

PSHE Curriculum Overview

Year 3

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	TEAM	<p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p>	<p>I can talk about changes and how they might make me feel.</p> <p>I can explain how and why we should work well as a team.</p> <p>I can describe how my actions and behaviour affect my team.</p> <p>I can pay attention to and respond considerately to others.</p> <p>I can describe why disputes might happen and strategies to resolve them.</p> <p>I can talk about my responsibilities towards my team.</p> <p><i>Deliver Pol-Ed - How can I be a responsible citizen</i></p>	<p>collaboratively</p> <p>compromise</p> <p>consequences</p> <p>considerate</p> <p>interpret</p> <p>negotiation</p> <p>resolution/resolve</p> <p>transition</p>

		<u>End of unit assessment</u>		
		<u>Working towards</u>	<u>Working at</u>	<u>Working above</u>
2	Think Positive	<p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</p>	<p>I understand that having a positive attitude is good for our mental health.</p> <p>I can recognise and manage positive and negative thoughts effectively.</p> <p>I understand that some changes can be difficult but that there are things we can do to cope.</p> <p>I can use mindfulness techniques to keep calm.</p> <p>I can identify uncomfortable emotions and manage them effectively.</p> <p>I can apply a positive attitude towards learning and take on new challenges.</p>	<p>determination</p> <p>dopamine</p> <p>endorphins</p> <p>failure</p> <p>grief</p> <p>guilt</p> <p>jealousy</p> <p>mindfulness</p> <p>oxytocin</p> <p>serotonin</p>

		<p>H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H36. strategies to manage transitions between classes and key stages</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>		
<p><u>End of unit assessment</u></p>				
	<u>Working towards</u>	<u>Working at</u>		<u>Working above</u>
3	Diverse Britain	<p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>I can describe what it is like to live in the British Isles.</p> <p>I can talk about what democracy is and understand why it is important.</p> <p>I can talk about what rules and laws are and identify how they help us.</p>	<p>citizen</p> <p>common rights</p> <p>culture</p> <p>customs</p> <p>debate</p> <p>democracy</p> <p>discrimination</p>

		<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L6. about the different groups that make up their community; what living in a community means</p> <p>L7. to value the different contributions that people and groups make to the community</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced</p>	<p>I can talk about what liberty means and I can identify the rights of British people.</p> <p>I can describe a diverse society and talk about why it is important.</p> <p>I can explain what being British means to me and to others.</p> <p><i>Deliver Pol-Ed - What is discrimination?</i></p>	<p>diverse/diversity equality ethnic government human rights multicultural prejudice</p>
<p><u>Working towards</u></p>		<p><u>End of unit assessment</u> <u>Working at</u></p>	<p><u>Working above</u></p>	

4	Be Yourself	<p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p> <p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p>H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</p> <p>H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p>	<p>I can say the things about myself that I am proud of.</p> <p>I can identify the feelings I have and describe how different emotions feel.</p> <p>I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.</p> <p>I know how to be assertive.</p> <p>I can explore messages given by the media and decide if they are helpful or harmful.</p> <p>I can identify different strategies I can use if I make a mistake.</p>	<p>advertisements</p> <p>assertive</p> <p>dares</p> <p>forceful</p> <p>gloating</p> <p>impact</p> <p>influence</p> <p>manipulated</p> <p>pressure</p> <p>pride</p> <p>resist</p> <p>resolution</p>

		<p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</p> <p>R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation</p>			
<p><u>End of unit assessment</u></p>					
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>		
5	It's My Body	<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p>	<p>I can choose what happens to my body and I can get help with any concerns.</p> <p>I know how to keep my body healthy.</p>	<p>addiction</p> <p>alcohol</p> <p>allergies</p> <p>caffeine</p>	

	<p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H5. about what good physical health means; how to recognise early signs of physical illness</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</p> <p>H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</p> <p>H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</p> <p>H12. about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer</p> <p>H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</p> <p>H38. how to predict, assess and manage risk in different situations</p>	<p>I know why it is important to get enough sleep.</p> <p>I understand the importance of hygiene and what to do if I feel unwell.</p> <p>I know how to take medicine safely and keep safe around drugs.</p> <p>I know how to make better choices and choose healthy habits.</p> <p><i>Deliver Pol-Ed - How can we keep our things safe?</i></p>	<p>Childline</p> <p>cigarettes/e-cigarettes</p> <p>contagious</p> <p>hormones</p> <p>hydrated</p> <p>immunisation</p> <p>nicotine</p> <p>prescription</p> <p>restricted</p> <p>sleep hygiene</p> <p>tobacco</p> <p>vaccinations</p> <p>vaping</p>
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<p><u>End of unit assessment</u></p>					
<u>Working towards</u>		<u>Working at</u>	<u>Working above</u>		
6	Aiming High	<p>L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes</p> <p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>	<p>I can identify achievements and suggest how my actions can help me to achieve.</p> <p>I can identify personal goals and suggest actions that I can take to achieve them.</p>	<p>accomplish attribute curriculum vitae/CV employer gender</p>	

		<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L28. about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)</p> <p>L29. that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p> <p>L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university)</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>I can explain how a positive learning attitude can help me to learn new things.</p> <p>I can identify the skills and attributes needed to do certain jobs.</p> <p>I understand that we should all have equal opportunities to follow our career ambitions.</p> <p>I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.</p>	<p>setbacks stereotype</p>
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Working towards

End of unit assessment

Working at

Working above