

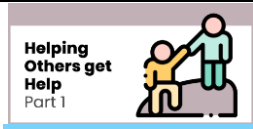



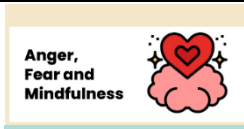



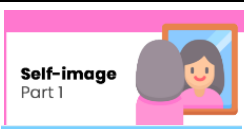





Year 3 Autumn Term

	AUTUMN 1 st Half			Autumn 2 nd Half		
Theme	Through the Ages (The Stone Age)			Tremors		
Area of Learning	 <p>Relationships with Others Part 1</p>  <p>Relationships with others Part 2</p>	 <p>Helping Others get Help Part 1</p>  <p>Helping Others get Help Part 2</p>	 <p>Growth Mindset Part 1</p>  <p>Growth Mindset Part 2</p>	 <p>Anger, Fear and Mindfulness</p>  <p>Anxiety, Stress and Mindfulness</p>	 <p>Power of Words. STOP</p>  <p>Different Kinds of Friendships</p>	 <p>Self-image Part 1</p>  <p>Self-image Part 2</p>
Area of PSHE/SRE	Relationships	Relationships	Health and Well-Being	Health and Well-Being	Relationships	Health and Well-Being
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what a relationship is. ● to understand that there are different types of relationships. ● to know how relationships can help us. ● about how you can have the best relationships with other people 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● how to tell that somebody needs our help. ● that we can help someone find help for themselves. ● how we can help somebody who doesn't think that they need help 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand the meaning of growth mindset. ● about why growth mindset is important. ● to understand why you should build a growth mindset 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To consider a more varied vocabulary to use when talking about feelings and know how to express feelings in different ways; ● To develop strategies to respond to feelings, including intense or conflicting feelings; ● To know how to manage and respond to feelings appropriately and proportionately in different situations; ● To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. ● To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; ● To know that it is important to discuss feelings with a trusted adult 	<p>Pupils should be taught:</p> <p>To know how words, online or face to face have the power to hurt or heal.</p> <ul style="list-style-type: none"> ● To understand friendships; to appreciate how important friendships are in making us feel happy and secure, and how people choose and make friends; ● To consider the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● about what is meant by self-image. ● about why self-image is so important. ● about why it is important to accept ourselves for who we are.

Key questions / knowledge and understanding to be explained
Key Knowledge and facts to be recalled

Phase 1 and 2 – Relationships with others key questions:

What is a relationship?
 How can relationships help you?
 Which of these are called relationships?
 How can relationships help us?
What do you need to build a good relationship?
 What is loyalty?
 What kinds of things are important in a good relationship?
 What is respect?

Phase 3 and 4 –Helping Others get Help key questions:

How can you tell that someone needs help?
 What can you do to help them?
 What can you do if someone doesn't think that they need help?
 What can you do if they say they do not want help?
What can you do if somebody does not want your help but they need it?
 What do you do if a friend is in danger or at risk of being hurt?
 Why might people not want to talk to a trusted adult about their problem?

Phase 5 and 6 – Growth Mindset key questions:

What is growth mindset?
Why is growth mindset important?
 Who is growth mindset good for?
 How can you build a growth mindset?
 What can having a growth mindset do for you?

Phase 1 Anger, Fear and Mindfulness key teaching points:

[Why Do We Lose Control of Our Emotions? - YouTube](#)

What kinds of things cause us to lose our temper and feel angry?
What can we do to control these emotions?
How can we help ourselves to cool down?
What does the ABCDE acronym mean and how can this strategy help us? (Awareness, breathing, counting, distance, expression)

Phase 2 Anxiety, Stress and Mindfulness key teaching points:

What is the difference between stress and anxiety?
 Can anxiety turn into stress or can stress turn into anxiety?
 How can we deal with anxiety before it becomes repeated stress?
How can we get help if we are feeling stressed or anxious?

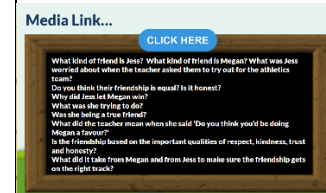
Phase 3 Power of Words S.T.O.P key teaching points:

It's easy to speak mean words without thinking of the effect they have. **What can you do if you are hurt by someone's words?**
What can you do if you realise your words have hurt someone?
 What words (or phrases) can we say which bring light and joy to each day? How many can you think of?
 What is the most common type of bullying?
 What is an effect of using mean words?
 Watch the following video and discuss how to treat others kindly online- remembering that there is always someone else behind the screen.

