

| Y3 | Open Hearts (kindness) | | Open Minds (wellbeing) | | | Open Doors (community) | | |
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| | Personal Characteristics | Anti-Bullying | Mental Health | Health/Financial | Keeping Safe | Equality | Relationships | First Aid |
| Autumn 1 | <p>To describe what it means to have an open heart.</p> <p>To create a definition of the term role model and discuss what this means as they move into KS2.</p> <p>To discuss how to show they are being respectful when talking to an adult in school.</p> <p>To speak to different members of our school family appropriately.</p> <p>To say please and thank you when needed.</p> <p>To discuss how we can show our school values everyday: compassion, respect, responsibility and perseverance.</p> <p>To know expected and unexpected classroom behaviours.</p> <p>To know expected and unexpected behaviours on the playground.</p> | <p>To recall the characteristics of a healthy friendship and describe how they show them.</p> <p>To discuss what they liked about their reading friend and whether these link to the characteristics of a healthy friendship.</p> <p>To decide what attributes make a good reading friend.</p> <p>To discuss which of these attributes they already have and what they could work on.</p> <p>To recall friendships be challenging and have ups and downs.</p> <p>To own when they have done something wrong and apologise genuinely.</p> <p>To discuss how as a class we are a team. We may not be friends with everyone in our class but we are kind and respectful to everyone.</p> | <p>To train to be a younger child's reading friend.</p> <p>To discuss how to initiate a friendship with a reading friend linking back to the characteristics of a healthy friendship - respect, truthfulness, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</p> <p>To learn how to use a 0-10 scale to support asking questions to tier reading friend and relate this to their own feelings.</p> <p>To use a 0-10 scale to quantify their emotions when discussing their feelings.</p> <p>To speak about their emotions with an increasing vocabulary.</p> | <p>To review the healthy eating plate and give examples for each category.</p> <p>To plan a healthy meal.</p> <p>To discuss the risks of not eating a healthy diet.</p> <p>To recall the negative impacts of an unhealthy diet such as tooth decay and weight gain.</p> | <p>To actively seek support when friendships go through ups and downs from trusted adults in school.</p> <p>To name who their trusted adults are in school and trusted friends and to know these may change over time.</p> <p>To know the names of all the teachers and teaching partners in Year 3 and name most adults in the wider school.</p> <p>To know the names of all lunchtime support staff.</p> <p>To know who to talk to if their reading friend needs help.</p> <p>To know that we need to stop when we are asked.</p> <p>To create a list of appropriate and inappropriate actions in friendship (emotional and physical)</p> | <p>To learn real life stories of where people haven't all been treated with kindness and respect and stories where they have.</p> <p>To discuss the impact that treating everyone with kindness and respect has on our world.</p> <p>To discuss what makes someone a member of the Leckhampton School Family.</p> <p>To discuss the question: how we can make everyone feel welcome in our school? Both as a school and individually.</p> | <p>To explain why friendships are important to them and how friendships can help.</p> <p>To know what to do when friendships go through ups and downs.</p> <p>To name their friends and begin to discuss how we have different groups of friends which may or may not overlap.</p> <p>To reflect positively on their class and describe what makes their class special and unique.</p> | <p>To continue to monitor minor injuries independently.</p> <p>To ask for adult assistance when needed.</p> |
| Autumn 2 | <p>To know that I am valued at school.</p> <p>To recall how to make someone feel welcome in our school.</p> <p>To reflect on how their kind acts to help someone who is being bullied.</p> | <p>To know expected and unexpected behaviours in friendships.</p> <p>To use images and scenarios to offer help to those experiencing an unhealthy friendship.</p> <p>To relate this to their new role as a reading friend.</p> <p>To understand an unhealthy friendship is not necessarily bullying.</p> | <p>To recall why bullying is upsetting and hurtful and to discuss how it has a long lasting effect.</p> <p>To respect and value our own selves</p> <p>To name how they add value to their class and school.</p> <p>To say what makes them special and unique.</p> | | <p>To name who their trusted adults are in school and trusted friends.</p> <p>To name at least 3 adults in school they could speak to if they think they or someone else is being bullied.</p> <p>To practise initiating the conversation with a trusted adult.</p> <p>To have an open conversation about the</p> | <p>To being to understand the word stereotype through looking at gender stereotypes.</p> <p>To explore the question: Should shops label toys 'for girls' and 'for boys'?</p> | <p>To discuss what qualities a trusted adult should have and think about how they can show these as a reading friend.</p> <p>To recognise when they have done something wrong and apologise.</p> <p>To discuss whether we should apologise if it was an accident?</p> | |

