

Frank Barnes School for Deaf Children
Relationships Education, Relationships and Sex Education and Health Education Curriculum

EYFS	Personal, Social and Emotional Development	Understanding the World	Physical Development
	<p>Making Relationships</p> <p>Self-Confidence and Self-Awareness</p> <p>Managing Feelings and Behaviour</p>	<p>People and Communities</p> <p>The World</p> <p>Technology</p>	Health and Self-Care

Year	Topic	Topic	Topic	Topic	Topic	Topic
1	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
2	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
3	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
4	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up
5	Together Everyone Achieves More	Think Positive	Diverse Britain	Be Yourself	It's My Body	Aiming High
6	Very Important People	Safety First	One World	Digital Wellbeing	Money Matters	Growing Up

Relationships

Health and Wellbeing

Living in the Wider World

Year 3 – Together Everyone Achieves More

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I can talk about changes and how they might make me feel. • I can explain how and why we should work well as a team. • I can describe how my actions and behaviour affect my team. • I can pay attention to and respond considerately to others. • I can describe why disputes might happen and strategies to resolve them. • I can talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> • Small Whiteboards & Pens • Selotape • Sticky Notes • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 TEAM Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-team-unit-pack-t-lf-2549555</p>	<ul style="list-style-type: none"> • Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • about everyday things that affect feelings and the importance of expressing feelings • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • strategies to manage transitions between classes and key stages 	<ul style="list-style-type: none"> • Only men and women can have a relationship. • You can only live with someone if you are married. • Parents can only be a mum and a dad. 	<ul style="list-style-type: none"> • British Values • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
<ul style="list-style-type: none"> • that personal behaviour can affect other people • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • what constitutes a positive healthy friendship; that the same principles apply to online friendships as to face-to-face relationships • that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely • the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others • about the different groups that make up their community; what living in a community means. 	<p>The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.</p> <p>This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.</p> <p>Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.</p>	<p>From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.</p>

BSL Vocabulary Video: TBC

Vocabulary:

acquaintances, actions, alternatives, anonymous, anti- bullying, arguments, behaviour, bully, bullying, compromise, consequences, consideration, cyber, dares, decisions, differences, discrimination, disputes, diversity, equality, equity, falling out, honest, impact, interests, kindness, loyal, negotiation, opinions, prejudice, prejudiced, reflect, relatives, resolving, respect, strategies, support, network, teasing, techniques, thought, unhealthy, victim, views, VIPs.

Year 3 – Think Positive

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I understand that having a positive attitude is good for our mental health. • I can recognise and manage positive and negative thoughts effectively. • I understand that some changes can be difficult but that there are things we can do to cope. • I can use mindfulness techniques to keep calm. • I can identify uncomfortable emotions and manage them effectively. • I can apply a positive attitude towards learning and take on new challenges. 	<ul style="list-style-type: none"> • Colouring Pencils or Pens • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 Think Positive Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-think-positive-unit-pack-t-lf-2549650</p>	<ul style="list-style-type: none"> • Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • about choices that support a healthy lifestyle, and recognise what might influence these • how to recognise that habits can have both positive and negative effects on a healthy lifestyle • that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 	<ul style="list-style-type: none"> • Mental health is poor mental health. • If you have a problem, it is better to keep it to yourself. • If a person seems happy, then they are fine. 	<ul style="list-style-type: none"> • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
<ul style="list-style-type: none"> • about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing • to recognise that feelings can change over time and range in intensity • about everyday things that affect feelings and the importance of expressing feelings • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult • about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement • problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth 	<p>A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.</p> <p>Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.</p> <p>It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching</p>	<p>Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p> <p>This starts with pupils being taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.</p> <p>Teachers should go on to talk about the steps pupils can take to protect and support their own and others’ health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p>

