



YEAR 3

PSHE CURRICULUM



Year 3 PSHE Curriculum **KNOW IT!**

What I should already know?

Some things that make my class a safe and fair place.

Sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.

That working together can help to complete a task successfully and that skills can complement each other.

That foods and medicines can be good for my body and that there are less healthy/unsafe choices.

That some things might make me feel uncomfortable in a relationship and that this is different to relationships that make me feel special

Some differences between now to when I was a baby and say some of the changes that will happen to me as I get older.

VOCABULARY

proud, consequences, rewards, rules, bullying, rights, responsibilities, choices. fair, assumptions, stereotype, realistic goal, challenging, perseverance, strengths, co-operation, medicine, relaxation, stress, energy, trust, compliment



Key Vocabulary

achievement	A success gained through hard work or skill.
anxieties	Worries or fears.
emotions	Feelings inside us.
solution	The answer to make something right.
support	Giving help to someone who needs it.
community	A group of people who live close together or have shared interests.
extended family	Members of our family who are not our parents or brothers/sisters.
resolve conflicts	To fix disagreements.
witness	A person who sees or hears something that happened.
bystander	Someone who is there but does not take part in an event.
unique	The only one of something.
ambition	A strong wish to be successful.
confident	Feeling sure of myself and my ability.
disability	A problem that makes it difficult to see, hear, walk or do a task.
obstacle	Something that stops progress.
evaluate	To judge how good something is.
respect	A feeling of caring for someone's well-being that can be shown by using good manners and kindness.
hazard	Something that causes danger.
global	Having to do with the whole earth.
equality	Everyone being given the same opportunities.
thrive	To grow strong and healthy.



TEACH IT

BEING ME IN MY WORLD



Feeling settled in our new year.

-  Set a personal goal
-  Understand that feeling anxious about new situations is a normal feeling and know what to do or who to speak to help with anxieties

Making our school community a better place.


-  Face new challenges positively, make responsible choices and ask for help when I need it.
-  Understand why rules are needed and how they relate to rights and responsibilities.

Everyone's right to learn


-  Understand that my actions affect myself and others and I care about other people's feelings.
-  understand that my behaviour brings rewards/ consequences

CELEBRATING DIFFERENCE



Accepting everyone is different.

-  Understand that everybody's family is different and important to them



Resolving conflicts

-  Understand that differences and conflicts sometimes happen among family members

Witnessing bullying


-  Know what it means to be a witness to bullying
-  Know that witnesses can make the situation better or worse by what they do

Words that harm


-  Recognise that some words are used in hurtful ways
-  Explain about a time when my words affected someone's feelings and what the consequences were.

DREAMS AND GOALS



Dreams and goals.

-  Give an example of a person who has faced difficult challenges and achieved success.



My dreams and ambitions.

-  Identify a dream/ambition that is important to me.

Tackling new challenges.



-  Enjoy facing new learning challenges and working out the best ways for me to achieve them.
-  Work co-operatively on achieving our new challenge .

Identifying and overcoming obstacles.



-  Recognise obstacles which might hinder my achievement and can take steps to overcome them.
-  Evaluate my own learning process and identify how it can be better next time.

HEALTHY ME



Being fit and healthy.

-  Understand how exercise affects my body
-  Know that the amount of calories, fat and sugar I put in my body will affect my health

Being safe.


-  Identify things, people and places that I need to keep safe from,
-  Explain some strategies for keeping myself safe including who to go to for help

Safe or unsafe.


-  Identify when something feels safe or unsafe
-  Take responsibility for keeping myself and others safe

RELATIONSHIPS



Family roles and responsibilities.

-  Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females


Friendship.

-  Identify and put into practice some of the skills of friendship.

Keeping myself safe online.


-  Know and use some strategies for keeping myself safe online
-  Know who to ask for help if I am worried or concerned about anything online

Being a global citizen.


-  Explain how some of the actions and work of people around the world help and influence my life

CHANGING ME



How babies grow.

-  Understand what a baby needs to live, grow and thrive.

Family stereotypes.

-  Start to recognise stereotypical ideas I might have about parenting and family roles.




Looking ahead.

-  Identify what I am looking forward to when I move to my next class.
-  Understand where to go for support with any worries I may have.








