

YEAR 3 Health and Wellbeing (Autumn 2)
Enquiry question: How can I deal effectively with conflict

Related Units:

Year 2 – Health and Wellbeing (Autumn 2) – How can we self-regulate our emotions?

Year 4 – Health and Wellbeing (Autumn 2) – What impact does exercise have on our bodies?

Unit overview	Vocabulary	Knowledge, Skills and Concepts
National Curriculum Links: B1: how important friendships are in making us feel happy and secure, and how people choose and make friends. B2: the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. B3: that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. B4: that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. C5: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority C6: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. E1: what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). E5: how to recognise and report feelings of being unsafe or feeling bad about any adult. E6: how to ask for advice or help for themselves or others, and to keep trying until they are heard. E7: how to report concerns or abuse, and the vocabulary and confidence needed to do so. E8: where to get advice e.g. family, school and/or other sources. F5: the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. F6: simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	• Democracy • Forms of bullying • Resolving conflict • Escalation • Healthy lifestyle • Active • Allergy • Physical activity • Exercise	Lessons 7-12: • To explain why democracy is important • To develop an awareness and definition of bullying and unkindness • To explore ways of resolving conflicts • To explore the benefits of exercise • To identify the benefits of an active lifestyle

G2: about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. H1: the characteristics and mental and physical benefits of an active lifestyle. H2: the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. H3: the risks associated with an inactive lifestyle (including obesity). H4: how and when to seek support including which adults to speak to in school if they are worried about their health. I1: what constitutes a healthy diet (including understanding calories and other nutritional content). I3: the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). J1: the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. K2: about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. K3: the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. K4: about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		
---	--	--

Related Books/Resources	Whole School/Community Links	Assessment Opportunities
Updated Ealing PSHE SoW > Short Term Planning > Autumn > Year 3 - Lesson plans - Resources - Assessment resources - Guidance for staff Anti-Bullying Week (Lessons and Resources) http://www.anti-bullyingalliance.org.uk/	Collective Worship At beginning of unit, discuss what it means to set a goal and, through discussion, generate a brief list of whole class goals to display in classroom. Goals can be linked to school values/rules/dispositions or be more specific to year group. LEPS Links - MindUp - Zones of regulation - Worry boxes - School Council - Collective worship	Self-Assessment Pupils to complete self-assessment sheet at beginning of Autumn Term and then at the end of Summer Term (in a different colour). Self-assessment sheets to be compiled by class teacher and handed over to next teacher as part of transition. Assessment: 1. Explain why democracy is important 2. Give a definition of what bullying is and two examples of bullying 3. Explain what conflict is and what you can do to resolve it

	External Links and Themed Weeks • Anti-Bullying Week (16/11 – 20/11/2020) • Student council elections • Visit to parliament • Visit from local councillor • Health Fair • Visit to a dentist/from a dentist • Visit from oral health promoter Parent, professional and community visitors to be discussed with member of PSHE Intent Team and SLT.	4. Explain why exercise is important <u>Evidence Gathering</u> Compile evidence of learning, from the above assessment opportunities, in individual PSHE books.
--	--	--