

Autumn 2 OVERVIEW YEAR 3/4 – PSHE

Term 2 Book(s) – The Lion, The Witch & The Wardrobe - 'The World Beyond Us'

Topic(s) – Healthy Living		
Assessment:	As well as work scrutiny, teachers are to make judgements based upon children's ability to recall VIPs, and key knowledge.	Very Important Points (VIPs): <ul style="list-style-type: none"> - A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally. - Bullying is purposely hurting someone else. - Bullying is repetitive - which means it happens again and again. It is not the same as something happening once. - Bullying can be physical, verbal or mental. It hurts the victim a lot and in many different ways. - Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. - Discrimination is when someone is treated differently or unfairly based on a variety of things such as their beliefs, their skin colour, whether they are a boy or a girl and even how old they are. - A dare is a challenge to do something risky. Fat Question: What causes someone to become a bully?
Links to prior learning (sequencing) and canon book	The Lion, The Witch & The Wardrobe Children will build on their KS1 and LKS2 knowledge around growing up and the changes that they will experience, as they grow older.	
Links to other learning (cross fertilisation)	<p><u>PE</u> – Finding and using your own personal space when participating in games and activities.</p> <p><u>Computing</u> – Knowledge of how to identify and report cyberbullying.</p> <p>Thematic Questions</p> <p><u>The World Beyond Us</u></p> <p>Could conflict occur between astronauts on the Internaitonal Space Station?</p> <p><u>Modern Britain</u></p> <p>What could be the consequences of a dangerous dare in Britain?</p> <p><u>Healthy body, Healthy minds</u></p> <p>How can bullying affect our mental health?</p>	

	<p><u>The World Around Us</u> Does bullying just happen in schools?</p> <p><u>Culture</u> Do personal boundaries differ in different cultures?</p> <p><u>Technology in Action</u> Has social media made bullying worse? Is it easier to seek help from bullying online?</p>	
Links to future learning	<p>This material will support children as they transition into UKS2. It will support children in understanding how personal boundaries, bullying and dangerous dares can affect our future.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>50 things are personal to each individual school. However, the skills learnt in this unit will:</p> <p>Help children to understand the importance of personal boundaries in the world around them and know that these are in place to keep themselves and others safe.</p> <p>Children will have a deeper understanding of bullying and the effects this can have on victims. This is important as they will have the knowledge of how to get help for themselves and others.</p> <p>Children will understand what a dare is and the implications of taking part in a dangerous dare. They will understand the importance of saying no if the dare is dangerous.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/ Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
<p>Lesson 1 – Personal boundaries.</p> <p>Children will identify what personal boundaries are.</p> <p>Children will understand there healthy and unhealthy boundaries.</p> <p>Children will be able to identify ways to keep themselves safe: Physically, mentally and emotionally.</p>	<p>To identify what personal boundaries are.</p>	<p>(PSHE Association objectives)</p> <p>R21 I can identify what personal boundaries are, what they are willing to share with their special people, family and friends. That they and others have the right to privacy.</p>	<p>personal safety personal boundary privacy</p>	<p>GD – To know what personal boundaries are. They will be able to identify healthy and unhealthy boundaries. They will be able to understand the importance of personal boundaries and the need for these to be respected. They can apply their knowledge to the world around them and identify the personal boundaries that they have as an individual.</p> <p>SEND- To understand the importance of physical boundaries, in particular, a focus on personal space as some children may struggle with this.</p>	<p>Personal boundaries only involves personal space.</p> <p>Personal boundaries are not important and it is ok if we break them sometimes.</p> <p>I can't say 'no' to someone who is not following my personal boundaries.</p> <p>Children do not respect someone's personal space.</p>	<p>See slides and planning on trust shared.</p> <p>The slides will allow children to identify and discuss the different types of boundaries. They will be able to understand why we have personal boundaries and that they are personal to each individual.</p> <p>The slides will help children to understand both healthy and unhealthy boundaries and the impact these can have on us.</p> <p>The tasks will allow children to portray their knowledge and understanding from the slides and the discussions as a class.</p> <p>Plenary:</p> <p>An 11-minute video from BBC bitesize will be used to consolidate learning as children will be able to see scenarios that involve personal boundaries.</p>

