

TERM: Autumn 2		YEAR GROUP: 3		SUBJECT: PSHE – Health and Wellbeing	
WEEK 1 DATE: 04.11	WEEK 2 DATE: 11.11	WEEK 3 DATE: 18.11	WEEK 4 DATE: 25.11	WEEK 5 DATE: 02.12	WEEK 6 DATE: 09.12
<p>LO; To understand and plan for a healthy lifestyle including physical activity, rest and diet.</p> <p>Success Criteria; I understand what a balanced diet is.</p> <p>I know that what I eat affects my mood and behaviour.</p> <p>I understand that I need more energy from food when I am more energetic.</p> <p>Main Event; Plan what would be a healthy diet and exercise regime for themselves for one week and record it in a diary.</p> <p>Support; List one meal for each meal time.</p> <p>Challenge; Use a range of different food types and exercises in their diary.</p>	<p>LO; To perform a range of relaxation stretches.</p> <p>Success Criteria; I understand the positive impact of relaxation on the body.</p> <p>I can use stretching to ease muscle tension and relax.</p> <p>I understand when is a good time to use this technique.</p> <p>Main Event; Complete a variety of relaxation stretches and reflect on their importance.</p> <p>Support; Work in pairs.</p> <p>Challenge; Label the stick figures to show which body parts are effected by each stretch.</p>	<p>LO; To understand the different aspects of my identity.</p> <p>Success Criteria; I can say what I am good at.</p> <p>I understand that I am part of different groups or communities.</p> <p>I understand that my identity is linked to the groups I belong to.</p> <p>I understand that there are similarities and differences between people.</p> <p>I understand what being lonely means.</p> <p>Main Event; Write a poem that shows what makes them, them.</p> <p>Support; Work as part of a guided group.</p> <p>Challenge; Challenge to reference different parts of their identity and use more adventurous vocabulary.</p>	<p>LO; To identify my own strengths and begin to see how they can affect others.</p> <p>Success Criteria; I can say what I am good at.</p> <p>I understand that I can help other people.</p> <p>I can describe how I can use my strengths to help others.</p> <p>I understand how my behaviour and actions affect other people.</p> <p>Main Event; Draw themselves and identify their own super-powers.</p> <p>Support; Use the template provided.</p> <p>Challenge; Write an explanation about how they could use their super-powers to help others, or explain other peoples strengths and justify with examples.</p>	<p>LO; To break down barriers into smaller, achievable goals.</p> <p>Success Criteria; I can identify a problem or barrier.</p> <p>I can break down a problem into smaller goals.</p> <p>I can create a plan to overcome a barrier or issue.</p> <p>Main Event; Identify barriers to achieving a goal and think of steps that they could take to help them achieve their goal.</p> <p>Support; Draw steps rather than writing them, mind map their ideas and the circle the most important four.</p> <p>Challenge; Include 'Watch out for' notes to their barrier blocks to show what else could happen to get in the way of them achieving their goals, as well as explain what they would do in response.</p>	<p>LO; To recognise when to give consent.</p> <p>Success Criteria; I can express my feelings to others.</p> <p>I can discuss how to handle different scenarios.</p> <p>I can practise creating boundaries.</p> <p>Main Event; Discuss and act out a range of scenarios, then discuss as a class.</p> <p>Support; Use bank of suggestions on slide 3, or draw their answers.</p> <p>Challenge; Think in-depth about how their boundaries could change in different situations.</p>

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