

	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
Being Me in My World	<p><b><i>Being me in my world (Y3)</i></b></p> <p><i>Setting goals – identifying positive things and achievements.</i></p> <p><i>Knowing you can ask for help.</i></p> <p><i>Understanding why rules are needed.</i></p> <p><i>Understanding your actions can cause rewards and consequences.</i></p> <p><i>Know how to be kind in online social environments</i></p>	<p>Know who is responsible for helping them stay healthy and how they can help</p> <p>Know what bullying is and the effect it has on people</p> <p>Know what individual strengths are and what they would like to improve</p> <p>Understand what cyberbullying is</p>	<p>Celebrate achievements and identify areas for improvement</p> <p>Recognise when and how to ask for help</p> <p>Explain the differences between direct and indirect bullying</p> <p>Show empathy with people in situations of conflict or celebration</p>	<p>4 Eliminate all discrimination in education.</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Rights, Responsibilities, Fairness, Choices, Co-operate, Rights, Responsibilities, Rewards, Consequences, Choices, Challenge, Group dynamics, Team work, Social media Cyberbullying Peer pressure Friendships</p>

## Sequence of Lessons and overview of content :

### 1) To set myself a goal.

Ask children something that they are proud of. Discuss what people have achieved. Which achievements do people have in common, which are more personal?

Discuss setting goals – children set targets for this year and longer term.

### 2) Who can help in school?

Children describe/show what a 'Nightmare school' would be like to them. Explain a new child feeling worried about starting school (what worries might they have) discuss how resolve the worries who can help etc. Make a 'Who can help you in school?' poster.

### 3) Know how rules make us learn.

Children describe/show what a 'Dream school' would be like to them. Discuss rights and responsibilities everyone in school has to help it be a dream school. Make class charter/rules as class. Debate the idea of 'right/fair' for rules and responsibilities.

### 4) Know my actions have good and bad consequences.

Scenarios – discuss responsible and irresponsible choices for each, consequences for choices, people's feelings. Children choose a scenario, answer question and suggest reward for good choices.

### 5) Working cooperatively

A new class member starting and we want to make them feel welcome. Create a welcome to class information sheet discuss rules, rewards, consequences, who can help etc. Debate the merits of making own choices v adult made choices.

### 6) To know how to be kind online.

Understand that online behaviours also have consequences and you should behave in a certain way online and offline. Discussion around how peer pressure can make us be unkind online.

## Details of supporting resources:

### Lesson1:

Teaching flipchart.

### Lesson 2:

Teaching flipchart.

### Lesson 3:

Teaching flipchart.

### Lesson 4:

Teaching flipchart.

### Lesson 5:

Teaching flipchart.

### Lesson 6:

Teaching flipchart: cyber smart video

[https://www.youtube.com/watch?app=desktop&v=4-OpBC\\_zZLk](https://www.youtube.com/watch?app=desktop&v=4-OpBC_zZLk)

Celebrating difference	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p><b><i>Celebrating Difference (Y3)</i></b></p> <p><i>Understand everybody's family is different and important to them.</i></p> <p><i>Understand conflicts can happen amongst family members.</i></p> <p><i>Know what it is to witness bullying.</i></p> <p><i>Understand witnesses can make situations better or worse.</i></p> <p><i>Recognise that some words can be used in hurtful ways.</i></p> <p><i>Mental health and wellbeing</i></p>	<p>Know who is responsible for helping them stay healthy and how they can help</p> <p>Know what bullying is and the effect it has on people</p> <p>Know what individual strengths are and what they would like to improve</p>	<p>Celebrate achievements and identify areas for improvement</p> <p>Recognise when and how to ask for help</p> <p>Explain the differences between direct and indirect bullying</p> <p>Show empathy with people in situations of conflict or celebration</p> <p>Identifying positive and negative effects on their health</p> <p>Celebrate achievements and identify areas for improvement</p> <p>Set high aspirations/goals</p> <p>Explain the differences between direct and indirect bullying</p>	<p>16 Reduce violence everywhere.</p>	<p>Welcome, Valued, Achievements, Proud, Pleased, Personal goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter Nightmare, Dream, Behaviour, Rewards, Consequences, Actions, Feelings, Fairness, Choices, Co-operate Rewards, Challenge, Group dynamics, Team work Family, Connected Difference Special Solutions Resolve Witness , Bystander Bullying Hurtful Gay</p>

