

Year 3 Curriculum Overview for PSHE

Autumn Term	Spring Term	Summer Term
<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • 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. • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. • Identify people who they have a special relationship with; <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. • 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; 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Rehearse and demonstrate simple strategies for resolving given conflict situations. • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. <p><u>Valuing Difference</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • 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). • Define the term 'community'; 	<p><u>Me and My Relationships</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Demonstrate how working together in a collaborative manner can help everyone to achieve success. <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Identify risk factors in given situations; • 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. • Define the words danger and risk and explain the difference between the two; <p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending';

<ul style="list-style-type: none"> • Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together. • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. <p><u>Keeping Myself Safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online. • Understand that medicines are drugs and suggest ways that they can be helpful or harmful. • 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. • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe. 	<ul style="list-style-type: none"> • 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. <p><u>Keeping myself safe</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • Demonstrate strategies for dealing with a risky situation. <p><u>Rights and Responsibilities</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • 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. • 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. <p><u>Cross- Curricular Project</u></p> <ul style="list-style-type: none"> • Explain whose responsibility it is to look after the local environment; • Plan and carry out an event which will benefit the local environment. 	<ul style="list-style-type: none"> • 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.) • 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.) <p><u>Being My Best</u></p> <p>In this unit, pupils learn to:</p> <ul style="list-style-type: none"> • 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. • 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. • 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.
---	---	---

- Demonstrate strategies for assessing risks;
- Understand and explain decision-making skills;
- Understand where to get help from when making decisions.;
- Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
- Know how to make a clear and efficient call to emergency services if necessary.
- Understand the concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Rights and Responsibilities

In this unit, pupils learn to:

- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.

Growing and changing

In this unit, pupils learn to:

- 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.
- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- 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.

- 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.
- 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.
- 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.