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<ul style="list-style-type: none"> • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking • strategies to manage transitions between classes and key stages • the importance of seeking support if feeling lonely or excluded 	<p>and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p> <p>The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Pupils should also be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.</p>
<p>BSL Vocabulary Video: TBC</p> <p>Vocabulary: anger, anxious, attitude, aware, brain, brave, breathing, challenge, changes, chemicals, consequences, control, curious, determination, different, distract, dopamine, effort, embarrassment, endorphins, exciting, experience, failure, flexible, grief, guilt, happiness, jealousy, joy, mental health, mindfulness, mistakes, oxytocin, peace, perseverance, practise, prepare, problem, relax, represent, sadness, serotonin, shame, strategies, strengths, success, techniques, uncomfortable, unpleasant, weaknesses, worry.</p>		

Year 3 – Diverse Britain

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I can describe what it is like to live in the British Isles. • I can talk about what democracy is and understand why it is important. • I can talk about what rules and laws are and identify how they help us. • I can talk about what liberty means and I can identify the rights of British people. • I can describe a diverse society and talk about why it is important. • I can explain what being British means to me and to others. 	<ul style="list-style-type: none"> • Coloured Pens. • Large pieces of paper. • Sticky Notes. • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 Diverse Britain Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-diverse-britain-unit-pack-t-lf-2549563</p>	<ul style="list-style-type: none"> • Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • about the relationship between rights and responsibilities 	<ul style="list-style-type: none"> • Everyone who lives in the UK is white/the same. • Great Britain is not an island. • If you steal something you will go straight to prison. 	<ul style="list-style-type: none"> • British Values • LGBTQ+ • Religious Education • Geography • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development

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<ul style="list-style-type: none"> • about the different groups that make up their community; what living in a community means • about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • to value the different contributions that people and groups make to the community • to recognise reasons for rules and laws; consequences of not adhering to rules and laws • to recognise there are human rights, that are there to protect everyone • about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with. 		<ul style="list-style-type: none"> • Literacy
	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
	The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.	Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

BSL Vocabulary Video: TBC

Vocabulary:

care, celebrate, challenge, citizen, common rights, concern, county, culture, customs, debate, democracy, discrimination, discuss, diverse, diversity, equality, ethnic, freedom, government, human rights, identity, liberty, multicultural, national, polite, prejudice, protect, region, regional, religious, rights-respecting, society, stereotype, tolerance, tradition, values.

Year 3 – Be Yourself

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I can say the things about myself that I am proud of. • I can identify the feelings I have and describe how different emotions feel. • I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. • I know how to be assertive. • I can explore messages given by the media and decide if they are helpful or harmful. • I can identify different strategies I can use if I make a mistake. 	<ul style="list-style-type: none"> • Paint • A3 Paper • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils’ PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 Be Yourself Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-be-yourself-unit-pack-t-lf-2549543</p>	<ul style="list-style-type: none"> • Children’s Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • about everyday things that affect feelings and the importance of expressing feelings • a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; • strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations 	<ul style="list-style-type: none"> • If your friend tells you to do something, you must do it. • You can say whatever you want online. • Social media doesn’t have any negatives. It’s perfect! 	<ul style="list-style-type: none"> • Careers/Aspirations • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
<ul style="list-style-type: none"> • about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • to recognise their individuality and personal qualities • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others • to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships • recognise ways in which the internet and social media can be used both positively and negatively • about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation 	<p>A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as ‘virtues’) in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.</p> <p>Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.</p>	<p>Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p>

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<ul style="list-style-type: none"> • problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 		
<p>BSL Vocabulary Video: TBC</p> <p>Vocabulary: achievements, actions, advertisements, assertive, comfortable, confident, consequences, dares, effects, emotional, forceful, gloating, hide, impact, influence, manipulated, mind, mistake, positive, pressure, pride, pushy, resist, resolution, resolve, right, rude, scared, sorry, strategies, strengths, support.</p>		