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| | | <p>To recall that 'bullying' means someone deliberately being mean over and over again. To discuss the phrase 'bullying is when someone thinks they are more powerful than someone else' and relate this to our preventing and tackling bullying policy.</p> <p>To continue to recognise whether scenarios have happened on purpose or accidentally. To use scenarios to discuss what is bullying and what is not. To discuss when an unhealthy friendship becomes bullying. To know bullying can happen online and this is called cyber bullying.</p> <p>To know that bullying is not acceptable.</p> | | | <p>barriers may feel about going to their trusted adult or friend and provide reassurance. To know they don't have to just tell a trusted adult about themselves but also if they are concerned about someone else. To identify their house captain as someone who could help them or others.</p> <p>To understand and practise how to say stop when you don't like what someone is doing or saying. To know what the word boundaries means and that these are different for different people. To the ideas of boundaries to personal space as an example.</p> | | | |
| Spring 1 | <p>To discuss how we can show kindness online. To use articles from the internet and discuss whether they trust them. To look at article authors, website URLs and headlines as a place to determine a piece of works reliability. To discuss the phrase 'too good to be true' and relate this to internet safety.</p> | <p>To know that people online can be unkind. To recall other strategies they could apply such as blocking the user, reporting the user, ignoring the comment. To know that repetitive unkind behaviour online is cyber bullying.</p> <p>To explore how they have felt when someone has been unkind to them using a realistic but developed vocabulary.</p> | <p>To know the importance of always being kind even when no one's watching (linking this to online.) To discuss that some people's behaviour changes online because they are online. To discuss how these unkind actions can have a negative effect on how people feel.</p> <p>To know that mental health is about how we are feeling. To know the different parts of the brain linking this to mental health. To understand that all children have days when</p> | <p>To know people online get paid for including products in their posts. To discuss what product placements means. To know if someone is being paid to advertise something using the hashtag ad.</p> <p>To recall physical health is about your body. To name things that have a positive and negative impact on our mental health. To know the signs of someone who is physically unhealthy.</p> <p>To discuss when you would go and see a</p> | <p>To recall the best strategy is to speak to a trusted adult if they see something that upsets them online. To know that anyone can publish work online. To review age restrictions. To recall not to give out personal information online. To design a user name and evaluate the anonymity of each other's.</p> <p>To decide whether they can trust product recommendations in photos and videos.</p> <p>To discuss the mental health thermometer and</p> | <p>To recall that the internet can be accessed by anyone around the world and that this will impact the people they meet online. To know not everyone has access to the internet.</p> | <p>To recall how we treat people online. To introduce the word trolls and know that an online troll is someone who deliberately tries to upset people online. To discuss what they would do if they saw a troll online and if they felt targeted by one.</p> <p>To know our feeling can become stronger when we feel lonely. To use the example of blowing up a balloon filling with emotions strategies to let bits out to prevent us from popping. Link this to</p> | <p>To know that people take medicine for physical conditions and medical conditions.</p> |

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| | | | <p>they feel happy and positive and some days when they don't and that this is okay. To know that just as things can negatively impact our physical health they can also impact our mental health.</p> <p>To know that it is normal to have worries and fears To learn strategies to cope with worries.</p> | <p>doctor regarding your physical health.</p> | <p>explain how through our lives we will move from happy to coping and how some may experience times of being unwell. To know it is okay to feel unwell in your mental health and to seek help by talking to a trusted adult.</p> | | <p>loneliness and talking to others. To know speaking to someone and having trusting relationships can help us feel better.</p> | |
| Spring 2 | <p>To name what my hobbies and interests are describing why I like them and how they make me feel.</p> <p>To discuss the importance for talking about how they feel. To know their feelings might change how they behave or see a situation. To name which zone they are in at any given time. To be able to recall their triggers. To introduce the Social Emotional Chain Reaction. To relate the Social Emotional Chain Reaction to previous experiences.</p> | <p>To know that different people have different hobbies but we all share that our hobbies and interests make us happy.</p> <p>To discuss the importance of feelings emotions and not pushing them down.</p> | <p>To discuss how we sometimes emotions come and go and how others stay and we live with them. To discuss times that may negatively impact their mental health – such as times of intensity and trauma i.e. bereavement.</p> <p>To name strategies they have to help their mental health. To know their hobbies will help with their mental health. To know that self-care is looking after ourselves and making ourselves happy and this can help our mental health. To discuss why hobbies that are physical or outdoor activities are better for our mental health. To recall the risks of spending too much time online.</p> <p>To know sleep can impact mental health. To recall how to know when you are tired or</p> | <p>To reflect on Hamper Scamper and how it made them feel. To discuss other times they have given to others and this has helped them feel better.</p> <p>To discuss how physical exercise can have a positive impact on their life.</p> <p>To discuss how sadness may present itself physically. To link this to the 'blue zone' in Z of R. To recall why sleep is important to our health. To know how many hours of sleep they need at their age. To discuss what time they wake up and what time they should go to sleep. To know this may change depending on time of year and activities. To recall the benefits of a good night sleep including making us feel happier, give us more energy and makes it easier to learn.</p> | <p>To know who to talk to if they do not feel well in school and at home.</p> <p>To understand when secrets should be kept and when they should be shared. To know why someone might not keep their secrets.</p> <p>To know the scientific names of personal body parts. To know which parts of the body are private and what this means.</p> | <p>To identify trusted people they can talk to about a secret that they feel they should share.</p> | <p>To name the people who are important to them. I name the people who make me feel cared for and how they do this. I can name the people I love or care and discuss how to show this.</p> | <p>To know it is important to wash my hands. To build an awareness of germs and bacteria and how handwashing can help with this. To know what vaccinations are and gain a basic understanding of how they work.</p> |

