Leintwardine Endowed CE Primary School Learning Journey Itinerary 'Letting Our Light Shine' YEAR GROUPS: 3/4 SUBJECT: PSHE YEAR: A TERM: Summer 1 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 Most children will show that they have Some children will not yet Some children will have gone beyond the expected level and will have met what is expected and reached the expected level because they can: show that they are exceeding because they can: will show that they are emerging because they can: · list some of their achievements and · list some of their achievements and say why they are · list some of their proud of them achievements and say why say why they are proud of them they are proud of them • identify facial expressions associated • identify facial expressions associated with different · identify facial expressions with different feelings feelings associated with different describe some strategies that they • describe some strategies that they could use to help them feelings could use to help them cope with cope with uncomfortable feelings describe some strategies uncomfortable feelings • suggest assertive solutions to scenarios that they could use to help • suggest assertive solutions to scenarios • explain that the messages they receive from the media about how they should look, think and behave are not them cope with • explain that the messages they receive uncomfortable feelings from the media about how they should always realistic suggest assertive solutions • suggest ways to make things right after a mistake has look, think and behave are not always to scenarios realistic been made • explain that the messages • explain that mistakes help them to learn and grow. · suggest ways to make things right they receive from the after a mistake has been made • identify their own strengths • explain that how they are feeling on the inside can affect media about how they • explain that mistakes help them to their facial expressions and body language should look, think and learn and grow. behave are not always • identify their own strengths • identify and begin to implement strategies to help them realistic • explain that how they are feeling on cope with uncomfortable feelings • suggest ways to make the inside can affect their facial • begin to demonstrate appropriately assertive behaviour things right after a mistake expressions and body language • analyse messages given by the media about how they has been made • identify and begin to implement should look, think and behave explain that mistakes help strategies to help them cope with · demonstrate how they are going to make things right them to learn and grow. uncomfortable feelings after mistakes have been made begin to demonstrate appropriately • explain what they have learnt and how they have grown from mistakes they have made. assertive behaviour · analyse messages given by the media · discuss how they could use their strengths and about how they should look, think and achievements to set aspirational goals • support others with their internal feelings according to · demonstrate how they are going to their facial expressions and body language make things right after mistakes have • suggest strategies to others to help them cope with any uncomfortable feelings they may be experiencing been made • explain what they have learnt and • identify if behaviour is aggressive, passive or assertive how they have grown from mistakes • discuss the impact on others of making amends after a they have made. mistake has been made. ASSESSMENT OPPORTUNITIES Discussions in lesson, quizzes, work produced **ENRICHMENT** SUBJECT SPECIFIC VOCABULARY CROSS-CURRICULAR **OPPORTUNITIES** Helping children feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, Links that we can make to remember more mental health, emotional wellbeing, uncomfortable, comfortable, sad, happy, angry, to help children make cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies, sense of what we want assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, them to know and be media, mind, media, influence, opinion, thoughts, feelings, manipulated, able to do. advertisements, edited, mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact