

Caslon Primary Community School PSHE and RSE Curriculum for Year 3

<u>Week of Term</u>	<u>Essential skills and attributes</u>	<u>Objective (from PSHE Assoc)</u>	<u>Foci</u>
<u>1</u>	Self-organisation Team working Empathy and compassion Values and beliefs Identify risk	For pupils to learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules (L2). To understand that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed) (L3).	<u>How are we responsible for keeping rules?</u> School rules (reasons behind them), develop class charters, jobs and responsibilities of teachers/pupils. How can pupils help teachers and make a valuable contribution? Creating a positive classroom ethos. Rules and laws to keep people safe. What happens if rules and laws are broken. Our responsibilities to ourselves and others. Why do we all have to take responsibility? Respecting wants/ needs of others. Do we all have the same needs? How to take turns and be fair in our class. Taking responsibility for our own things and respecting belongings or others. <i>Resources - UNCRRC Rights of the Child</i>
<u>2</u>	Links between values and beliefs, decisions and actions	To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child (L3). To learn that these universal rights are there to protect everyone and have primacy both over national law and family and community practices (L4).	<u>What are children's rights?</u> That everyone has human rights. The UNCRRC Rights of the Child Rights are there to protect everyone. How do these relate to our daily lives? Why do children have special human rights?
<u>3</u>	Skills for employability: Active listening Teamworking, negotiation, leadership, presentation skills	To work collaboratively towards shared goals (R11). To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves (R12).	<u>How can we work towards shared goals?</u> What shared goals mean in a class or group. Examples of good co-operation when working with others. Essential attributes that are needed to work collaboratively. What about when we experience conflict - how might conflict arise? What can we do to bring resolution? Strategies. Does everyone have to agree?
4	Values and belief, decision and actions Managing influence Resilience Making decisions Skills for employability.	To understand what positively and negatively affects their physical, mental and emotional health (H1). For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people(L1). To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (H2).	<u>What can I do to maintain a healthy lifestyle?</u> Different ways to maintain healthy lifestyle, making choices regarding good health. What choices can we make each day? More and less healthy choices? Consequences of choices on their health/future health. Debate and discuss issues concerning health and wellbeing.

5	Self-regulation Resilience Making decisions	To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet (H3).	<u>How can I eat healthily?</u> What makes up a balanced diet. Healthy eating plate. Opportunities to make choices around foods. What influences choices about foods (role of advertising?) What does the body need regularly to maintain good health?
6	Self-organisation Identifying and management of risk	To understand that bacteria and viruses can affect health and that following simple routines can reduce their spread (H12).	<u>How can I care for my body?</u> Hygiene routines. That germs can cause illnesses. Preventing the spread of bacteria and viruses. Impact on their own health and that of others.
7	Healthy self-concept Values and beliefs, decisions and actions. Formulating questions Managing influence	To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves(H4). To explore and critique how the media present information (L17) To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others (L18).	<u>Why are images modified in the media?</u> That images in the media do not necessarily reflect reality. Understand that images in the media can be changed, adapted, altered. False images can be used to influence our thinking about products/places. Recognise why images might be changed? When might this become an issue for people.
8	Self improvement Resilience Self-regulation Healthy self-concept	For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals (H5).	<u>Can I recognise my achievements and set personal targets?</u> To recognise their achievements to date. What happens when we make mistakes? Consider our thoughts and responses to mistakes and set backs. Reflect on how to tackle mistake/improve myself. Set goals for the future and milestones to achieve them. What would I like to achieve by the end of year? <i>Recommended texts:</i> <i>Little by Little, Amber Stewart</i> <i>Michael, Tony Bradman</i>
9	Resilience Self-regulation Empathy and compassion	For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others (H6). For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these (H7).	<u>When do we experience strong feelings?</u> What things cause us to feel strongly? What extremes of emotion exist and when have we experienced these? Wider range of feelings, both good and not so good. Conflicting feelings at the same time. How we can describe our feelings to others. Intensity of feelings. Strategies for managing our emotions in a healthy/safe way.
10	Empathy and compassion	To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other	<u>How can we show respect to others?</u> How to listen and respond respectfully to others.

	Respect for others Skills for employability	people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10).	Being confident to raise their own concerns. What does good listening look like? How we can express our own views constructively. Responding sensitively to avoid hurting the feelings of others. Considering why people may have different opinions.
11	Empathy and compassion. Decision making	To be able to recognise and respond appropriately to a wider range of feelings in others (R1).	How do we manage strong feelings? Explore range of feelings/emotions building on those from KS1. How do our bodies and faces display our emotions/feelings? How do we behave when we experience different feelings? How can we respond to the feelings of others? Who might we talk to? Coping strategies. Any feeling is okay but it is not always ok to act on them. Importance of personal boundaries and individual right to privacy. How can we keep our privacy in different contexts? <u>Suggested resources:</u> Film clips/images to create 'distance'.
12	Resilience Healthy self-concept Empathy and compassion Building healthy relationships	To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2) To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4).	LINK TO ANTI-BULLYING WEEK (switch weeks as needed) What makes a positive and happy friendship? Positive relationships, friendships and how to maintain these. How do we make friends? Showing care and value for others. Those relationships which are important to us. Peaceful resolutions to conflict/disagreement. When things go wrong, what can we do? <u>Suggested resource:</u> I'm not Invited, Dian Cain Bluthenthal
13	Resilience Self-regulation Empathy and Compassion	To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H8).	How do changes in life affect us? Types of changes that happen in life and feelings associated with this. Importance of sharing feelings and not keeping them in. Show empathy towards others. Consider a range of difficult changes that can happen in life. Identify that though changes happen, the feelings of the people involved towards the child do not necessarily change. <u>Recommended texts:</u> I will always love you Badgers Parting Gift, Seal Surfer
14	Identifying unhelpful think traps Healthy self-concept	To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) (R13). To recognise and challenge stereotypes (R16).	How do we treat all individuals equally? Factors which make us the same/different to others. Everyone is equal and valued. We are all part of the human family despite our differences/preferences. Appreciate different regional, religious and ethnic identifies. What is meant by stereotypes. Challenge stereotypes. Why stereotyping can lead to problems. <u>Recommended texts:</u>