		Show empathy with people in situations of conflict or celebration		
<p><b>Sequence of Lessons and overview of content</b></p> <p><b>1) Understand everyone’s families are different but important.</b>  Show pictures of teachers family one at a time – who is it? Display pictures of different groups/families – discuss as class. <b>Challenge stereotypes</b> around what a family looks like e.g. two dads, two mums, grandparents with children, interracial families. Draw different types of families.</p> <p><b>2) To know conflicts sometimes happen in families.</b>  Display picture of family conflict – what is happening? Scenarios of different conflicts – work on reconciling scenarios. Children discuss the best way to resolve problems. <b>Outdoor space to be used for scenario role-playing.</b></p> <p><b>3) To know what it is to witness bullying.</b>  Anti-bullying – clarify what bullying is. Children discuss what the word gay means and that people identify as being gay. Explain that gay is not a word to be used as an insult. Task: how to make someone feel better if they’re being bullied.</p> <p><b>4) To know a witness can make things better or worse.</b>  Introduce the word witness – what does it mean? Discuss scenario given - is it bullying or not? How might it become bullying? How could this bullying scenario be resolved? What can you do as a witness to make things better? <b>Use outdoor classroom for ‘Conscience Alley’ drama activity.</b></p> <p><b>5) To recognise words can be hurtful.</b>  Play consequences game (see planning for questions) and then discuss how some words/phrases may have been hurtful. Children to re-enact ‘Resolve It’ process, in pairs, to solve hurtful phrases.</p> <p><b>LC: To know how positive and negative thoughts affect our mental health.</b>  Discuss what the phrase mental health means. Discuss what to do if you have negative thoughts / worries. Children look at different scenarios when someone is having negative thoughts and what they should do. Write down good qualities about their peers – pick out something positive about every child in the class.</p>			<p><b>Details of supporting resources:</b></p> <p><b>Lesson 1:</b>  Teaching flipchart</p> <p><b>Lesson 2:</b>  Teaching flipchart  <b>Outdoor Learning- drama activity in the outdoor classroom.</b></p> <p><b>Lesson 3:</b>  Teaching flipchart and The Sissy Duckling book by Harvey Fierstein.</p> <p><b>Lesson 4:</b>  Teaching flipchart and Be Kind book by Zietlow Miller.  <b>Outdoor Learning- drama activity in the outdoor classroom.</b></p> <p><b>Lesson 5:</b>  Teaching flipchart</p> <p><b>Lesson 6:</b>  Teaching flipchart</p>	

Dreams and Goals	Key content	Knowledge	Skills	Concepts/ <b>Global Goals</b>	Key Vocabulary
	Dreams and Goals Discussing challenges Set goals Discuss dreams and goals Working collaboratively Understand different responsibilities in our community.	Know what individual strengths are and what they would like to improve	Celebrate achievements and identify areas for improvement  Set high aspirations/goals  Recognise when and how to ask for help	3. Good health and well-being	Perseverance Challenges Success Obstacles Dreams Goals Ambitions Future Aspirations Team work Cooperation Strengths Motivation Enthusiastic Responsible Frustration Solution
	<b>Sequence of Lessons:</b>  <b>1) To discuss different challenges people face</b> Facing challenges: discuss how a challenge can/is different to each person. Look at the different scenarios: a boy with a hearing aid, a child in hospital and a girl on top of a mountain. What challenges have these children faced? How did they feel? How can they overcome these challenges?  <b>2) To identify a dream/ambition that is important to me.</b> Discuss dreams/goals and how they can grow into success – set own ambitious goal. Listen to ‘Me, Jane’ to learn about the life of Jane Goodall who followed her childhood dream and became a famous scientist working with animals.  <b>3) To work as a team to achieve a goal.</b> Children are put into teams and have to make a list of what makes good teamwork. Everyone in the team is given a role. Children work together and complete their roles to put the jigsaw together. <b>Outdoor classroom to be used for team building activities.</b>			<b>Details of supporting resources:</b>  <b>Lesson 1)</b> Teaching flipchart.  <b>Lesson 2)</b> ‘Me, Jane’ book by Patrick McDonnell  <b>Lesson 3)</b> Teaching flipchart <b>Outdoor Learning- team building activities in the outdoor classroom.</b>	

