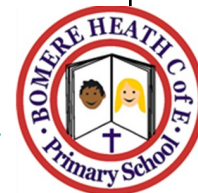


# Bomere and the XI Towns Federation Knowledge Organiser—PSHE

<p>Topic: <b>Health &amp; Wellbeing &amp; RSE</b></p>	<p>Class/Year Groups: <b>Dragonflies Year 3 &amp; 4</b></p>	<p>Term: <b>Summer Term 2023</b></p>
<p><b>What you already know?</b></p> <p><b>Physical health and Mental well-being :</b></p> <p>Keeping healthy; food and exercise; hygiene routines; sun safety; Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p><b>Growing and changing :</b></p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong; growing older; naming body parts; moving class or year</p> <p><b>Keeping safe :</b> How rules and age restrictions help us; keeping safe online; Safety in different environments; risk and safety at home; emergencies</p> <p><b>RSE:</b> Care and Commitment – The Importance of Hygiene ; RSE – C&amp;C Body Outline, Changes – Amazing me, Same but Different, Animals and their Babies</p>	<p>What you will learn:</p> <p><b>Physical health and Mental wellbeing :</b></p> <p><b>Year 3</b>— Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Year 4</b>— Maintaining a balanced lifestyle; oral hygiene and dental care</p> <p><b>Growing and changing :</b></p> <p><b>Year 3</b>—Personal strengths and achievements; managing and reframing setbacks</p> <p><b>Year 4</b>—Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p><b>Keeping safe :</b></p> <p><b>Year 3</b>—Risks and hazards; safety in the local environment and unfamiliar places</p> <p><b>Year 4</b> —Medicines and household products; drugs common to everyday life</p> <p><b>RSE: Changes</b></p>	<p>Vocabulary</p> <p><b>Physical health and Mental wellbeing :</b></p> <p>Y3—Choices, habit, physical health, healthy lifestyle, unhealthy, balanced diet, recognise, change, mindset, mindfulness, strategies, emotions, response, challenge, resilience</p> <p>Y4—illness, support, care, dental health, positive attitude, mental health, influence,</p> <p><b>Growing and changing :</b></p> <p>Y3—Strengths, interests, setback, valuable, contributions, self-worth, setbacks,</p> <p>Y4—puberty, hygiene, challenges, identity, emotion, help, information , genitalia</p> <p><b>Keeping safe :</b></p> <p>Y3— choice, danger, dare, emergency, first aid, hazard, responsibility, risk, safety, wellbeing, rules, environment</p> <p>Y4—alcohol , drugs, peer pressure, , medicines, , cigarettes, habit, e-cigarettes</p>



**National Curriculum Statutory Objectives covered (although our curriculum is guided by the PSHE Association Programme of Study which provides a comprehensive programme that integrates, but is not limited to, this statutory content):**

**Health and Wellbeing**

**Y3 Pupils learn...**

- > about the choices that people make in daily life that could affect their health
- > to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)
- > what can help people to make healthy choices and what might negatively influence them
- > about habits and that sometimes they can be maintained, changed or stopped
  - > the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle
- > what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
- > that regular exercise such as walking or cycling has positive benefits for their mental and physical health
- > about the things that affect feelings both positively and negatively
- > strategies to identify and talk about their feelings
- > about some of the different ways people express feelings e.g. words, actions, body language
- > to recognise how feelings can change overtime and become more or less powerful

**Y4 Pupils learn...**

- > to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally
- > what good physical health means and how to recognise early signs of physical illness
- > that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary

**Growing and Changing**

**Y3 Pupils learn...**

- > that everyone is an individual and has unique and valuable contributions to make
- > to recognise how strengths and interests form part of a person's identity
- > how to identify their own personal strengths and interests and what they're proud of (in school, out of school)
- > to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues
- > basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again

**Y4 Pupils learn...**

- > how to identify external genitalia and reproductive organs
- > about the physical and emotional changes during puberty
- > key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams
- > strategies to manage the changes during puberty including menstruation
- > the importance of personal hygiene routines during puberty including washing regularly and using deodorant
- > how to discuss the challenges of puberty with a trusted adult

**Keeping Safe**

**Y3 Pupils learn...**

- > how to identify typical hazards at home and in school
- > how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen
- > about fire safety at home including the need for smoke alarms
- > the importance of following safety rules from parents and other adults
- > how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety

**Y4 Pupils learn...**

- > the importance of taking medicines correctly and using household products safely
- > to recognise what is meant by a 'drug'
- > that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- > to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- > to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break
- > how to ask for help or advice