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| | | | sad and how this makes us feel emotionally and physically. | | | | | |
| Summer 1 | <p>To describe how I am a part of my school family and what this means for me – what can I expect from others and how should I behave? To recognise how courtesy and manners impact private discussions.</p> <p>To continue to respond to different adults around school appropriately.</p> | <p>To know there are different reasons why someone may have been adopted and this up to the individual to share. To know that a different family circumstance is okay and not a point to be used to upset or make fun of someone.</p> <p>To describe how I would support a friend who is dealing with a change—including speaking to a trusted adult.</p> | <p>To know that families and trusted people support us in difficult times. To know it takes time to develop deep trusting feelings for people and this is okay. To know strategies for coping with change.</p> <p>To know that changes in families can have strong emotional reactions.</p> | <p>To be able to name body parts and know which parts should be private</p> <p>To know that emotions can present themselves physically.</p> | <p>To revisit why it is important to ask for help. To recap whether asking once is enough and to know I may need to ask more than once if I feel nothing has changed.</p> <p>To know that we should stop when we are asked and others should do this too.</p> <p>To build an understanding that not all families are safe places and there are numbers you can call and people you can see if this is the case. To understand appropriate and inappropriate ways of showing love (referring to each different types discussed)</p> <p>To recall how we respond to people we do not know To recall how we respond to people we do not know online. To recap boundaries and consent including how to say no.</p> | <p>To discuss how families might be different to my own and show acceptance of this. To introduce the vocabulary of a healthy family. To use prior knowledge to define a healthy family. To begin to discuss what an unhealthy family would be. To review different families and that they all love each other.</p> | <p>To define the word love. To know there are different types of love. To name examples of different types of love (i.e. love for family, friends, school family, romantic love, objects etc.) To talk about the importance of being loved by your family using the terms healthy families.</p> <p>To know that some people are adopted. To know that adoption is a way of providing security, permanency and the love of a new family when it is not possible for a child to be raised by his/her birth parents or within the birth family. To know an adopted child is as much a part of their new family as any other child. To link this knowledge to what families do for one another and our class understanding of a healthy family.</p> <p>To know that families will change over time. To list the different ways a family can grow.</p> | |

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| <p style="text-align: center;">Summer 2</p> | <p>To learn who their new teacher and Teaching partner will be. To spend a morning with their new teacher. To reflect on the year they have had and what they have achieved. To discuss what they would like to achieve next year and how they will do this.</p> <p>To know how the Prime minister gets into power. To know that government is made up of a number of parties. To know why it is important to listen to people with conflicting opinions. To know what a community is.</p> | <p>To know that being unkind to people who are different to ourselves because of their difference is unacceptable. To revisit how we are all unique.</p> <p>To know we should look after everyone our community.</p> | <p>To know that giving back to the community can help our mental health. To know that being parts of a community can help our mental health.</p> <p>To learn that pride is a celebration in the LGBTQ+ community and learn the significance of the rainbow flag.</p> <p>To discuss the importance of our name to our identity. To know a refugee may have their name taken away both literally and figuratively by being known as 'refugee.'</p> | | <p>To know their new teacher will become one of their trusted adults in school. To know their current teacher will remain a trusted adult.</p> | <p>To know we should accept everyone in our community. To know that our community is made up of people of different religions, sexuality, family history, class etc. To know that to treat anyone differently because of this is known as discrimination. To recap the term mutual respect and apply this to fighting discrimination.</p> <p>To recall what it means to have pride in ourselves and who we are.</p> <p>To know that everyone is unique To know that everyone's brains work differently and everyone thinks/sees the world differently. To learn about dyslexia and dyspraxia as one of the way our brains work differently.</p> | <p>To recall the importance of feeling welcome.</p> <p>To know each sector of our community is made up of individuals with their own opinions and views. To know they cannot trust everyone in their community</p> | <p>To know that the police, ambulance and fire service are there to help us.</p> |
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