

Leintwardine Endowed CE Primary School Learning Journey Itinerary

'Letting Our Light Shine'

SUBJECT : PSHE	YEAR : A	TERM : Summer 1	YEAR GROUPS : 3/4
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Key Question: How can I be myself?

Previous Knowledge – We would expect children to already be able to:

Explain that everyone is different.

Define the word achievement.

Discuss what they like about themselves.

Know the difference between positive and negative.

END OF UNIT OBJECTIVES

Some children will not yet have met what is expected and will show that they are emerging because they can:	Most children will show that they have reached the expected level because they can:	Some children will have gone beyond the expected level and will show that they are exceeding because they can:
<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them • identify facial expressions associated with different feelings • describe some strategies that they could use to help them cope with uncomfortable feelings • suggest assertive solutions to scenarios • explain that the messages they receive from the media about how they should look, think and behave are not always realistic • suggest ways to make things right after a mistake has been made • explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them • identify facial expressions associated with different feelings • describe some strategies that they could use to help them cope with uncomfortable feelings • suggest assertive solutions to scenarios • explain that the messages they receive from the media about how they should look, think and behave are not always realistic • suggest ways to make things right after a mistake has been made • explain that mistakes help them to learn and grow. • identify their own strengths • explain that how they are feeling on the inside can affect their facial expressions and body language • identify and begin to implement strategies to help them cope with uncomfortable feelings • begin to demonstrate appropriately assertive behaviour • analyse messages given by the media about how they should look, think and behave • demonstrate how they are going to make things right after mistakes have been made • explain what they have learnt and how they have grown from mistakes they have made. 	<ul style="list-style-type: none"> • list some of their achievements and say why they are proud of them • identify facial expressions associated with different feelings • describe some strategies that they could use to help them cope with uncomfortable feelings • suggest assertive solutions to scenarios • explain that the messages they receive from the media about how they should look, think and behave are not always realistic • suggest ways to make things right after a mistake has been made • explain that mistakes help them to learn and grow. • identify their own strengths • explain that how they are feeling on the inside can affect their facial expressions and body language • identify and begin to implement strategies to help them cope with uncomfortable feelings • begin to demonstrate appropriately assertive behaviour • analyse messages given by the media about how they should look, think and behave • demonstrate how they are going to make things right after mistakes have been made • explain what they have learnt and how they have grown from mistakes they have made. • discuss how they could use their strengths and achievements to set aspirational goals • support others with their internal feelings according to their facial expressions and body language • suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing • identify if behaviour is aggressive, passive or assertive • discuss the impact on others of making amends after a mistake has been made.

ASSESSMENT OPPORTUNITIES

Discussions in lesson, quizzes, work produced

ENRICHMENT OPPORTUNITIES	SUBJECT SPECIFIC VOCABULARY	CROSS-CURRICULAR LINKS
Helping children to remember more	feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing, uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies, assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind, media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited, mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact	Links that we can make to help children make sense of what we want them to know and be able to do.