

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<b>Subject: PSHE/RSE</b>		<b>Area of learning: Me and My Relationships</b>	
<b>Year Group: Year 3/4</b>			
Links to previous work/Remember when	<ul style="list-style-type: none"> <li>● Suggest actions that will contribute positively to the life of the classroom;</li> <li>● Make and undertake pledges based on those actions.</li> <li>● Use a range of words to describe feelings;</li> <li>● Recognise that people have different ways of expressing their feelings;</li> <li>● Identify helpful ways of responding to other's feelings.</li> <li>● Recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>● Explain where someone could get help if they were being upset by someone else's behaviour.</li> <li>● Recognise that friendship is a special kind of relationship;</li> <li>● Identify some of the ways that good friends care for each other.</li> <li>● Explain the difference between bullying and isolated unkind behaviour;</li> <li>● Recognise that there are different types of bullying and unkind behaviour;</li> <li>● Understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>● Understand and describe strategies for dealing with bullying:</li> <li>● Rehearse and demonstrate some of these strategies</li> </ul>		
<b>Term</b>	<b>Key Skills to be taught</b>		
<b>Autumn 2024</b>  What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> <li>● Explain why we have rules;</li> <li>● Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>● Suggest appropriate rules for a range of settings;</li> <li>● Consider the possible consequences of breaking the rules.</li> <li>● Identify people who they have a special relationship with;</li> <li>● Suggest strategies for maintaining a positive relationship with their special people.</li> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> <li>● Express opinions and listen to those of others;</li> <li>● Consider others' points of view;</li> <li>● Practise explaining the thinking behind their ideas and opinions.</li> </ul>		

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## Vocabulary

cooperate, collaborate, friendship, falling out, conflict, point of view, compromise, continuum, opinions, respect, courteous, apologise, dare, persuade, feelings.

Sequence of learning	Learning Objectives/outcomes	Suggested lesson outline
1	<ul style="list-style-type: none"> <li>To understand the zones of Regulation.</li> </ul>	Recap Zones of Regulation  <b>Complete pre assessment task (see end of unit task below for details).</b>
2	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> </ul>	As a rule  <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/as-a-rule</a>
3	<ul style="list-style-type: none"> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>	Looking after our special people  <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/looking-after-our-special-people</a>
4	<ul style="list-style-type: none"> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>	How can we solve this problem?  <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-can-we-solve-this-problem</a>  I can discuss situations and how an argument might have started. I can think about some possible

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		<p>strategies which would help to resolve a situation. I can work in a group to act out a situation and discuss what has happened and how it can be resolved.</p> <p>Choose a scenario and answer 2 questions</p> <p>How does each character feel?</p> <p>How can they solve this conflict in a friendly way?</p>
5	<ul style="list-style-type: none"> <li>● Identify qualities of friendship;</li> <li>● Suggest reasons why friends sometimes fall out;</li> <li>● Rehearse and use, now or in the future, skills for making up again.</li> </ul>	<p>Friends are special</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friends-are-special-1</a></p> <p>Discuss what are the qualities of a good friend.</p> <p>Discuss how friends can sort out a problem.</p> <p>Create a class strategies list for making up with a friend.</p> <p>Create a word bank of what friends are and then strategies for sorting out problems</p>
6	<ul style="list-style-type: none"> <li>● Express opinions and listen to those of others;</li> <li>● Consider others' points of view;</li> <li>● Practise explaining the thinking behind their ideas and opinions.</li> </ul>	<p>Thanks</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thanks">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/thanks</a></p> <p>What is an opinion?</p> <p>Why don't we all have the same opinion?</p> <p>Can opinions be right or wrong?</p> <p>Even if we don't agree with someone else's opinion, can we be friends with them?</p>
7	<ul style="list-style-type: none"> <li>● Explain what a dare is;</li> <li>● Understand that no-one has the right to force them to do a dare;</li> </ul>	<p>Dan's dare</p> <p><a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/dans-dare</a></p>

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	<ul style="list-style-type: none"> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>	<p>After listening to the story and discussing it, answer these questions.</p> <p>What is a 'dare'? (our class definition)</p> <p>When are some dares ok and when are some not ok ?</p> <p>What can I do if I am dared to do something I find uncomfortable?</p>
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### Learning Outcome/product

I can communicate my feelings and use this to try to manage my emotions.  
 I can say why friends may fall out and how they can make up.  
 I know how to look after my friends and stay friends.

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

Assessment records	List only those children who have exceeded the expected outcomes.

### End of unit assessment question

Hand out the Pupil Assessment activity sheet (saved in MTP folder) then follow the script:

SCENARIO 1: Sienna threw Jordan's ball on the school roof on purpose. It's not going to come down. What happens next?

1. In the box marked 1a. draw or write (or talk to a grown up about) what you think they could do to sort out this problem. Try to fit your ideas above the line in the middle of the box.

SCENARIO 2: The class is trying to decide which charity to support for a school fundraising event. There are four different charities to choose from and they can't agree. What should they do?

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2. In the box marked 1a. draw or write (or talk to a grown up about) what you think they could do to sort out this problem. Try to fit your ideas above the line in the middle of the box.

3. On the back of this paper draw or write (or talk to a grown up about) what is meant by the word 'cooperation'. What skills are needed to cooperate? (Stress that the children don't need to worry if they can't think of much – that's fine. It's not a test. Just write or draw what they can think of now.)

### **Post unit assessment instructions:**

Hand out the same pupil assessment activity sheet completed previously, then repeat the same instructions as before, this time using a different colour pen or pencil. Children can write or draw (or tell a grown up) any new ideas that they might have now.

Remember to include activity 3, asking children to add as many new ideas as they can think of about the skills needed to cooperate.