

PSHE Curriculum Overview

Year 3

Term	Theme	Knowledge and understanding (PSHE Association)	What I will know and remember	Vocabulary
1	TEAM	H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H36. strategies to manage transitions between classes and key stages 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 R13. the importance of seeking support if feeling lonely or excluded R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation 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 L6. about the different groups that make up their community; what living in a community means	L1 - I can talk about changes and how they might make me feel. L2 - I can explain how and why we should work well as a team. L3 - I can describe how my actions and behaviour affect my team. L4 - I can understand how to be a responsible citizen (Pol-Ed) L5 - I can describe why disputes might happen and strategies to resolve them. L6 - I can talk about my responsibilities towards my team. <u>Skills Building Starters</u> What does purpose of communication mean? Step 5 - listening What does it mean to communicate with new people? Step 3 - speaking	collaboratively compromise consequences considerate interpret negotiation resolution/resolve transition

2	Think Positive	H3. about choices that support a healthy lifestyle, and recognise what might influence these H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health 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 H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others 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 H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	L1 - I understand that having a positive attitude is good for our mental health. L2 - I can recognise and manage positive and negative thoughts effectively. L3 - I understand that some changes can be difficult but that there are things we can do to cope. L4 - I can understand how school helps me (Pol-Ed) L5 - I can identify uncomfortable emotions and manage them effectively. L6 - I can apply a positive attitude towards learning and take on new challenges. <u>Skills Building Starters</u> What is meant by a problem? Step 3 - problem solving What does it mean to find information to complete a task? Step 4 - problem solving	determination dopamine endorphins failure grief guilt jealousy mindfulness oxytocin serotonin

		H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking H36. strategies to manage transitions between classes and key stages R13. the importance of seeking support if feeling lonely or excluded		
3	Diverse Britain	H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) R21. about discrimination: what it means and how to challenge it 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 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 R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities 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	L1 - I can describe what it is like to live in the British Isles. L2 - I can talk about what democracy is and understand why it is important. L3 - I can understand what children's rights are (Pol-Ed) L4 - I can talk about what liberty means and I can identify the rights of British people. L5 - I can describe a diverse society and talk about why it is important. L6 - I can explain what being British means to me and to others. <u>Skills Building Starters</u> What does it mean to share imagination in different ways? Step 3 - creativity	citizen common rights culture customs debate democracy discrimination diverse/diversity equality ethnic government human rights multicultural prejudice

		L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L10. about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced		
4	Be Yourself	H17. to recognise that feelings can change over time and range in intensity H18. about everyday things that affect feelings and the importance of expressing feelings H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth	L1 - I can say the things about myself that I am proud of. <u>L2 - I can understand what words can be used describe my feelings (Pol-Ed)</u> L3 - I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. L4 - I know how to be assertive. L5 - I can explore messages given by the media and decide if they are helpful or harmful. L6 - I can identify different strategies I can use if I make a mistake.	advertisements assertive dares forceful gloating impact influence manipulated pressure pride resist resolution

		H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking 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 R13. the importance of seeking support if feeling lonely or excluded 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 R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online 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 L11. recognise ways in which the internet and social media can be used both positively and negatively 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	<u>Skills Building Starters</u> <u>What does it mean to persist? Step 3 - adapting</u>	
5	It's My Body	H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these	L1 - I can choose what happens to my body and I can get help with any concerns. .	addiction alcohol allergies caffeine Childline

	H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle H5. about what good physical health means; how to recognise early signs of physical illness 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. 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 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 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 H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed 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) 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 H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health H38. how to predict, assess and manage risk in different situations	L2 - I can understand what consent means in friendship (Pol-Ed) L3 - I know why it is important to get enough sleep. L4 - I understand the importance of hygiene and what to do if I feel unwell. L5 - I know how to take medicine safely and keep safe around drugs. L6 - I know how to make better choices and choose healthy habits. <u>Skills Building Starters</u> What does it mean to work with care and attention? Step 3 - planning	cigarettes/e-cigarettes contagious hormones hydrated immunisation nicotine prescription restricted sleep hygiene tobacco vaccinations vaping
--	--	--	--

		H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break H48. about why people choose to use or not use drugs (including nicotine, alcohol and medicines) R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R26. about seeking and giving permission (consent) in different situations R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret		
6	Aiming High	L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes 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 L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them 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)	L1 - I can identify achievements and suggest how my actions can help me to achieve. L2 - I can think about what I am good at (Pol-Ed) L3 - I can explain how a positive learning attitude can help me to learn new things. L4 - I can identify the skills and attributes needed to do certain jobs.	accomplish attribute curriculum vitae/CV employer gender setbacks stereotype

		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 L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university) H27. to recognise their individuality and personal qualities H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self worth H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking	L5 - I understand that we should all have equal opportunities to follow our career ambitions. L6 - I can discuss what job I might like to do when I grow up and what skills I will need to achieve this. <u>Skills Building Starters</u> <u>What does it mean to recognise others' reactions? Step 3 - leadership</u> <u>What is meant by reliable timekeeping? Step 3 - teamwork</u>	
--	--	---	---	--