	<p><b>4) To work as a team to achieve a goal.</b> Children go into teams from the previous lesson and recap what makes good teamwork. Everyone in the team is given a role. Children work together to design, a new garden for someone who is visually impaired.</p> <p><b>5) To understand that we have the power to change our communities.</b> Watch the young carer video and discuss her role in her community and the pressures she faces. What things can people do in our community to make it a better place? Task: write a thank you letter to thank someone in their community who has helped them.</p> <p><b>6) To understand fairness in the world.</b> Discuss the different rules that we have in our families, school, countries and the world and why we have them. Understand the rule of law and who makes the laws in this country. Task: Imagine the world 20 years from now, what do you hope the world will look like? Debate the rule of law and who is in charge.</p>			<p><b>Lesson 4)</b> Teaching flipchart</p> <p><b>Lesson 5)</b> Teaching flipchart and young carer video <a href="https://www.bbc.co.uk/newsround/35420196">https://www.bbc.co.uk/newsround/35420196</a></p> <p><b>Lesson 6)</b> Teaching flipchart</p>	
Healthy Me	<b>Key content</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Concepts/Global Goals</b>	<b>Key Vocabulary</b>
	<p><i>Healthy Me</i> Discuss impact of exercise Healthy food choices. Discuss drugs How to feel safe when unsafe Taking care of yourself</p>	<p>Know what affects their physical, mental and emotional health including the media</p>	<p>Identifying positive and negative effects on their health</p> <p>Recognise how images in the media don't always reflect reality and how it can affect feelings/eating habits (eating disorders)</p>	<p>3. Good health and well-being</p>	<p>Oxygen Energy Calories/kilojoules Heartbeat Lungs Heart Fitness Labels Sugar Fat Saturated fats Healthy Drugs Attitude Safe Anxious Strategy Advice Harmful Risk</p>

**Sequence of lessons and overview of content:**

**1) To know how exercise effects parts of my body.**

Children discuss the importance of exercise and understand that with the right food and the right amount of exercise (not too much) we are balanced. Task: Create their own fitness challenge card to help them improve their own physical health – children to choose their own sports activities. Outdoor learning- Session should take place in outdoor classroom and out on the field.

**2) To know how much sugar/fats and calories I put into my body.**

Children discuss healthy and less healthy food options and understand how food labels can help them to identify how much sugars and fats are inside them. Task: work out how many grams of sugar are in different items of food.

**3) To discuss the effects of drugs can have our bodies.**

Ask children what they know about drugs – teacher to write this as a list. Children to divide the list into legal and illegal drugs. Discuss that some drugs are medicinal and are prescribed by doctors to help us. Children talk about drugs they’ve been given to help them feel better. Discuss the importance of only taking drugs given to them by a doctor.

**4) To identify safe and unsafe situations.**

Listen to theme and explain how it makes them feel. In groups, children talk about what makes them feel safe and things that scare them. Children are given examples of unsafe situations and think of their own. In groups, children then discuss how to remain safe in those situations: what they can do and who to ask for help. Debate response to one scenario in two teams.

**5) To know how to be safe in and around water.**

Children discuss various different water safety knowledge and skills in preparation for their upcoming swimming lessons. Water safety topics include: always swim in a pair and with an adult watching; looking into the water and checking it is safe before they jump in; following the safety rules when they are at a pool or water park and staying calm and not panicking when in the water.

**6) To know the importance of taking time for myself.**

Ask the children what they think ‘Mindfulness’ is. Children to understand that mindfulness can help them manage feelings of stress, anxiety, sadness and anger. Look at examples of behaviours and actions then decide if being mindful or not.

**Details of supporting resources:**

**Lesson 1:**

Teaching flipchart. Outdoor Learning- sporting activities on the field/yard and lesson in outdoor classroom.

**Lesson 2:**

Teaching flipchart.

**Lesson 3:**

Teaching flipchart.

