

SUBJECT: PSHE

YEAR GROUP: 3

UNIT: Health and Wellbeing

Healthy lifestyles; Growing and Changing; Keeping safe

TERM: 2

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
<p>SESSION 1</p> <p>NB the pupil's decisions and thinking is informed by what they already know. People whom pupils care about and who give them advice and media may not always be the best source of information.</p>	<p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced diet)</p>	<p><i>Talk about what it means to make an informed choice and give examples of the kinds of choices we have to make in daily live.</i></p> <p><i>Identify steps that support making an informed choice.</i></p> <p><i>Describe choices that have positive consequences on their health.</i></p> <p><i>Talk about what food they think should be eaten regularly to maintain good health and identify other ways of maintaining good health Eatwell Plate)</i></p> <p>Help pupils to clarify that you can love and care for someone but not necessarily agree with them.</p>	<p>Making decisions and choices</p> <p>Looking at evidence</p>	<ul style="list-style-type: none"> • What do we think we do to make and keep ourselves healthy? • Is there anything else that we need to do? • Do we always have to believe/trust what people / media tell us about health choices? • How do we decided what is best for us? 	<p>http://www.nhs.uk/Livewell/Goodfood/Pages/the-eatwell-guide.aspx</p>
<p>SESSION 2</p> <p>NB Family culture and circumstances determine how much choice pupils have about food. It is important to be sensitive to cultural values some pupils may have around</p>	<p>To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet.</p>	<p><i>Explore opportunities they have to make choices about food – breakfast cereal / shopping/ school lunch.</i></p> <p><i>Explain what they need to consider when making these choices.</i></p> <p><i>Describe the benefits of a balanced diet:</i></p> <p>(Terms such as 'unhealthy', 'fattening', 'good' or 'bad' foods are not helpful. It is more preferable to talk about moderating intake of some food groups and that a balanced diet means eating from all the main food groups)</p>	<p>Making decisions and choices.</p> <p>Recalling and applying knowledge and skills.</p> <p>Looking at evidence</p>	<ul style="list-style-type: none"> • What do we know about healthy eating and how it keeps our bodies healthy? • Who makes the choices for us about what we eat? • What choices are we able to make for ourselves? • Are these always the right choices? • What helps us to choose? • What do I need to know before I make these choices? • Is there anything we should/could change? 	<p>Benefits of balanced diet: https://www.youtube.com/watch?v=5TOD_8OwvOk&feature=youtu.be</p> <p>Choices when shopping: https://www.youtube.com/watch?v=lgV5mO-kvIA</p>

food.					
Session 3	To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and safety online (including social media, the responsible use of ICT and mobile phones)	<p>Anti-Bullying Week Explain what keeping safe means; talk about what emotional and physical safety mean</p> <p>Identify ways to keep physically safe (road, water, fire, environment)https://lifeliveit.redcross.org.uk/ First Aid</p> <p>Identify ways to keep emotionally safe (especially in terms of social media, computer, mobile phones)</p> <p>Describe people who they can turn to if feeling unsafe</p> <p>Explain why it is important not to share information about where they live, or pictures of themselves to others</p>	<p>Managing pressure and stress</p> <p>Resilience</p>	<ul style="list-style-type: none"> • How do we think we keep safe in different situations? Physically, emotionally and online? • What does emotionally unsafe feel like? • How can we protect our personal safety when we are online or using our mobile phones? • Are we sometimes under pressure to do something we feel uncertain about? • Who can help us? 	<p>Ensure that E-safety school guidelines are reinforced with pupils. Helpful websites for teacher reference/resources: CEOP https://www.thinkuknow.co.uk/Teachers/ ; ChildLine https://www.childline.org.uk/Explore/OnlineSafety/Pages/OnlineSafety.aspx Child Net http://www.childnet.com/teachers-and-professionals UK Safer Internet Centre http://www.saferinternet.org.uk NSPCC Share Aware: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware - short cartoon 'I've seen your willy'</p>
Session 4	That bacteria and viruses can affect health and that following simple routines can reduce their spread	<p>Explain what germs (bacteria and viruses) are and that they sometimes cause illnesses.</p> <p>Describe how people feel when they are not so well and what we can do to help them feel better.</p> <p>Describe simple routines that reduce their spread.</p> <p>Discuss that when people are feeling unwell they may act differently than usual. They may be feeling worried, grumpy etc., when they are feeling ill.</p>	<p>Making decisions and choices</p> <p>Analysing and evaluating situations</p> <p>Draw conclusions</p>	<ul style="list-style-type: none"> • How do we know when someone is feeling unwell? • What can we do help them feel better? • What can we do to help stop viruses and bacteria from spreading to others? 	<p><i>Germs</i> by Ross Collins or <i>Don't You Feel Well, Sam?</i> by Amy Hest Hand washing: https://www.youtube.com/watch?v=PlechIKOfil</p>

<p>Session 5 NB Pupils should have a vocabulary for different levels of risk, for example: something dangerous will hurt you such as a fire, while something hazardous <i>could</i> hurt you – like bleach or scissors – it depends what you do with it. Hazards are things we need to manage whilst dangers are things we have to avoid. Things that are hazardous have potential to hurt whereas dangerous things <i>will</i> hurt.</p>	<p>To differentiate between the terms, 'risk', 'danger', and 'hazard'</p>	<p>Explain what a risk is and give examples.</p> <p>Identify situations which may be potentially risky or dangerous.</p> <p>Describe what a hazard is and how it differs from something dangerous.</p> <p>Identify safe places, risky places and dangerous places.</p> <p>Explain what things make a place safe or less safe.</p> <p>Understand why we need different rules in different places.</p> <p>Make choices about what to do based on predictions of the likely consequences.</p> <p>Explain that risk, danger and hazard are part of life.</p> <p>Talk about consequences of their actions when managing potential risky situations</p> <p>Practise different ways of saying 'no' such as 'No, I won't', 'No, I don't want to', 'No thank you' or 'No, I'll ask'. Stress the importance of 'No' at the start.</p>	<p>Making decisions and choices</p> <p>Managing pressure and stress</p> <p>Analysing and evaluating situations</p>	<ul style="list-style-type: none"> • What is it like to feel safe? • What does unsafe or uncertain feel like? • What do we think that we have to keep safe from? • How do we keep safe? • How do we say 'no'? • When are we most at risk? • How can we change our behaviour to prevent accidents? At home? At school? Outdoors? 	<p>Relate to Ice Palace – should Ivan have gone to look for his brother? -what was dangerous? What were the hazards?</p>
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<p>Session 6</p>	<p>To deepen their understanding of good and not so good feelings</p>	<p>Name different feelings they have experienced, some which are good and some which are not so good Identify whereabouts in the body they have these feelings Recognise these feelings in others Talk about situations that can cause good or not so good feelings Share, demonstrate and practise strategies to help manage not so good feelings Identify things that they can do to help others manage not so good feelings</p>	<p>Self-manage feelings Affirming self and others Empathy Recognising distorted thinking</p>	<ul style="list-style-type: none"> • What good and not so good feelings have we had? • How does it feel in our bodies? • How do we behave or look when we feel like this? • What can we do to feel better when we have not so good feelings? • How do we know when other people are feeling not so good? • What can we do to help other people? 	<p>Stories where characters share their feelings and help each other by listening and being responsive – Mole and his Bag of Worries.</p>
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