	Valuing and respecting diversity		<p><i>The story of Ferdinand, Munro Leaf</i> <i>The Paperbag Princess, Robert Munsch</i> <i>Prince Cinders, Babette Cole</i> <i>My gender won't hold me back - poster set.</i></p>
15	Resilience Managing influence Identification of risk Values and beliefs, decision and actions	<p>How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media (H13).</p> <p>To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong (H14)</p>	<p>What is peer pressure? Understanding feelings of negative pressure and how to manage this. When might pupils feel under pressure from others? That they can put pressure on themselves. What might this be like? Dares. Ultimatums. How to ask for help and how to resist pressures. Saying 'no'.</p>
16	Skills for employability Empathy and compassion Respect for others' beliefs and values	<p>To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view (R10).</p>	<p>How can we work effectively with others? How to listen and respond respectfully to a range of people/opinions/views. How to share their own view-points constructively. Working together in groups effectively and including everyone. Skills of negotiation. Team work. <u>Suggested resources:</u></p>
17	Resilience Healthy self-image Getting help Analysis	<p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H18)</p>	<p>How will I change as I grow older? Growth and change in the human life cycle. Changes that happen in puberty. Becoming an 'adolescent and going through 'puberty'. Physical changes that will occur to the body externally e.g. Boys - growth of hair, increase in sweating, change of voice, growth spurt. Girls - breasts begin to develop, increase in sweating, growth spurts. Explore how changes in hormones can affect feelings without there always being a clear reason.</p>
18	Build and maintain healthy relationships Empathy and compassion Accessing help.	<p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R8).</p>	<p>When is it okay to touch someone else? Identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us. Who would we feel comfortable with doing the things above? Explain that everyone has a right to have their 'body space' respected and that they should respect others body space recognise physical contact that is aggressive or hurtful is not acceptable. Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like. Difference between acceptable and unacceptable physical contact.</p>

19	Resilience Identifying risk Values, beliefs, decisions and actions	To learn what is meant by the term 'habit' and why habits can be hard to change (H16)	What is a habit? What is meant by a habit? How we form habits. Habits can be hard to change. Healthy habits vs unhealthy habits. How we can change/stop bad habits. <u>Suggested resources:</u>
20	Making decisions Identifying risks Formulating questions Getting help	To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others (H17)	Can I identify risks and consequences of developing bad habits? About drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco, energy drinks, e-cigarettes, shisha/e-shisha). What is meant by a 'drug'. Why might people take them? Risks associated with drugs. That they can be harmful. How/where to seek support if they are worried about someone else and drugs. <u>Suggested resources:</u> <i>FRANK. Alcohol Education Trust, Drink Aware, ASH</i>
21	Making decisions Self-organisation Values, beliefs, decisions and actions	For pupils to learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer (L13). To develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) (L14).	How can we make good choices with our money? Role of money and management of money. Ways we get money. How we pay for things. Keeping financial records and a budget. Choosing what to buy. Getting a good deal. How might different families need or choose to spend their money differently? What is a 'loan' and 'interest'? Feelings a person might have when borrowing money. <u>Suggested resources:</u> <i>Natwest Moneysense</i> <i>Lloyds Bank - Moneysmart Kids</i>
22	Values, beliefs, decisions and actions Enterprise actions	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world (L15). To learn what is meant by enterprise and begin to develop enterprise skills (L16).	What can we do to care for our environment? Sustainability of the environment across the world. Identify earth's resources and how they are used. What does school and home already do to help the environment? What can be done in school to help environmental sustainability. Explore specifically 'deforestation' and it's impact. How can children make responsible choices linked to this? Enterprise - having an idea, developing it and gaining something.
23	Resilience Making decisions Getting help Risk assessment	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11).	Can I identify hazards and risks in my home? Managing risk in familiar situations. Keeping safe. Examples of risk/hazard/danger. Risk in scenarios e.g. crossing roads, near water, household bleach. Dangers - will hurt you Hazards - have potential to hurt you Preventable accidents Who is responsible for keeping us safe? Who can help us?

		To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).	
24	Resilience Making decisions Getting help Risk assessment	To differentiate between the terms, 'risk', 'danger', and 'hazard' (H9). To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and use this an opportunity to build resilience (H10). To recognise how their increasing independence brings increased responsibility to keep themselves and others safe (H11). To develop strategies for keeping physically and emotionally safe including road safety (including cycle safety-the Bike Ability programme), and safety in the environment (including rail, water and fire safety) (H21). To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe (H23).	<u>Can I identify hazards and risks when out and about?</u> Dangers/hazards/risk identification. Include roads, railways, water, building sites, around fire/fireworks. Advice and guidance from professionals: RNLI, WMFS Who is responsible for keeping us safe? Who can help us? <i><u>Suggested resources:</u></i> <i>RNLI, WMFS</i> <i>Bikeability Programme</i>
25	Making decisions Getting help and support Assessing risk.	To understand school rules about health and safety, basic emergency aid procedures, where and how to get help (H15).	<u>Can I understand how to respond in an emergency situation?</u> Basic First Aid Calling 999 in an emergency and what to say. Adherence to school rules for safety reasons. Identifying safe/unsafe situations.