

## Year 3 PSHE Overview

Main areas studied:

	Autumn 1 <u>Me and My Relationships</u>	Autumn 2 <u>Valuing Difference</u>	Spring 1 <u>Keeping Safe</u>	Spring 2 <u>Rights and Respect</u>	Summer 1 <u>Being My Best</u>	Summer 2 <u>Growing and Changing</u>
Key Questions	<p>As a rule</p> <p>Looking after our special people</p> <p>How can we solve this problem?</p> <p>Tangram team challenge (OPTIONAL)</p> <p>Friends are special</p> <p>Thanks</p> <p>Dan's dare</p> <p>My special pet (OPTIONAL)</p>	<p>Respect and challenge</p> <p>Family and friends</p> <p>My community</p> <p>Our friends and neighbours</p> <p>Let's celebrate our differences</p> <p>Zeb</p>	<p>Safe or unsafe?</p> <p>Danger or risk?</p> <p>The Risk robot</p> <p>Super Searcher</p> <p>Help or harm?</p> <p>Alcohol and cigarettes: the facts</p> <p>Raisin challenge (1) (OPTIONAL)</p>	<p>Helping each other to stay safe</p> <p>Recount task</p> <p>Our helpful volunteers</p> <p>Can Harold afford it?</p> <p>Earning money</p> <p>Harold's environment project</p> <p>Let's have a tidy up! (OPTIONAL)</p>	<p>Derek cooks dinner! (healthy eating)</p> <p>Poorly Harold</p> <p>Body team work</p> <p>For or against?</p> <p>I am fantastic!</p> <p>Top talents</p> <p>Getting on with your nerves! (OPTIONAL)</p>	<p>Relationship tree</p> <p>Body space</p> <p>None of your business!</p> <p>Secret or surprise?</p> <p>My changing body</p> <p>Basic first aid</p>
Assessment	Me and My Relationships - Pre and Post Unit Assessment: Y3/P4	Valuing Difference - Pre and Post Unit Assessment: Y3/P4	Keeping Safe - Pre and Post Unit Assessment: Y3/P4	Rights and Respect - Pre and Post Unit Assessment: Y3/P4	Being My Best - Pre and Post Unit Assessment: Y3/P4	Growing and Changing - Pre and Post Unit Assessment: Y3/P4
Learning outcomes	<p>Explain why we have rules;</p> <p>Explore why rules are different for different age groups, in particular for internet-based activities;</p> <p>Suggest appropriate rules for a range of settings;</p> <p>Consider the possible consequences of breaking the rules.</p> <p>Identify people who they have a special relationship with;</p> <p>Suggest strategies for maintaining a positive</p>	<p>Reflect on listening skills;</p> <p>Give examples of respectful language;</p> <p>Give examples of how to challenge another's viewpoint, respectfully.</p> <p>Recognise that there are many different types of family;</p> <p>Understand what is meant by 'adoption' 'fostering'</p>	<p>Identify situations which are safe or unsafe;</p> <p>Identify people who can help if a situation is unsafe;</p> <p>Suggest strategies for keeping safe.</p> <p>Define the words danger and risk and explain the difference between the two;</p>	<p>Identify key people who are responsible for them to stay safe and healthy;</p> <p>Suggest ways they can help these people.</p> <p>Understand the difference between 'fact' and 'opinion';</p> <p>Understand how an event can be perceived from different viewpoints;</p>	<p>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</p> <p>Explain what is meant by the term 'balanced diet';</p> <p>Give examples what foods might make up a healthy balanced meal.</p>	Under review

