Year 3 PSHE Coverage Autumn 1

Me and My Relationships

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| --- | --- |
| As a rule | * Explain why we have rules;
* Explore why rules are different for different age groups, in particular for internet-based activities;
* Suggest appropriate rules for a range of settings;
* Consider the possible consequences of breaking the rules.
 |
| My Special things | * Explain some of the feelings someone might have when they lose something important to them;
* Understand that these feelings are normal and a way of dealing with the situation.
 |
| Tangram challenge | * Define and demonstrate cooperation and collaboration;
* Identify the different skills that people can bring to a group task;
* Demonstrate how working together in a collaborative manner can help everyone to achieve success.
 |
| Looking after our special people | * Identify people who they have a special relationship with;
* Suggest strategies for maintaining a positive relationship with their special people.
 |
| How can we solve this problem? | * Rehearse and demonstrate simple strategies for resolving given conflict situations.
 |
| A dare | * Explain what a dare is
* Understand that no-one has the right to force them to do a dare
* Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare

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| Listening to others | * Express opinions and listen to those of others;
* Consider others' points of view;
* Practise explaining the thinking behind their ideas and opinions.
 |
| Friends are special | * Identify the qualities of friendships
* Suggest reasons why friends sometimes fall out
* Rehearse skills for making up again
 |

Year 3 PSHE Coverage Autumn 2

Keeping Myself Safe

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| --- | --- |
| Protective Behaviours Lesson 1Feeling Safe | * Understand that they can feel different things at the same time
* Understand that with my right to be safe comes a responsibility to keep others safe
 |
| Protective Behaviours Lesson 2Feeling Unsafe | * Identify when they get their early warning signs but it is ‘fun to feel scared’ or ‘risking on purpose’ situation
* Know its important to sometimes take a risk on purpose to help learn new things or get help
 |
| Protective Behaviours Lesson 3Body Awareness | * Understand the difference between safe and unsafe touches
* Know that no one has the right to touch them in a way that feels unsafe
* Use strategies to help them know options if they feel unsafe
 |
| Protective Behaviours Lesson 4Networks and Telling | * Know what characteristics someone who can help me has
* Can discuss asking for help in school
* Know where to get help outside of school
 |
| Danger or risk? | * Define the words danger and risk and explain the difference between the two;
* Demonstrate strategies for dealing with a risky situation.
 |
| Risk Robot | * Identify risk factors in given situations;
* Suggest ways of reducing or managing those risks.
 |
| Alcohol and Cigarettes: the facts | * Identify some key risks from and effects of cigarettes and alcohol;
* Know that most people choose not to smoke cigarettes; (Social Norms message)
* Define the word 'drug' and understand that nicotine and alcohol are both drugs.
 |
| Online safety/Super Searchers | * Evaluate the validity of statements relating to online safety;
* Recognise potential risks associated with browsing online;
* Give examples of strategies for safe browsing online.
 |
| None of Your Business  | * Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
* Recognise and describe appropriate behaviour online as well as offline;
* Identify what constitutes personal information and when it is not appropriate or safe to share this;
* Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
 |
| Help or Harm? | * Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
 |

Year 3 PSHE Coverage Spring 1

Valuing Difference

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| --- | --- |
| Family and Friends | * Recognise that there are many different types of family;
* Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
 |
| My Community | * Define the term 'community';
* Identify the different communities that they belong to;
* Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
 |
| Respect and Challenge | * Reflect on listening skills;
* Give examples of respectful language;
* Give examples of how to challenge another's viewpoint, respectfully.
 |
| Our Friends and Neighbours | * Explain that people living in the UK have different origins;
* Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
* Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.
 |
| Let’s Celebrate Our Differences | * Recognise the factors that make people similar to and different from each other;
* Recognise that repeated name calling is a form of bullying;
* Suggest strategies for dealing with name calling (including talking to a trusted adult).
 |
| Bullying | * Understand and explain some of the reasons why different people are bullied;
* Explore why people have prejudiced views and understand what this is.
* Recognise potential risks associated with browsing online;
* Give examples of strategies for safe browsing online.
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Year 3 PSHE Coverage Spring 2

Rights and Responsibilities

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| --- | --- |
| Our Helpful Volunteers | * Define what a volunteer is;
* Identify people who are volunteers in the school community;
* Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
 |
| Helping Each Other to Stay Safe | * Identify key people who are responsible for them to stay safe and healthy;
* Suggest ways they can help these people.
 |
| Fact and Opinion | * Understand the difference between 'fact' and 'opinion';
* Understand how an event can be perceived from different viewpoints;
* Plan, draft and publish a recount using the appropriate language.
 |
| An Environment Project | * Define what is meant by the environment;
* Evaluate and explain different methods of looking after the school environment;
* Devise methods of promoting their priority method.
 |
| Can We Afford it? | * Understand the terms 'income', 'saving' and 'spending';
* Recognise that there are times we can buy items we want and times when we need to save for items;
* Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
 |
| Earning Money | * Explain that people earn their income through their jobs;
* Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
 |

Year 3 PSHE Coverage Summer 1

Being My Best

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| Healthy Eating | * Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
* Explain what is meant by the term 'balanced diet';
* Give examples what foods might make up a healthy balanced meal.
 |
| Being Poorly | * Explain how some infectious illnesses are spread from one person to another;
* Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
* Suggest medical and non-medical ways of treating an illness.
 |
| For or Against? | * Develop skills in discussion and debating an issue;
* Demonstrate their understanding of health and wellbeing issues that are relevant to them;
* Empathise with different view points;
* Make recommendations, based on their research.
 |
| I am Fantastic | * Identify their achievements and areas of development;
* Recognise that people may say kind things to help us feel good about ourselves;
* Explain why some groups of people are not represented as much on television/in the media.
 |
| Getting on With Your Nerves | * Demonstrate how working together in a collaborative manner can help everyone to achieve success;
* Understand and explain how the brain sends and receives messages through the nerves.
 |
| Our Body | * Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
* Describe how food, water and air get into the body and blood.
 |
| Top Talents | * Explain some of the different talents and skills that people have and how skills are developed;
* Recognise their own skills and those of other children in the class
 |

Year 3 PSHE Coverage Summer 2

Growing and Changing

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| --- | --- |
| Relationship Tree | * Identify different types of relationships;
* Recognise who they have positive healthy relationships with.
 |
| Body Space | * Understand what is meant by the term body space (or personal space);
* Identify when it is appropriate or inappropriate to allow someone into their body space;
* Rehearse strategies for when someone is inappropriately in their body space.
 |
| Secret or Surprise | * Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
* Recognise how different surprises and secrets might make them feel;
* Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
 |
| My Changing Body | * Recognise that babies come from the joining of an egg and sperm;
* Explain what happens when an egg doesn’t meet a sperm;
* Understand that for girls, periods are a normal part of puberty.
 |
| Basic First Aid | * Know how to make a clear and efficient call to emergency services if necessary.
* Develop oncepts of basic first-aid, for example dealing with common injuries, including head injuries.
 |