[The Power of Words - YouTube](#)

Phase 4 Different Kinds of Relationships key teaching points:

What are the main features of a friendship?
 Watch [PSHE KS2: Friendship struggles - BBC Teach](#) and discuss the questions on the Media Link slide



Phase 5 and 6 Self Image Key questions:

What is self-image?
 Why is self-image important?
 Who has the perfect self-image?
Why should you accept yourself for who you are?
 How can you accept who you are?
 Why accept yourself for who you are?
 How can you learn to accept yourself?
 Can you change who you are?

Vocabulary

Positive, family, commitment, respect, loyalty

Emotions, support, confidence, reassurance




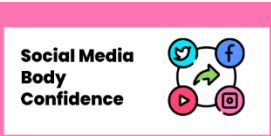


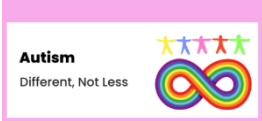





Problem solving, growth mindset, aspirations, resilience

Amygdala, emotions, anger, fear, mindfulness, thinking brain
 Anxiety, stress, anxiety disorder, mental health

Hurt, heal, banter, bullying, think
 Equality, confidante, soulmate, acquaintance, peer, respect,

Positive, achievement, strength, personality

Year 3 Spring Term

	Spring 1 st Half			Spring 2 nd Half		
Theme	Predators			Cornwall Charity - Shelterbox		
Area of Learning	 <p>Gender</p>	 <p>Self-worth Part 1</p>	 <p>Staying Safe Online Part 1</p>	 <p>Social Media Body Confidence</p>	 <p>Separation and Divorce In partnership with the University of Exeter Year 3/4</p>	 <p>Vaccinations and Diseases</p>
	 <p>Autism Different, Not Less</p>	 <p>Self-worth Part 2</p>	 <p>Staying Safe Online Part 2</p>	 <p>Problem Solving & Time Management Part 1</p>	<p>Complete this Unit over 2 weeks.</p>	 <p>Sun Safety</p>
Area of PSHE/SRE	Health and Well-Being	Health and Well-Being	Online Awareness	Online Awareness Health and Well-Being	Relationships	Living in the Wider World
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To understand that gender identity and biological sex are different by definition; ● To develop confidence in expressing their identity; ● To understand the importance of tolerance, inclusion and respect and to challenge gender stereotyping, showing support for people who are discriminated against. <p><i>Pupils know that each and every one of us are different, and that's okay.</i></p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to overcome low self-worth. ● about the difference between self-worth that is too low or too high. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● to understand the importance of staying safe online. ● what we need to do to stay safe online. ● that information and data is shared and used online. ● the age restrictions of different social media platforms. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To know about how text and images in the media and on social media can be manipulated or invented; ● To understand reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media; ● about the importance of keeping personal images private; strategies for keeping safe online, including how to manage requests for personal images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. <ul style="list-style-type: none"> ● about what problem-solving is. ● to understand what time management is. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To understand that the features of positive family life can be impacted by separation and divorce but that family can still be there for each other in times of difficulty; ● To recognise that despite separation, different family compositions can still provide children with love, security and stability; ● To recognise when and why family relationships are making them feel unhappy, to know that they have rights and to consider how to access help and advice. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ● To know that bacteria and viruses can affect health but that immunisation can limit the spread of infection; ● To appreciate that some diseases can be prevented entirely by vaccinations and immunisations. <ul style="list-style-type: none"> ● To understand the importance of taking care of the human body from every aspect; ● To know 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.
Key questions / knowledge and understanding to be explained Key Knowledge and facts to be recalled	<p>Phase 1 Gender key learning:</p>  <p>Discuss the above, 200 year old, poem and how outdated it is. Read 'Dogs don't do ballet' by Anna Kemp Dogs don't do Ballet Storytime Read aloud Bedtime story - Bing video</p>			<p>Phase 1 Social Media- Body Confidence key learning: Complete the activity 'real or fake'?</p> <p>What are some of the risks of social media? How can social media be safe, healthy and kind?</p> <p>Can you believe everything that you see on the internet (images)? Real or Photoshop (adobe.com) Complete the activity</p> <p>Phase 2 Problem Solving and Time Management key questions: What is problem solving?</p>		

Key questions:

How might Biff have felt when he wasn't allowed to do what he loved?

Are boys and girls told they can't do something because they are boys and girls?

Ensure that pupils understand the message that gender stereotypes are unfair because we are all unique and we should be treated and respected as individuals.

Phase 2- Autism key learning:

[Sesame Street & Autism: Highlight Reel - YouTube](#)

World Autism Awareness Day is in April every year, why do you think we need to be aware of Autism?

