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   E |
| 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 1  Feeling 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 2  Feeling 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 3  Body 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 4  Networks 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. |

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. |