within themselves and others. | To recognise the importance of Mental Health in ourselves and others. | (PSHE Association objectives)  Mental Health Awareness Week.  H1 (Yr3) Children are able to list things which have positive and negative impacts on their physical, mental and emotional health.  H1(Yr4) As above with strategies to begin to tackle negatives in these areas. | Importance  Positive  Negative  Identify  Strategy  Discrimination  Physical  Emotional  Mental | GD- To understand the importance of mental health and how to get help if they need it for themselves. To recognise problems in others and how to support. To understand their own actions in relation to others.  SEND- To focus on what mental health is and understand its importance. To know some of the feelings associated with poor mental health and who to contact for support for themselves and others. | Unable to distinguish what Mental and Emotional Health is.  If you can’t see it it’s not important.  If someone is smiling they are happy.  They do not recognise what can affect mental and emotional wellbeing.  They do not know how to get support.  They do not know who to get support from.  Lack of knowledge around discrimination. | See slides and planning.  The slides define Mental Health for the children. This helps children to understand its importance.  The slides then help children to understand what can affect their and other mental wellbeing.  The slides help children to understand how they can get support for others and themselves.  The tasks allow children to demonstrate their understanding of Mental Health. They then explain how they (and others) can receive support if they suspect a problem.  Plenary:  A range of videos to support learning.  **SEND:**  SEND children will focus on signs of positive and negative mental health through a drawing or written work. They will understand the feelings associated with poor mental health and know who to contact if support is needed.  **Deepen the moment(s)**  Why is your mental health as important as your physical health?  What could happen if we ignored our mental health?  Should we focus on just our own mental health? |
| Lesson 3 – Secrets  Children will know what a secret is and be able to define it.  Children are able to distinguish what a harmful secret might be.  Children will recognise when it is ok to keep a secret and when it is ok to share.(Be aware of schools safeguarding policy) | To understand that some secrets could be harmful, how to recognise this and how to get support if needed. | (PSHE Association objectives)  R9 (Yr3) Children produce an information page/poster outlining what a secret is, when confidentiality is appropriate and when it is ok to break a secret.  R9(Yr4) As above with a toolkit to advise where to get help if they or others need it. | Confidential  Secret  Good  Bad  Support  Uncomfortable  Privacy  Surprises  Peer pressure | GD- To know there could be consequences that could come from a secret. Children will also be able to understand the wider implications that could occur from keeping a harmful secret.  SEND- To know that sometimes secrets are good (Birthday) and sometimes they can be harmful to themselves or others. To recognise what a harmful secret could be. | Children may believe that secrets are always a good thing and have no consequences.  Children may think they cannot say no.  Children may not be aware of the wider implications and consequences of a secret. | See slides and planning.  The slides define what a secret could be and allow children to discuss what a good/bad secret is and the consequences that could occur.  The slides allow children to discuss a range of different secrets and what the consequences could be. They will also discuss what the right thing to do is and the importance of saying no if it can put themselves and others in danger.  The task will allow children to look at a secret scenario. From the scenario they will answer questions about what the consequences may be and what should be done in that situation.  Plenary:  Children to discuss and answer the following question:  Why would a bully encourage you to keep a secret?  **SEND**:  SEND children will have the opportunity to draw what a secret could look like and understand that they will be able to say no if asked to keep a secret that makes them feel uncomfortable.  **Deepen the moment(s)**  Are some secrets more dangerous than others? Can you think of an example?  What should you say if you are asked to keep a secret that makes you feel uncomfortable? |
| Context (big picture learning)  Children will apply their learning into their own lives to help to understand feelings and the importance of mental health, secrets and how some secrets can be good and bad.  They will understand the different types of feelings that individuals have and how these are important to keep themselves and others happy and healthy.  They will be able to define mental health and recognise its importance alongside physical wellbeing. They will understand how to get help for themselves and others and know that we can affect our own and others wellbeing both in and out of school.  Children will know what a secret is and understand the consequences that could occur from keeping a bad secret. They will be able to apply their knowledge of confidentiality and understand the power of saying no to have a positive impact on themselves and others wellbeing. They will also recognise that a secret could sometimes even get us into trouble with the police. They will understand how to get help and support if they feel they need it or is they are just unsure of a secret. | | | | | | |

**Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Spring 1 – How to Train Your Dragon > PSHE)**

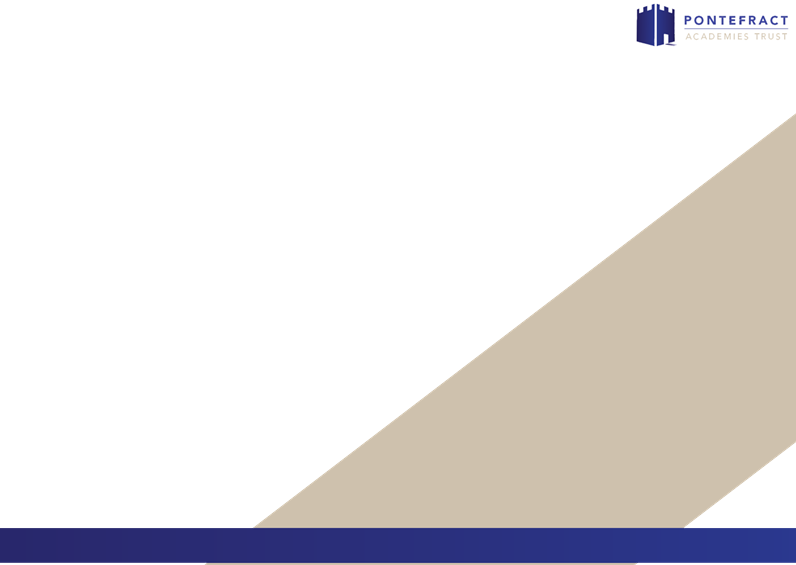
Lesson 1 L1



Lesson 2 L2

Lesson 3 L3





**Fat Question**

Why is our Mental Health as Important as our Physical Health?

**Key vocabulary**

* Personal wellbeing
* personal
* feelings
* empathy
* friendship
* discrimination
* support
* Mental Health
* Emotional Health
* Physical Health
* Wellbeing
* consequences
* unacceptable
* uncomfortable
* secret
* peer pressure
* confidentiality
* privacy

**VIPs:**

Feelings are important to help us stay happy and healthy.

It is normal to have more than one feeling at a time.

There are many feelings which different people can show in different ways.

You can help others feel better and understand when you are affecting other peoples feelings negatively and positively.

Mental Health is ensuring the promotion of a balanced and content mind that can help us blossom in life.

Many things in everyday life can affect our mental health and wellbeing.

We can have the power to tackle and change negative mental health.

Sometimes a secret can be a fun thing but sometimes it can make us feel uncomfortable.

If a secret makes us feel uncomfortable there is always someone there to help.

**Learning intent**

We will learn what a wide range of feelings are and how to recognise them in ourselves and others. We will identify both good and bad feelings and look at how to manage them.

We will define what Mental Health is and look at the things that can have a positive and negative affect on it. We will consider strategies to ensure a healthy mind along with a healthy body.

We will also learn about secrets and look at what a good secret and a negative secret might be.

**Year 3/4 PSHE Knowledge Organiser**