<p>relationship with their special people. Rehearse and demonstrate simple strategies for resolving given conflict situations. 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. Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. Express opinions and listen to those of others Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. <b>Agree, Neither agree or disagree, Disagree, statements - Teacher resource</b> - one copy to display on wall for continuum activity Explain what a dare is; Understand that no-one has the right to force them to do a dare;</p> <p>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</p>	<p>and 'same-sex relationships.'</p> <p>Define the term 'community';</p> <p>Identify the different communities that they belong to;</p> <p>Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Explain that people living in the UK have different origins;</p> <p>Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</p> <p>Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Recognise the factors that make people similar to and different from each other;</p> <p>Recognise that repeated name calling is a form of bullying;</p> <p>Suggest strategies for dealing with name calling</p>	<p>Demonstrate strategies for dealing with a risky situation.</p> <p>Identify risk factors in given situations;</p> <p>Suggest ways of reducing or managing those risks.</p> <p>Evaluate the validity of statements relating to online safety;</p> <p>Recognise potential risks associated with browsing online;</p> <p>Give examples of strategies for safe browsing online.</p> <p>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</p> <p>Identify some key risks from and effects of cigarettes and alcohol;</p> <p>Know that most people choose not to smoke cigarettes; (Social Norms message)</p> <p>Define the word 'drug' and understand that nicotine and alcohol are both drugs.</p> <p>Demonstrate strategies for assessing risks;</p>	<p>Plan, draft and publish a recount using the appropriate language.</p> <p>Define what a volunteer is;</p> <p>Identify people who are volunteers in the school community;</p> <p>Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p> <p>Understand the terms 'income', 'saving' and 'spending';</p> <p>Recognise that there are times we can buy items we want and times when we need to save for items;</p> <p>Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p> <p>Explain that people earn their income through their jobs;</p> <p>Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p> <p>Define what is meant by the environment;</p>	<p>Explain how some infectious illnesses are spread from one person to another;</p> <p>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</p> <p>Suggest medical and non-medical ways of treating an illness.</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Develop skills in discussion and debating an issue;</p> <p>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</p> <p>Empathise with different viewpoints;</p> <p>Make recommendations, based on their research.</p> <p>Identify their achievements and areas of development;</p> <p>Recognise that people may say kind things to help us feel good about ourselves;</p>	
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		<p>(including talking to a trusted adult).</p> <p>Understand and explain some of the reasons why different people are bullied;</p> <p>Explore why people have prejudiced views and understand what this is.</p>	<p>Understand and explain decision-making skills;</p> <p>Understand where to get help from when making decisions.</p>	<p>Evaluate and explain different methods of looking after the school environment;</p> <p>Devise methods of promoting their priority method.</p> <p>Explain whose responsibility it is to look after the local environment;</p> <p>Plan and carry out an event which will benefit the local environment.</p>	<p>Explain why some groups of people are not represented as much on television/in the media.</p> <p>Explain some of the different talents and skills that people have and how skills are developed;</p> <p>Recognise their own skills and those of other children in the class.</p> <p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <p>Understand and explain how the brain sends and receives messages through the nerves.</p>	
Key Stories	Dan's Dare story outline.	<p>Copy of the story The Ugly Duckling by Hans Christian Anderson - versions of this can be found on the internet.</p> <p>Zeb story sheet</p>			The U factor story sheet for Teacher.	
Key Resources/ Artefacts	<p>As a rule, Activity sheet</p> <p>Zip, Zap, Boing Game</p> <p>Looking after our special people Activity sheet</p> <p>Large piece of paper</p> <p>How can we solve this problem Activity sheets 1 and 2.</p> <p>Tangram challenge sheet, timer,</p> <p>Kiki, Harold and Derek clip.</p> <p>Flip chart/paper to make a list,</p> <p>Object to pass around circle.</p>	<p>Who said that activity sheet.</p> <p>Simple equipment e.g. balls, bats,</p> <p>Family and Friends Activity sheet</p> <p>Different types of family's pictures.</p> <p>A3 paper</p> <p>Zeb Activity sheet</p>	<p>Safe or unsafe Activity sheet.</p> <p>A4 paper signs.</p> <p>Risk taking scenarios,</p> <p>Paper</p> <p>The risk robot activity sheet.</p> <p>True/false cards</p> <p>Assessing risks - Activity sheets scenarios cards.</p>	<p>Paper and drawing materials,</p> <p>Fact or opinion Activity sheet, who said what activity sheet,</p> <p>A3/A4 paper and art materials.</p> <p>Can Harold afford it activity sheet.</p> <p>Earning money job cards</p>	<p>Harold, Kiki and Derek teacher resource.</p> <p>Eatwell plate,</p> <p>Hand hygiene</p> <p>Body Team work Activity sheet.</p> <p>Achievement audit.</p> <p>Top talents activity sheet</p> <p>Feel Good Groove audio track,</p> <p>Teamwork, positive attitude.</p>	

	<p>Ian Gilbert's list of 'thunks' on the <b>Independent Thinking</b></p> <p>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 situations.</p>					
Key Vocabulary	<p>Rules, internet, consequences, special relationship, positive relationship, siblings, parents, strategies, resolving problems, cooperation, collaboration, friendship, opinions, dares, uncomfortable, unsafe. Feelings and emotions.</p>	<p>Respectful, challenge, listening, responding, adopted, fostered, same sex, community, mental health and well-being, origins, ethnic backgrounds, diversity, differences, celebration, bullied, prejudice.</p>	<p>Safe, unsafe, strategies, Danger, risk, situation, decision, online safety, browsing, drugs, alcohol, vaping, cigarettes,</p>	<p>Location, healthy, fact, opinion, viewpoint, recount, volunteer, wellbeing, income, saving, spending, earning money, Environment, school environment, litter.</p>	<p>Energy, muscles, balanced diet, infectious illnesses, hygiene routines, heart, blood, lungs, stomach, small and large intestines, liver, brain, Body functions, discussion, debating, empathise, Achieve, improve, talents, skills, collaborate, nerves.</p>	