



Year 3

PSHE Planning

Guidance

- Each term, there should be a minimum of 9 lessons. Some topics may only require one lesson whereas others may require several.
- Each topic should begin with a baseline activity which should be followed up/added to at a later time to show learning. This could be an individual/group/whole class activity.
- Work should be recorded in individual PSHE books or in the class journal. This book will follow pupils throughout the school.
- There are links included for each of the topics and some resources have already been saved to the M-Drive under [PSHE-Resources-Y5-Autumn/Spring/Summer](#).
- If you find other resources, please add them to your resource folder as this will help others in the future.
- With regard to SMSC specifically, please include 2 sessions of meditation per term from 'My Heart Room'. 'Sitting still like a frog' (shorter sessions) can be used as starters or even in assemblies. These should be used weekly.
- Please continue to have WonderWalls in your rooms as well as Worry Boxes.
- Finally, there is a page at the end of this document with a list of the many sites that I have found to be useful.

Autumn Term

Core Theme: Health and Wellbeing

Key Areas	Big Questions	Topics
Healthy Lifestyles	<i>What can we do to stay healthy?</i>	What makes a balanced diet, opportunities for making own choices with food, what influences their food choices; habits; bacteria, viruses, hygiene, why keep active
Growing and Changing	<i>How do we grow and change?</i>	Recognising what they are good at; setting goals. Describing feelings; conflicting feelings and how to manage feelings; change, transitions
Keeping Safe	<i>What can we do to stay safe?</i>	School rules on health and safety; basic emergency aid; advice, support, asking for help; safety online, personal info, passwords

Healthy Lifestyles

Topics:	What makes a balanced diet, opportunities for making own choices with food, what influences their food choices; habits; bacteria, viruses, hygiene; why keep active (covered through Science)	Big Question: <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Recognise what makes a balanced diet • Identify what food they think should be eaten regularly to maintain good health • Identify what or who helps them decide what to eat and drink • Recognise when they have opportunities to make choices about food and drink • Explain what they need to consider when making these choices • Identify what a habit is • Identify habits that help us and habits that do not • Identify some examples of healthy habits • Recognise that although it can be difficult, unhelpful habits can be changed or stopped • Explain what germs (bacteria and viruses) are and that they can sometimes cause illnesses • Explain how bacteria and viruses can be passed on from one person to another • Describe simple hygiene routines that reduce the spread of bacteria and viruses • Explain how they can be responsible for helping to stop the spread of germs that negatively affect their own and others health 		<ul style="list-style-type: none"> • What does a balanced diet look like? • What do we know about healthy eating and how it can help keep our bodies healthy? • Who makes the choices for us about what we eat and drink? • What choices are we able to make for ourselves? • Are these always the right choices? • What helps us to choose? • Can habits be good or not so good for us? • How can habits make us feel? • Can habits be stopped? • What are germs, bacteria and viruses? • What can we do to help stop viruses and bacteria from spreading to others? • What daily routines help this? • Where or when is it especially important to keep good hygiene standards? 	<p>https://www.twinkl.co.uk/resource/t-cfe-p-28-cfe-first-level-personal-hygiene-powerpoint - Twinkl</p> <p>https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j - Balanced Diet</p> <p>https://www.tes.com/teaching-resource/food-and-nutrition-year-3-11011174 - M-Drive</p> <p>- Ten:Ten - LKS2 – Module 1</p>

