

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: PSHE/RSE Year Group: Year 3/4</b>	<b>Area of learning: Being My Best</b>
<p>Links to previous work/Remember when</p>	<ul style="list-style-type: none"> <li>● Explain how each of the food groups on the Eatwell Guide benefits the body;</li> <li>● Explain what is meant by the term 'balanced diet';</li> <li>● Give examples of what foods might make up a healthy balanced meal.</li> <li>● Explain how some infectious illnesses are spread from one person to another;</li> <li>● Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>● Suggest medical and non-medical ways of treating an illness.</li> <li>● Develop skills in discussion and debating an issue;</li> <li>● Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>● Empathise with different viewpoints;</li> <li>● Make recommendations, based on their research.</li> <li>● Identify their achievements and areas of development;</li> <li>● Recognise that people may say kind things to help us feel good about ourselves;</li> <li>● Explain why some groups of people are not represented as much on television/in the media.</li> <li>● Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> <li>● Understand and explain how the brain sends and receives messages through the nerves.</li> <li>● Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>● Describe how food, water and air get into the body and blood.</li> </ul>
<b>Term</b>	<b>Year 3/4 -Key Skills to be taught</b>
<p><b>Summer 1 2022</b></p> <p>What the children should know at the end of this series of lessons</p>	<ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide.</li> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>● Understand how to make a clear and efficient call to emergency services if necessary.</li> <li>● Understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>

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## Vocabulary

individual, unique, choices, wellbeing, mental health, recycle, reduce, reuse, repair, balanced diet, first aid, accident, breathing, airway, choking, burn, scald, emergency.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>What makes me ME!</p> <ul style="list-style-type: none"> <li>● Identify ways in which everyone is unique;</li> <li>● Appreciate their own uniqueness;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-me-me-">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-me-me-</a></p>
2	<p>Making Choices</p> <ul style="list-style-type: none"> <li>● Give examples of choices they make for themselves and choices others make for them;</li> <li>● Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-choices">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/making-choices</a></p>
3	<p>SCARF hotel</p> <ul style="list-style-type: none"> <li>● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>● Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/scarf-hotel">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/scarf-hotel</a></p>
4	<p>Harold's Seven Rs</p> <ul style="list-style-type: none"> <li>● Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>● Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-seven-rs">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/harolds-seven-rs</a></p>
5	<p>Basic First Aid</p> <ul style="list-style-type: none"> <li>● Understand how to make a clear and efficient call to emergency services if necessary.</li> <li>● Understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/basic-first-aid-3">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/basic-first-aid-3</a></p>

**Learning Outcome/product**

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I can give a few examples of different things that I do already that help me keep healthy.  
I can give different examples of some of the things that I do already to help look after my environment.

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

## **End of unit assessment questions**

Children can answer the following questions in their books.

Ask the children to have a think about, and then write their ideas about each of the following:

1. Things I can do for myself now to keep healthy
2. Things I can do in the future to keep myself healthy
3. Things I can do now to help look after my environment
4. Things I can do in the future to help look after my environment