

**PSHE and RSE Planning
Year 3 Learning Objectives**



PINK means it refers to the RSE curriculum

Term 1 Vikings	Term 2 Victorians Anti-bullying Week	Term 3 Teeth and Healthy Eating	Term 4 Volcanoes	Term 5 Plants Identity Week	Term 6 Recycling
<p>Me and My Relationships As rule</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. <p>Tangram team challenge</p> <ul style="list-style-type: none"> Define and demonstrate cooperation and collaboration; 	<p>Me and My Relationships My Special Pet</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. <p>Dan's dare</p> <ul style="list-style-type: none"> 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. 	<p>Keeping Myself Safe Alcohol and cigarettes: the facts</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. <p>The Risk Robot</p> <ul style="list-style-type: none"> Identify risk factors in given situations; Suggest ways of reducing or managing those risks. <p>Raisin challenge (1)</p>	<p>Keeping Myself Safe Super Searcher</p> <ul style="list-style-type: none"> Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. <p>None of your business!</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 	<p>Valuing Difference Family and Friends</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.' <p>My community</p> <ul style="list-style-type: none"> Define the term 'community'; 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>Our Friends and Neighbours</p>	<p>Rights and Responsibilities Harold's environment project</p> <ul style="list-style-type: none"> 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>Can Harold afford it?</p> <ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items;

<ul style="list-style-type: none"> 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. <p>Looking after our special people</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. <p>How can we solve this problem?</p> <ul style="list-style-type: none"> Rehearse and demonstrate simple strategies for resolving given conflict situations. <p>Friends are special</p> <ul style="list-style-type: none"> Identify qualities of friendship; 	<p>Valuing Difference Let's celebrate our differences</p> <ul style="list-style-type: none"> 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). <p>Zeb</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. <p>Keeping Myself Safe Safe or unsafe?</p> <ul style="list-style-type: none"> 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"> Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. <p>Help or harm?</p> <ul style="list-style-type: none"> Understand that medicines are drugs and suggest ways that they can be helpful or harmful. <p>Being My Best Derek cooks dinner (healthy eating)</p> <ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal. <p>Body team work</p> <ul style="list-style-type: none"> Name major internal body parts 	<p>appropriate or safe to share this;</p> <ul style="list-style-type: none"> Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. <p>Rights and Responsibilities Recount task</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. <p>Being My Best I am fantastic!</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. <p>Rights and Responsibilities Our helpful volunteers</p> <ul style="list-style-type: none"> 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. <p>Helping each other to stay safe</p> <ul style="list-style-type: none"> Identify key people who are responsible 	<ul style="list-style-type: none"> Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) <p>Earning money</p> <ul style="list-style-type: none"> 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>Being My Best For or against?</p> <ul style="list-style-type: none"> 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,
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<ul style="list-style-type: none"> • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again. <p>Thunks</p> <ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practise explaining the thinking behind their ideas and opinions. <p>Valuing Difference Respect and Challenge</p> <ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully. 	<p>Danger or risk?</p> <ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation. 	<p>(heart, blood, lungs, stomach, small and large intestines, liver, brain);</p> <ul style="list-style-type: none"> • Describe how food, water and air get into the body and blood. <p>Poorly Harold</p> <ul style="list-style-type: none"> • 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. 	<p>not represented as much on television/in the media.</p> <p>Getting on with your nerves</p> <ul style="list-style-type: none"> • 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. 	<p>for them to stay safe and healthy;</p> <ul style="list-style-type: none"> • Suggest ways they can help these people. <p>Growing and changing Relationship Tree</p> <ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with. <p>Body space</p> <ul style="list-style-type: none"> • 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. 	<p>based on their research.</p> <p>Top talents</p> <ul style="list-style-type: none"> • 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. <p>Growing and changing Secret or surprise</p> <ul style="list-style-type: none"> • 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.
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Resources for Parents:

Zone of Regulation: how to talk about emotions

<https://drive.google.com/file/d/1fwPE5SMwYqpHv8-5H440pGyUZKQ74SCM/view?usp=sharing>

Support with mental health:

<https://www.mindedforfamilies.org.uk/young-people>

A guide to supporting young people with their friendships:

https://www.childrensociety.org.uk/sites/default/files/2020-10/friendship-guide-for-adults_0.pdf

Eatwell guide for parents (NHS):

<https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/742750/Eatwell_Guide_booklet_2018v4.pdf