TEACH IT

SUGGESTED TEACHING SEQUENCE




BEING ME IN MY WORLD

-  **Show** the class floor book for PSHE and explain this will be the special book for keeping their work. Hand out a medal template to each child so they can write personal goal they have for this school year. **Explain** that it's perfectly normal to have worries when things are new or different. Ask the children to offer solutions to any of the worries. Can they suggest people in school who can help? (BM:1)
-  **Explain** one way that schools can become a 'Dream school' is to think about the **rights and responsibilities** everyone shares to make sure that every child learns as well as possible. Discuss difference between a dream and nightmare school. (BM:3)
-  Invite children to take turn setting out the responsibilities that we have in school. Match with rights that they have. Discuss the rewards for getting responsibilities right. What are the consequences if we don't? (BM:4)




CELEBRATING DIFFERENCE

-  **Invite** the children to draw a picture of their own family. Around the edge of the picture frame encourage the children write some words that explain what their family means to them. (CD:1)
-  Divide the children into small groups and give each group one of the family scenario cards. **Ask** them to discuss or role play the '**Solve it Together**' technique to resolve the conflict. (CD:2)
-  **Explain** to the children that witnesses to bullying are often referred to as bystanders. **Bystanders could:**
 -  Help the person being bullied in some way.
 -  Do nothing and ignore that it's happening.
 -  Join in with the bullying Ask the children to discuss in pairs why they think that some bystanders choose to ignore or join in? (CD:3/4)
-  **Show** the children the saying: 'Sticks and stones can break my bones but words can never hurt me'. In talking partners, children discuss this statement. Do they agree/disagree and why? Reflect on things they may have said which have hurt others. (CD:5)





DREAMS AND GOALS

-  **Encourage discussion** about different types of challenge and draw out that what is challenging to one person is 'normal' to another. (DG:1)
-  **Invite** the children to think carefully about their own dreams and goals and draw or write these dreams on the petals of their flower. In the centre of the flower they can draw a picture of themselves when they have achieved one of their dreams. (DG:2)
-  **Outline** the goal to design a garden for people who face a particular challenge. Can the children think of some examples? (e.g visually impaired people, disabled people who use a wheelchair or frame, people who are hard of hearing, people who are in hospital and need an outdoor space, children who live in a place with no safe green spaces, elderly people who can't bend down etc) (DG:3/5)

HEALTHY ME




-  **Show** the children the PowerPoint slide (see Jigsaw resource) 'My body in balance'. Invite the children if they understand what the PowerPoint slide is showing them. Explain that our bodies need energy to work, grow and exercise; and that energy comes from food and drink (calories or kilojoules). Our bodies also need to exercise to stay healthy. Our bodies are 'in balance' when we take in the right amount of energy and do the right amount of activity to use it. (HM:1)
-  **Discuss** with the children why they think certain people, places and things might be unsafe and the type of thoughts and feelings they experience when they feel scared or anxious. **Explain** that they can distinguish between hazards which they themselves cause (playing with things that they should not play with) and hazards which are caused by other people who do things to them (e.g. bullying). (HM:4)
-  **Explain** that sometimes we can experience situations that feel OK to start off with but then they can begin to feel unsafe. When that happens, we need to stop and think before we take a risk that could hurt us. (HM:5)

RELATIONSHIPS

-  **Ask** the children to draw each member of their family and to identify two jobs that each person, including themselves, does. What happens in households where only one gender is present? Do the things we see online, in movies and TV show stereotypes? Can the children think of some examples? (RL:1)
-  In small groups or pairs, **give** the children the chance to work through a friendship conflict scenarios using either the 'Solve it together technique' or the 'Mending Friendships' resource sheet. (see Jigsaw resources). Model this process so that the children recognise each of the steps so they can go through to reach a win-win solution (RL:2)
-  **Research, discuss and share** some strategies for keeping safe online. Discuss the people and organisations who can help if they are worried or concerned about anything online. (RL:3)
-  **Help** the children to recognise some of the actions and work of people around the world and how this has an influence and impact on our own every-day lives.

Draw out the message that we are all closely connected to other people across the globe and in many ways, we depend on them and their work to provide us with things we need, just as they depend on the money they get from selling these things to us. (RL:4)

CHANGING ME

-  In pairs, **ask** the children to write down some things that a baby (including animals) can't do and needs an adult to do for them. From the children's answers draw out the role of a parent in caring for a baby, and why a parent needs to devote a lot of care. In order for babies to thrive. (CM:1)
-  **Recap** to the children what stereotypical means and draw out what roles seem to be more stereotypical than others. **Ask** the children to think about whether this is always true/sometimes true. Ensure that the children understand that it is OK for both males and females to do any of the roles within the family. **Ask** them to think about why/how roles might be taken on in different families. (CM:5)
-  **Create** something which shows how the children are looking forward to next year (CM:6)