**Lesson 4:**

Teaching flipchart and Listen to Jaws theme <https://www.youtube.com/watch?v=6O354vZapTw>

**Lesson 5:**

Teaching flipchart and the specific videos below <https://www.redcross.org/get-help/how-to-prepare-for-emergencies/types-of-emergencies/water-safety/water-safety-for-kids.html>

Video 1: Swim as a Pair near a Lifeguard’s chair  
Video 2: Look before you Leap  
Video 3: Think so you don’t sink  
Video 8: Wave, Tide or Ride, Follow the Guide  
Lesson 6: teaching flipchart.

**Lesson 6:**

Teaching flipchart

Relationships	Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
	<p>Roles of men and women in jobs and home life. Challenging stereotypical jobs/roles.</p> <p>Strategies to resolving problems and conflict.</p> <p>Staying safe online – games and pm messaging services.</p> <p>Climate change – reusing paper, reusing plastic, product miles (t-shirts, chocolate, rice)</p> <p>Rights to educations, not having to work, right to be looked after, rights to have heating, gas, electric – different/same to us. Why important.</p>	<p>Know what affects their physical, mental and emotional health including the media</p> <p>Know about transition, loss, separation, divorce and bereavement</p> <p>Know who is responsible for helping them stay healthy and how they can help</p>	<p>Identifying positive and negative effects on their health</p> <p>Explaining and managing feelings</p> <p>Recognise conflicting emotions and how to ignore or overcome them</p> <p>Recognise when and how to ask for help</p> <p>Use basic techniques to resist pressure to do something dangerous, unhealthy, makes them uncomfortable, they believe is wrong or anxious including technology.</p>	<p>2 Zero Hunger</p> <p>5 Gender Equality</p> <p>10 Reduced Inequalities</p>	<p>unisex</p> <p>role</p> <p>job responsibilities</p> <p>differences</p> <p>similarities</p> <p>respect</p> <p>stereotypes</p> <p>conflict</p> <p>solution</p> <p>problem solving</p> <p>win-win</p> <p>friendship</p> <p>safe</p> <p>unsafe</p> <p>risky</p> <p>internet</p> <p>social media</p> <p>private messaging</p> <p>gaming</p> <p>Global</p> <p>communications</p> <p>transport</p> <p>interconnected</p> <p>food journeys</p> <p>climate</p> <p>trade</p> <p>inequality</p> <p>rights</p> <p>wants</p> <p>needs</p> <p>justice</p> <p>United Nations</p>

## Sequence of Lessons and overview of content:

### 1) To overcome stereotypes of job roles

Present children with different jobs and ask them if they think they are jobs from men or women. Discuss jobs that have gender stereotypes and names for jobs with the word 'man'. Explain that both men and women can do all jobs. Use the phrases: firefighter, police officer instead of police man and fire man. Debate question: Can men and women have the same jobs?

### 2) To know how to resolve conflict.

Show children situations where there might be conflict. Explain what the word conflict means. Children think of situations where they have experienced conflict. Discuss the best ways to resolve conflict peacefully. Give definition of the word resolve. Go through each of the five steps: respect all people, listen to both sides of the argument, share feelings, find a solution, and come to an agreement.

### 3) To know strategies for keeping safe online.

Discuss the different ways children use the internet and interacting with other people on devices. Children to talk about the different games they play and groups they use. Teacher to talk about age groups and restrictions games. Discuss stranger danger online and about being kind to others.

### 4) To understand that actions of other people around the world influence my life.

Show children a range of different foods – do they know where they come from or how they are harvested? Show the slogan 'Fair trade' and ask if they know what that means. Show the Fairtrade video. Ask the children why Fairtrade is important. Discuss what choices they can make that impact on workers lives in other countries.

### 5) To know that all children have rights around the world.

Show pictures of children living in different conditions across the world and ask the class how this makes them feel. Read scenarios of how children live in different countries (examples of poverty). What things do they think all children should have in their lives? Introduce United Nations: Rights of the Child and read through them. Explain each one and children to make a poster.

### 6) To know how falling out with friends might affect my mental health.

Children say who their friends are. Make a list of what a friend is. Explain that friends sometimes have disagreements and how this makes them feel. Recap what the phrase 'Mental Health' means. Read the friendship scenarios and discuss how that would make someone feel. Think of solutions to help someone feel better.

