

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



Subject: PSHE/RSE Year Group: Year 3/4		Area of learning: Me and My Relationships
Links to previous work/Remember when	<ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • The conventions of courtesy and manners. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. • Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); • Explain where someone could get help if they were being upset by someone else's behaviour. 	
Term	Year 3/4	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. • Demonstrate strategies for working on a collaborative task; • Define successful qualities of teamwork and collaboration. 	

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	<ul style="list-style-type: none"> • Demonstrate a range of feelings through their facial expressions and body language; • Recognise that their feelings might change towards someone or something once they have further information. • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.
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Vocabulary

positive, healthy, respect, responsibilities, qualities, excluded, assertive, aggressive, negotiate, compromise, sad, unhappy, lonely, alone, isolated, apologetic, unking, body language, bully, pressure, tease

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Ok or not ok? (part one)</p> <ul style="list-style-type: none"> • Explain what we mean by a 'positive, healthy relationship'; • Describe some of the qualities that they admire in others. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-1</p>
2	<p>Ok or not ok? (part two)</p> <ul style="list-style-type: none"> • Recognise that there are times when they might need to say 'no' to a friend; • Describe appropriate assertive strategies for saying 'no' to a friend. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-or-not-ok-part-2-1</p>
3	<p>An email from Harold!</p> <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; • Explain how different words can express the intensity of feelings. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-email-from-harold</p>
4	<p>Different feelings</p> <ul style="list-style-type: none"> • Identify a wide range of feelings;

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	<ul style="list-style-type: none"> • Recognise that different people can have different feelings in the same situation; • Explain how feelings can be linked to physical state. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/different-feelings</p>
5	<p>Under Pressure</p> <ul style="list-style-type: none"> • Give examples of strategies to respond to being bullied, including what people can do and say; • Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/under-pressure</p>

Learning Outcome/product

I can give a lot of examples of how I can tell a person is feeling worried just by their body language.

I can say what I could do if someone was upsetting me or if I was being bullied.

Assessment records	List only those children who have not achieved the expected outcomes.

End of unit assessment question

What can a person do to help themselves if they are worried about being bullied?

What could their friend do to help them if they were being bullied?