

Phase: 3-4	Subject: PHSE	Focus: Health and Wellbeing	Term: Ongoing
-------------------	----------------------	------------------------------------	----------------------

Topics

Healthy Lifestyles: What makes a **balanced diet**; opportunities for making own choices with food; what influences our food choices; **habits**.



Growing and Changing: Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings.



Keeping Safe: School rules on health and safety; basic emergency aid; people who help them stay healthy and safe.



Knowledge

To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.



To learn what is meant by the term 'habit' and why habits can be hard to change.

For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To understand conflicting feelings.



For pupils to reflect on and celebrate their **achievements**, identify their strengths, areas for improvement, set high aspirations and goals.

To understand school rules about health and safety, basic emergency aid procedures, where and how to get help. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

<u>Vocabulary</u>	
Balanced diet	A diet that provides all the essential nutrients in sufficient quantity and in the correct proportions to promote good health
Habit	A regular practice, often hard to give up.
Aspirations	A hope or ambition of achieving something.
Health and safety	Regulations and procedures intended to prevent accident or injury in workplaces, schools or public environments.
Feelings	An emotional state or reaction.
Achievements	Something done successfully with effort, skill or courage.

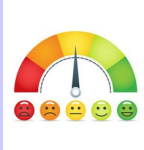

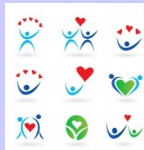



Phase: 3-4	Subject: PHSE	Focus: Living in the Wider World	Term: Ongoing
-------------------	----------------------	---	----------------------

Topics
<p>Rights and Responsibilities: Discuss and debate health and wellbeing issues. Being a part of the community and who works in the community.</p>
<p>Environment: Responsibilities: rights and duties.</p> <div style="text-align: center;">  </div>
<p>Money: Enterprise; what it means; developing skills in enterprise.</p>

Knowledge
<p>For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>
<p>To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing .</p>
<p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>To learn what is meant by enterprise and begin to develop enterprise skills.</p>

<u>Vocabulary</u>	
responsibilities	Something you are required to do as part of a role.
community	A group of people living in the same place or having a particular characteristic in common.
enterprise	A project or activity aimed specifically at growth and profit.
Wellbeing	the state of being comfortable, healthy or happy.
Voluntary	Working without being paid.
Environment	External factors that influence the life and activities of people (plants and animals).

Phase: 3-4	Subject: PHSE	Focus: Relationships	Term: Ongoing
-------------------	----------------------	-----------------------------	----------------------

Topics	Knowledge
<p>Feeling and emotions : Recognising feelings in others; responding to how others are feeling.</p> 	<p>To be able to recognise and respond appropriately to a wider range of feelings in others.</p> 
<p>Healthy Relationships: Positive; healthy relationships and friendships; maintaining friendship; actions affect ourselves and others; working collaboratively.</p> 	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>To learn that their actions affect themselves and others</p> <p>To work collaboratively towards shared goals</p> 
<p>Valuing Differences: Recognising and responding to bullying.</p> 	<p>To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).</p> 

Vocabulary

Feelings	An emotional state.
Emotions	Strong feeling about somebody or something.
Collaboratively	Two or more people/groups working together
Wellbeing	The state of being comfortable, healthy or happy.
Bullying	The process of intimidating or mistreating somebody weaker or in a more vulnerable situation
Prejudice	A dislike for someone without good reason
Social media	Online platforms that people use to connect with one another—twitter, facebook, etc