## Details of supporting resources:

### Lesson 1:

Teaching flipchart.

### Lesson 2:

Teaching flipchart.

### Lesson 3:

Teaching flipchart. Staying safe online video.

<https://www.youtube.com/watch?v=JH4QON8U0vg>

### Lesson 4:

Teaching flipchart.

Fairtrade video.

<https://www.youtube.com/watch?v=VeUGvhINwHw>

### Lesson 5:

Teaching flipchart.

### Lesson 6:

Teaching flipchart.

Key content	Knowledge	Skills	Concepts/Global Goals	Key Vocabulary
<p>How babies grow</p> <p>Development of babies</p> <p>Loss of friend, parent/grandparent/teacher (through moving on, moving schools/house/class/death)</p> <p>Mental health – are we happy all the time?</p> <p>Family stereotypes</p> <p>Looking ahead</p>	<p>Know what affects their physical, mental and emotional health including the media</p> <p>Understand good and not so good feelings and know the range of feelings they may have</p> <p>Know that emotions can be responded to in different ways</p> <p>Know about transition, loss, separation, divorce and bereavement</p> <p>Know how their body will and emotions may change through puberty</p> <p>Know who is responsible for helping them stay healthy</p>	<p>Recognise how images in the media don't always reflect reality and how it can affect feelings</p> <p>Explaining and managing feelings</p> <p>Recognise conflicting emotions and how to ignore or overcome them</p> <p>Recognise when and how to ask for help</p> <p>Use basic techniques to resist pressure to do something dangerous, unhealthy, makes them uncomfortable, they believe is wrong or anxious including technology.</p> <p>Recognise and describe changes in their body and emotions</p>	<p>3 good health and well being</p> <p>5 gender equality</p> <p>Id Identifying positive and negative effects on their health</p>	<p>changes</p> <p>birth</p> <p>animals</p> <p>mothers</p> <p>babies</p> <p>growing up</p> <p>Uterus</p> <p>stereotypes</p> <p>task</p> <p>role</p> <p>challenge</p> <p>change</p> <p>looking forward</p> <p>excited</p> <p>nervous</p> <p>anxious</p> <p>happy</p>

## Sequence of Lessons and overview of content :

### 1) To know that lots of changes happen as we grow up.

Children look at pictures of lots of different animals e.g. calf and cow, lamb and sheep, baby and adult. Children talk about the differences. Children look at a picture of a baby and discuss what they need from an adult. Discuss how the differences between, baby, child and adult.

### 2) To know how babies grow and develop.

Children look at baby pictures and describe what babies need to grow. Which needs are physical and which are emotional? E.g. love, caring, milk, clothing. Children look at a scan of a baby – do they know what this is? Explain that the baby grows inside the mother's uterus and gets all its nutrients in order to grow from the mother. Show the different images of how the baby grows in the uterus.

### 3) To express my ideas about different roles within the family.

Children to use the charades cards and act out different jobs in the home. Discuss all of the different jobs in the home. Do children think these are male or female roles? Recap the words gender and stereotype. Discuss who they think should do each job. Discuss if they think men and woman could do the all jobs. Discuss equality and stereotypes. Debate roles and stereotypes within the family.

### 4) To understand the importance of self-esteem.

Discuss all the different emotions that they feel. Are we happy all of the time? Read 'The Sad Book'. Discuss the different emotions that the author feels and what makes him feel those emotions. Explain what self-esteem means. Children to think of good things about themselves and others. Looking at ways to boost mental health. [Mini meditation outside in nature.](#)

### 5) To identify what I am looking forward to in the future.

Discuss children's favourite things about school and what they have enjoyed the most about this year. Ask them how they are feeling about next year and their new class/teacher – make a list of the words. Explain that is normal to feel a little worried and anxious about changes and the importance of talking about it. Children to complete the task about what they are looking forward to and how they feel about getting older and their new class.

## Details of supporting resources:

### Lesson 1:

Teaching flipchart.

### Lesson 2:

Teaching flipchart.

### Lesson 3:

Teaching flipchart.

### Lesson 4:

'Sad book' by Michael Rosen and teaching flipchart.

[Outdoor Learning: Mini meditation in nature in the outdoor classroom.](#)

### Lesson 5:

Teaching flipchart.