Year 3 – It's My Body

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I can choose what happens to my body and I can get help with any concerns. • I know how to keep my body healthy. • I know why it is important to get enough sleep. • I understand the importance of hygiene and what to do if I feel unwell. • I know how to take medicine safely and keep safe around drugs. • I know how to make better choices and choose healthy habits. 	<ul style="list-style-type: none"> • Sticky Notes • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils' PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 It's My Body Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-its-my-body-unit-pack-t-lf-2549685</p>	<ul style="list-style-type: none"> • Children's Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk • about seeking and giving permission (consent) in different situations • how to make informed decisions about health • about the elements of a balanced, healthy lifestyle 	<ul style="list-style-type: none"> • You must eat healthily all the time. • Medicines are good for you and don't have any side effects. • Drinking lots of fruit juice is good for you. 	<ul style="list-style-type: none"> • Science • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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	DfE Relationships Education and Health Education Statutory Guidance	DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes
<ul style="list-style-type: none"> • about choices that support a healthy lifestyle, and recognise what might influence these • how to recognise that habits can have both positive and negative effects on a healthy lifestyle • about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. • how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle • about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn • how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) 	<p>The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.</p> <p>Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>	<p>Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p> <p>Pupils should be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.</p> <p>Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.</p> <p>Pupils should also be taught the benefits of hobbies, interests and participation in their own</p>

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<ul style="list-style-type: none"> • how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed • how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health • about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break • about why people choose to use or not use drugs (including nicotine, alcohol and medicines) 		<p>communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.</p>
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BSL Vocabulary Video: TBC

Vocabulary:

addiction, alcohol, allergies, balanced, bedtime, caffeine, Childline, cigarettes, consent, consequence, contagious, decision, dietary, drugs, e-cigarettes, habit, harmful, health, heart rate, hormones, hydrated, hygiene, illegal, immunisation, independence, infection, legal, nicotine, prescription, relax, resilience, restricted, routine, sleep hygiene, tobacco, vaccinations, vaping, vitamins.

Year 3 – Aiming High

Learning Objectives	Resources	Assessment
<ul style="list-style-type: none"> • I can identify achievements and suggest how my actions can help me to achieve. • I can identify personal goals and suggest actions that I can take to achieve them. • I can explain how a positive learning attitude can help me to learn new things • I can identify the skills and attributes needed to do certain jobs. • I understand that we should all have equal opportunities to follow our career ambitions. • I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. 	<ul style="list-style-type: none"> • Interactive Whiteboard. • Computer / Printer / iPads. • Pupils’ PSHE workbooks. • PowerPoint Slides. • Activity sheets. • Internet. • Pens / Pencils / Ruler / Rubbers. • Photo/Picture Flashcards. • Topic Books. <p>Twinkl: PSHE and Citizenship LKS2 Aiming High Unit Pack https://www.twinkl.co.uk/resource/pshe-and-citizenship-lks2-aiming-high-unit-pack-t-lf-2549550</p>	<ul style="list-style-type: none"> • Children’s Workbooks. • Questioning. • Discussions & Responses. • Worksheets. • Quizzes / Multiple-Choice Quizzes.
PSHE Association Objectives	Addressing Misconceptions	Cross-Curriculum Links
<ul style="list-style-type: none"> • to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes • to recognise their individuality and personal qualities • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self- worth • about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 	<ul style="list-style-type: none"> • You can only have one job for your career. • You have to go to university to get a good job. • Deaf people can’t be... (e.g., doctors). 	<ul style="list-style-type: none"> • Careers/Aspirations • PSHE • Relationships Education • Health Education • Citizenship • BSL and English Communication and Language Development • Literacy

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<ul style="list-style-type: none"> • that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life • about what might influence people’s decisions about a job or career • that some jobs are paid more than others and money is one factor which may influence a person’s job or career choice; that people may choose to do voluntary work which is unpaid • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • about stereotypes in the workplace and that a person’s career aspirations should not be limited by them • to recognise a variety of routes into careers. 	<p>DfE Relationships Education and Health Education Statutory Guidance</p> <p>It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.</p>	<p>DfE Relationships Education and Health Education Statutory Guidance – Teacher Notes</p> <p>Effective teaching should aim to reduce stigma attached to health issues, in particular those to do with mental wellbeing. Schools should engender an atmosphere that encourages openness. This will mean that pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.</p>
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BSL Vocabulary Video: TBC

Vocabulary:

accomplish, action, attribute, background, behaviour, challenge, curriculum vitae/CV, determination, develop, effort, employer, equal, experience, fair, gender, growth mindset, information, learning, obstacles, opportunities, race, resilience, responsibilities, role, setbacks, stereotype, strive, target.