Learn about Dr Temple Grandin [The Girl Who Thought in Pictures - YouTube](#)

Why is it important to learn about people with Autism?

Phase 3 and 4 – Self Worth key questions:

What is self-worth?

How can you have a healthy self-worth?

What is self-worth or self-esteem?

Why should you not compare yourself to others?

Which expectations boost your self-worth?

Can your self-worth be too high?

What might it look like if your self-worth is too high?

What is low self-worth?

Phase 5 and 6 – Staying Safe Online key questions:

Why do we need to be safe online?

How can we stay safe online?

Why should we keep our digital passwords safe and to ourselves?

Why is it always important to think before you write or post anything online?

What can you do if something you see online makes you uncomfortable or afraid?

What is social media?

What are the age restrictions on social media platforms?

What are the most popular social media apps?

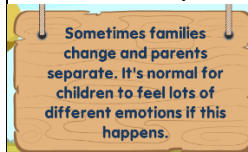
What age do you have to be to use Facebook, Instagram, Twitter and Snapchat?

Who should you speak to when you are online?

What is time management?

Why is it important to be able to solve problems yourself?

Phase 3 and 4 – Separation and Divorce key learning:



Research shows that children whose parents separate do better if they get good support from friends, family and professionals and they are given a voice in the decisions that need to be made.

Why do couples separate? Can it be the fault of the children?

How do you think Poppy may have felt when her parents first separated? What sort of things might have helped her to feel better?

Watch [SPLIT: A film about divorce for children and their parents - YouTube](#) and talk about The Grief Cycle of Separation.

Support learning by reading 'The Suitcase Kid'

Phase 5 Vaccinations and Diseases key learning:

How does the body defend itself from germs?

What are some signs that you might have got an infection, like a cold, or flu?

What do vaccines do to help fight disease and infection?

Watch the song [Everybody Needs Shots! | Vaccines Kids Song | Mooseclumps | #VaccinesWork - YouTube](#)

Phase 6- Sun Safety key learning:

What are the benefits of being in the sunshine?

What parts of the human body are sensitive to sun damage?

How can you protect yourself against sun damage?

Watch [George The Sun Safe Superstar - Book Animation - YouTube](#)

Vocabulary

inclusion, Autism, Aspergers, ASD, spectrum, sensory, neuro, diverse, routine

Self-esteem, jealous, lonely, boastful

Website, online, password, permission, strangers, risk, cyber-bullying

social media, photoshopped, selfie, body confidence, editing








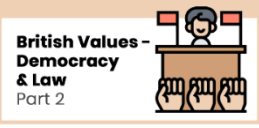




time-management, dilemma, choice


divorce, separation, denial, acceptance

Infection, disease, immune system

Vitamin, protection, melanin, sunbathe, suntan

Year 3 Summer Term

	Summer 1 st Half			Summer 2 nd Half		
Theme	Gods and Mortals (The Greeks)			Rainforest		
Area of Learning	 <p>My Body, Your Body Keeping Healthy</p>	 <p>British Values - Democracy & Law Part 1</p>	 <p>British Values - Culture and Liberty Part 1</p>	 <p>Safety With Household Medicines</p>	 <p>Change is Good</p>	 <p>Who can we Trust Part 1</p>
Area of Learning	 <p>Exercise</p>	 <p>British Values - Democracy & Law Part 2</p>	 <p>British Values - Culture & Liberty Part 2</p>	 <p>Celebrating Women in History Traditional Roles</p>	 <p>Personal Hygiene</p>	 <p>Who can we Trust Part 2</p>
Area of PSHE/SRE	Health and Well-Being	British Values	British Values	Drugs Awareness British Values	Health and Well-Being	RSE
PSHE (All NC subject content covered)	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To understand the importance of taking care of the human body from every aspect; To make links between what they need to understand about human body systems in the science NC and how their personal choices about diet and exercise can impact the different systems; <ul style="list-style-type: none"> To understand the importance of taking care of the human body from every aspect; To know 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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to equip young people with an understanding of the rule of law and the reasons why laws are needed. to introduce the concept of rights and personal responsibility. to explore rights and responsibilities in the classroom. to equip young people with an understanding of the rule of law and the reasons why laws are needed. to introduce the concept of rights and personal responsibility. to explore rights and responsibilities in the classroom 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to have opportunities to understand what individual liberty is – to think about the freedom to choose. to appreciate and respect our own culture and the cultures of other people. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To know that medicines are drugs and that, when used responsibly under the instruction of knowledgeable adults, they can contribute to good health; To know that, when this guidance is ignored, there are detrimental effects; To know how they should be administered, stored and disposed of safely; To be able to make choices that support a healthy lifestyle, recognising how medicines and drugs influence this. <p>How women must take on roles that have 'traditionally' been considered for men and challenge the ideas to be innovative</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> To develop problem-solving strategies for dealing with emotions, challenges and change, including the transition into new phases. Change can be really good Stepping out of your comfort zone into your challenge zone can help you to grow strong and confident <ul style="list-style-type: none"> To understand the importance of taking care of the human body from every aspect; To know that bacteria and viruses can affect health but that everyday hygiene routines can limit the spread of infection; To appreciate the wider importance of personal hygiene and how to maintain it; To know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> to know who we can trust. why it is important to trust someone. how we gain trust of others. the importance of being trusted
Key questions / knowledge and understanding to be explained	<p>Phase 1 My Body, Your Body- Keeping Healthy key learning:</p> <p>Are there different things that we need to include in our daily routines to look after the different systems in our bodies?</p> <p>Do the other systems need different maintenance?</p> <p>What about the circulatory system?</p> <p>Watch the following supporting videos and see the information- Human body organ systems for kids - Compilation - YouTube</p>			<p>Phase 1 Safety With Household Medicines key learning:</p> <p>How are household meds given safely?</p> <p>How is medication kept safely?</p> <p>How is medication thrown away?</p> <p>For Kids 8-12 Years Old: Using and Keeping Medicine Safe - YouTube</p> <p>Phase 2 Celebrating Women in History key learning:</p>		

