



Year group: Year 3

Term: Autumn 1

Subject: PSHE – Friendships

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships

Year 1

Children explored what it means to be a good friend. They were introduced to the idea that people can think differently or have a different opinion without being wrong. The children explored the importance of working together.

What comes next?

Year 5

Children will build on their existing understanding of the different qualities that make a 'good friend'. They will build on the notion that people may think differently from each other about the same situation. The children will explore the importance of collaboration through practical team building activities. They will explore what they would do if they had a disagreement with their friends, why it might be helpful to tell someone and who they could talk to.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Tabassum from Tipton is the character for this unit.

Key vocabulary

Characteristics, opinion, perspective, resolve

Substantive Knowledge

I can name a positive characteristic of a good friend.
I can name a range of emotions: disgust, surprise, anger
I can give a definition of the key vocabulary.

Links to other curriculum areas

Religious Education

Procedural Knowledge

I can recognise positive characteristics of a good friend.
I can recognise a range of emotions.
I know how I or others can be a good friend.
I know how to be kind.

End Points

To identify feelings and emotions in themselves and others..
To understand the link between a healthy body and healthy mind.
To have the knowledge and skills to make informed decisions.
To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I can reflect on what makes a good friend.
I know that people's thoughts and emotions may differ from others.
I know why working together and cooperating is important.
I know why it is important to be kind.



Year group: Year 3
Term: Autumn 2
Subject: PSHE – Belonging

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self-Regulation, Managing Self and Building Relationships

Year 1

Children explored the different features of a school. They were introduced to the idea of how families might differ. The children looked at special people in their lives and discussed why they are special. The pupils identified people, places and things that make them feel happy in their lives.

What comes next?

Year 5

Children will consider different types of education systems around the world. They will explore the notion that all families are different, and they will learn to celebrate differences. The children will identify important figures in their lives and begin to understand that these figures can offer different things depending on the context eg. school, home etc. They will explore the idea of being happy and safe and why it is important for everyone. The pupils will learn more about one another and understand that they are all part of their classroom community.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Roza from Rowley is the character to be used.

Key vocabulary

similarities, emotions, characteristics, thankful

Substantive Knowledge

I can name positive characteristics in a good friend.

I can name characteristics that can make families different.

I can say what it means to be safe.

Procedural Knowledge

I can recognise characteristics that make a good school.

I can recognise characteristics that make different families.

I can explain how to feel safe.

Disciplinary Knowledge

I know that different characteristics make a good friend.

I know that all families are different and why it is important for us to feel like we belong.

I know why certain people are important to me and why I feel safe.

Links to other curriculum areas

Religious Education

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 3

Term: Spring 1

Subject: PSHE – My Wider World

EYFS

The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Year 1

Pupils began to understand what a community is and thought about their community. They were introduced to the idea of being connected to others and started to make connections between themselves and their peers. They were introduced to the concept of helping others without reward. The pupils began to consider how to work with others to improve their environment.

What comes next?

Year 5

Pupils will understand what it means to be part of a diverse community. They will identify ways in which they are connected to others around the world. They will understand what it means to show gratitude. The pupils will consider ways in which they can help in their wider community.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Wajid from West Bromwich is the character to be used.

Key vocabulary

gratitude, attachment, personality, law

LoC

Community Project – Lesson 5

Substantive Knowledge

I can say who I am in my community.

I can say what it means to help others.

I can give a definition of rights and responsibilities.

Links to other curriculum areas

Religious Education

Procedural Knowledge

I can recognise the difference between rights and responsibilities.

I can recognise what a community is.

I can recognise what it is like to help in my community.

End Points

To identify feelings and emotions in themselves and others..

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that many different features are needed to make a community.

I know what a community is and how other communities can look different.

I know why helping others is important.



Year group: Year 3

Term: Spring 2

Subject: RHE – Valuing Difference and Keeping Safe

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships.

Previous year

Children will explore and discuss the concept of gender stereotypes. They will explore the differences between males and females and understand how this is part of the lifecycle. They will describe some differences between male and female animals. Children will focus on sexual differences and name body parts.

What comes next?

Year 4

Children will explore the human lifecycle and some basic facts about puberty; exploring how puberty is linked to reproduction. Children will explore respect in a range of relationships and discuss the characteristics of healthy relationships.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Recommended books –

It's ok to be Different – Todd Parr

Cinderella's Bum – Nicholas Allan

It's my body, a book about body privacy – Louise Spilsbury and Mirella Mariani

The Family Book – Todd Parr

Spark Learns to Fly – Judith Foxon

Key vocabulary

Stereotypes, gender roles, relationship, family

Substantive Knowledge

I can say who to go to for help and support.

I can name male and female body parts using the agreed words.

I can say a definition of the key vocabulary.

Procedural Knowledge

I can recognise that people are unique and respect those differences.

I can explore the differences between male and female bodies.

I can consider appropriate and inappropriate physical contact and consent.

I can explore different types of families and who to go to for help and support.

Disciplinary Knowledge

I know that people are different and respect the body differences between ourselves and others.

I know about personal space and unwanted touch and that each person's body belongs to them

I know that all families are different and have different family members

Links to other curriculum areas

Science

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.



Year group: Year 3
Term: Summer
Subject: RHE – Smoking

Prior learning

EYFS The statutory framework for the Early Years Foundation Stage supports the pupils to develop their personal, social and emotional development. The three areas are: Self- Regulation, Managing Self and Building Relationships..

Year 1

Children explored and discussed what is meant by a healthy lifestyle. They discussed what unhealthy and healthy means. The children explored unhealthy/healthy options. They explored what things we put into our bodies when we are feeling unwell; looking at how medicines get into our bodies. The children looked at people who help us and discussed if the person may or may not give us medicines or injections.

Year 2

Children explored substances and situations that are safe and unsafe. They learnt about hazardous substances and that some things we put into our bodies can harm us. They considered safety rules at home and at school in order to keep safe.

What comes next?

Year 4

Children will learn the effects of alcohol on the body, they will explore what alcohol is and its affect on the body. They will learn that everyone will be affected differently by alcohol. They will learn the risks related to drinking alcohol. They will explore how society limits the drinking of alcohol and know some of the law about drinking alcohol. They will also consider ways of persuading people to drink sensibly.

Notes and guidance

Teaching and materials are appropriate for the age of pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND. St John Ambulance First Aid lesson to be completed in Summer term.

Key vocabulary

Addictive, Chemicals, Second Hand, Law

Substantive Knowledge

I can name an effect of smoking.

I can give a definition of passive smoking.

I can give a definition of the key vocabulary.

Links to other curriculum areas

Science

Procedural Knowledge

I can explore smoking and its effects.

I can discuss the impact of smoking, including passive smoking.

I can explore some strategies to prevent smoking.

End Points

To identify feelings and emotions in themselves and others.

To understand the link between a healthy body and healthy mind.

To have the knowledge and skills to make informed decisions.

To be considerate, respectful and tolerant members of the community.

Disciplinary Knowledge

I know that there are different reasons why people smoke and how it affects the body.

I know that passive smoking can affect the body.

I know that there are rules and laws to prevent smoking.

I know how to make the positive choice not to smoke.