						<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-respecting-boundaries/zvyr8xs</p> <p><u>SEND:</u></p> <p>SEND task will have a strong focus on personal space and how this needs to be respected. Children will fill in the gaps in the sentences using the pictures to support them. They will then complete a deepen the moment task.</p> <p>SEND Deepen the moment:</p> <p>Draw of picture of what your personal boundaries are.</p> <p><u>Deepen the moment(s):</u></p> <p>What might happen if you do not respect someone's personal boundaries?</p> <p>What should you do if someone does not respect your personal boundaries?</p>
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<p>Lesson 2 – Anti-Bullying.</p> <p>Children will be able to define and recognise bullying.</p> <p>Children will have some understanding of what discrimination is.</p> <p>Children will know how to get support for themselves and others.</p>	<p>To recognise discrimination, bullying, its impact and how to get support for ourselves and others.</p>	<p>(PSHE Association objectives)</p> <p>Anti-Bullying Week</p> <p>Y3 R14/18 recognising discrimination, bullying, its impact and how to get support/help for ourselves and others.</p>	<p>bullying discrimination aggressive dispute conflict Actions Behaviour consequence Cyberbullying Physical Emotional Mental</p>	<p>GD- To know what bullying and discrimination are and be able to recognise this. To understand the impact of bullying on the victim. They know who to contact for support for themselves and others.</p> <p>SEND- To focus on bullying and be able to list some examples of each type of bullying. To know the feelings associated with bullying and who to contact for support for themselves and others.</p>	<p>Unable to define bullying.</p> <p>Bullying only happens once.</p> <p>There is only one type of bullying.</p> <p>They do not know how to get support.</p> <p>They do not know who to get support from.</p> <p>Lack of knowledge around discrimination.</p>	<p>See slides and planning.</p> <p>The slides define bullying for the children and show the different types of bullying. This helps children to understand what bullying is and what it looks like.</p> <p>The slides then help children to understand what discrimination is and provides some examples.</p> <p>The slides help children to understand how they can get support for others and themselves.</p> <p>The tasks allow children to demonstrate their understanding of bullying. They then explain how they (and others) can receive support if bullying is taking place.</p> <p>Plenary:</p> <p>A range of videos to support learning.</p> <p>https://www.bullying.co.uk/anti-bullying-week/anti-bullying-week-videos/</p> <p>SEND:</p> <p>SEND children will focus on bullying and be able to recognise different types of bullying either through a drawing or written work.</p>
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						<p>They will understand the feelings associated with bullying and know who to contact if support is needed.</p> <p><u>Deepen the moment(s)</u></p> <p>How does someone become a bully?</p> <p>Does bullying only happen at school? Explain your answer.</p> <p>Does bullying only happen with children? Explain your answer.</p>
<p>Lesson 3 – Dare.</p> <p>Children will know what a dare is and be able to define it.</p> <p>Children will discuss the implications of taking part in a dare and the consequences that could happen.</p> <p>Children will understand that peer pressure and bullying can be linked to dares and that</p>	<p>To understand what a dare is and how dangerous they can be.</p>	<p>(PSHE Association objectives)</p> <p>Y4 R15 – To look at what a dare is, how dangerous they can be and how they can be linked to peer pressure and bullying.</p>	<p>negotiation compromise behaviour dares challenges peer pressure</p>	<p>GD- To know what a dare is and the consequences that could come from taking part in a dangerous dare. Children will also be able to understand the wider implications that could occur from the dare, such as police involvement and videos being uploaded to social media.</p> <p>SEND- To know what a dare is and what could happen if they take part in a dangerous dare. To understand the</p>	<p>Children may think dares are fun and there are no consequences.</p> <p>Children may think they cannot say no.</p> <p>Children may not be aware of the wider implications and consequences of a dare.</p>	<p>See slides and planning.</p> <p>The slides define what a dare is and allow children to discuss what a dare is and the consequences that could occur.</p> <p>The slides allow children to discuss a range of different dares 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.</p> <p>The task will allow children to look at a dare scenario. From the scenario. they will answer questions about what the consequences may be and what should be done in that situation.</p>

saying 'no' is very important.				importance of saying no.		<p>Plenary:</p> <p>Children to discuss and answer the following question:</p> <p>Why would a bully encourage you to take part in a dare?</p> <p><u>SEND:</u></p> <p>SEND children will have the opportunity to draw what a dare looks like and understand that they will be able to say no if asked to take part in a dare.</p> <p><u>Deepen the moment(s)</u></p> <p>Are some dares more dangerous than others? Can you think of an example?</p> <p>What should you say if you are asked to do a dangerous dare?</p>
<p>Context (big picture learning)</p> <p>Children will apply their learning into their own lives to help to understand personal boundaries, bullying and how dangerous dares can be. They will understand the different types of personal boundaries that individuals have and how these are important to keep themselves and others safe. They will be able to define and identify bullying and discrimination. They will understand how to get help for themselves and others and know that bullying and discrimination is not just restricted to school. Children will know what a dare is and understand the consequences that could occur from a dangerous dare. They will be able to apply their knowledge of dares and understand the power of saying no to avoid getting into trouble with a range of people including the local authorities.</p>						

Folder name (Trust shared > Primaries > KS2 > Year 3/4 Planning > Cycle B > Autumn 2 - The Lion, The Witch & The Wardrobe > PSHE)

Lesson 1 L1

Lesson 2 L2

Lesson 3 L3

Year 3/4 PSHE Knowledge Organiser

Key vocabulary

- Personal safety
- personal
- privacy
- boundary
- bullying
- discrimination
- aggressive
- dispute
- conflict
- actions
- behaviour
- consequences
- cyberbullying
- mental
- emotional
- physical
- dares
- peer pressure

Learning intent

We will learn what personal boundaries are and how these are enforced by an individual to keep themselves and others safe. We will identify both healthy and unhealthy boundaries.

We will define and recognise bullying and discrimination. We will understand where we can get help for both ourselves and others.

We will also learn about dares and how these can be dangerous. We will explore the consequences of dares and how we can say no when we are asked to take part in a dangerous dare.

VIPs:

A healthy boundary is knowing that you need to control your behaviour to make sure you are safe; physically, mentally and emotionally.

Bullying is purposely hurting someone else.

Bullying is repetitive - which means it happens again and again. It is not the same as something happening once.

Bullying can be physical, verbal or mental. It hurts the victim a lot and in many different ways.

Cyberbullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Discrimination is when someone is treated differently or unfairly based on a variety of things such as their beliefs, their skin colour, whether they are a boy or a girl and even how old they are.

A dare is a challenge to do something risky.

Fat Question

What causes someone to become a bully?



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Association