<p>Key Knowledge and facts to be recalled</p>	<p>The food groups - BBC Bitesize</p> <p>Phase 2 Exercise key learning: How does exercise improve health? How does exercise improve happiness? What is the best type of exercise? https://www.nhs.uk/live-well/exercise/exercise-health-benefits/ Scroll down the page in the above link to see the video</p> <p>Phase 3 and 4 – British Values- Democracy and Law key questions: What is meant by the idea of government? What are different types of government? What is a campaign? What is the best democratic way to campaign? Why is it important to vote?</p> <p>Phase 5 and 6 – British Values- Culture and Liberty key questions: What do you think are the only freedoms not subject to any restriction at all? What might be some obstructions or restrictions linked to your freedom to choose? If you know someone is unfairly restricting the freedom of someone else, what can you do? What is a moral code? What is oppression? What is Freedom of Speech or Freedom of Expression? If you were part of another culture, how might you be different from the way you are now? Does culture explain why other people sometimes seem different? What can you do to learn about and understand other cultures?</p>			<p>Women have faced enormous amounts of sexism - discrimination because they are women. Watch Women in science who changed the world - YouTube and discuss. Who discovered what the sun was made of? For what was Rosalind Franklin famous?</p> <p>Phase 3 Change is Good key learning: What is 'the comfort zone'? Is it good to get out of 'the comfort zone'? How do you get out of your comfort zone? Listen to Sheryl Crow - "A Change Would Do You Good" b/w music video - YouTube Why might a change do you good?</p> <p>Phase 4 Personal Hygiene key learning: How does good personal hygiene prevent the spread of germs? How does good personal hygiene contribute towards caring relationships? How does poor personal hygiene affect mental well-being? Personal Hygiene for Kids - Hygiene Habits - Showering, Hand Washing, Tooth Brushing, Face Washing - YouTube</p> <p>Phase 5 and 6 – Who Can We Trust? key questions: Who can we trust? Why is it important to trust the right people? Who can you talk to if you need advice or you are worried about something? How can we show the people we care about that we can be trusted? Who are the 'special people' you can trust and why? How do we gain the trust of other people? Who are the most important people that want to be able to trust you? How can you show that you can be trusted? Why is it important to have people that trust you?</p> 		
<p>Vocabulary</p>	<p>the nervous system, the respiratory system, the digestive system, the excretory system, the circulatory system and the locomotor (muscles and skeleton) system, nutrient, exercise</p> <p>Sedentary, obesity, metabolism, physical activity, benefits of exercise</p>	<p>Government, vote, democracy</p>	<p>Freedom, choice, restrictions, culture, respect, differences</p>	<p>Meds, ingestion, bloodstream, prescription, pharmacist,</p> <p>Discrimination, Gender-roles, Sexism</p>	<p>Change, transition, strategy, growth mindset</p> <p>Hygiene, habits, infection, pores, genitals, vagina, vulva, penis, testicles, bacteria,</p>	<p>trust, special, worried, safe, secret, pretend, protected, belonging, unkind, unsafe</p>