Growing and Changing

Topics:	Recognising what they are good at; setting goal; Describing feelings; conflicting feelings and how to manage feelings ; change, transitions	Big Question: <i>What can we do to stay healthy?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Reflect on their achievements and describe what they are proud of • Describe the different ways achievements can be celebrated • Describe aspirations for the end of term/school year and how they will know if they have achieved them • Describe steps they can take to improve • Explain how making mistakes along the way can help them to learn <ul style="list-style-type: none"> • Describe a range of different feelings (good and not so good) • Use a scale of intensity to help describe different feelings • Describe how different feelings are experienced in their bodies • Recognise that people can also have lots of different feelings all at once (such as at times of change) • Recognise the importance of sharing their feelings • Identify some positive ways of doing this <ul style="list-style-type: none"> • Give examples of when someone might experience change (at school) • Recognise that change might bring a variety of feelings, including not so good feelings (such as sadness or worry) • Identify what people can do to help manage the changes they might experience and how to manage feelings to help themselves feel better • Recognise the importance of sharing and expressing feelings about change or loss, and some ways of doing this • Show empathy towards others 		<ul style="list-style-type: none"> • What have we achieved that we are most proud of? • How do celebrate achievements? • How does it feel to try something new? • How does it feel to do something difficult? • How does it feel to make a mistake? • What would we like to achieve by the end of year 3? <ul style="list-style-type: none"> • How many ways can we describe different feelings? • How can we describe feeling not so good, feeling very good, feeling somewhere in-between? • How do different feelings feel in our bodies? • Can we feel different emotions all at once? • How can we acknowledge our feelings? • What can we do to feel better when we have not so good feelings? <ul style="list-style-type: none"> • What types of change happens in people’s lives? • Does change always feel good? • What sorts of feelings can change or loss bring? • How can we help ourselves to feel ok? • How can we help others to feel better? 	<p>https://www.twinkl.co.uk/resource/t2-1f-502-pshe-and-citizenship-y3-aiming-high-lesson-2-goals-lesson-pack - Twinkl</p> <p>https://mindmatechampions.org.uk/wp-content/uploads/2017/04/Strong-Emotions-Y3-lesson-plan.pdf - M-Drive</p> <p>https://www.twinkl.co.uk/resource/cfe-p-137-change-and-loss-powerpoint - Twinkl</p> <p>- Ten:Ten - LKS2 – Module 1</p>

Keeping Safe

Topics:	School rules on health and safety, basic emergency aid; advice, support, asking for help; safety online, personal info, passwords	Big Question: <i>What can we do to stay safe?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Identify school rules about health and safety • Give reasons for having school rules about health and safety • Describe what could happen if health and safety rules are not followed • Explain what an emergency is • Explain where and how to get help if they feel a situation is unsafe or in an emergency • Identify people who help them to stay healthy and stay safe • Give examples of how they are helped to stay healthy and stay safe in a variety of places and situations • Give examples of how they help to keep themselves (or others) safe • Recognise that they should always report things that mean they or others may not be safe • Identify different ways asking for help – including online • Identify appropriate people to tell or talk with about their concerns • Recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online • Give examples of online safety rules and practices • Recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others) • Recognise the sorts of images that are ok to photograph to share with others and what might not be appropriate • Recognise that an image (or text) might be shared to many people, even though it was only sent to one person • Identify who to tell and how to report it if they see something upsetting or something feels unsafe when online 		<ul style="list-style-type: none"> • Who is responsible for us at school? • Why are there rules at school and why do we need to adhere to them? • What are our responsibilities for keeping safe at school? • What should we do if we feel unsafe or uncertain at school? • What is an emergency? • Where do we get help from? • Who is responsible for keeping us safe and healthy – at school, at home and outdoors? • How do these people help us to keep safe and healthy? • What can we help them to do this? • What does being responsible for ourselves mean? • Why are there online safety rules? • Who or what helps keep us safe online? • If a person tried to make you do something you feel is unsafe, what could you do? • Who can we ask for help? 	<p>http://www.primaryresources.co.uk/pshe/pdfs/11safety.PDF - M-Drive</p> <p>https://lifeliveit.redcross.org.uk/ - First Aid</p> <p>https://youngminds.org.uk/media/3237/who-supports-me-activity.pdf - Support Networks M-Drive</p> <p>https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</p> <p>- Ten:Ten - LKS2 – Module 2</p>

Spring Term

Core Theme: Relationships

Key Areas	Big Questions	Topics
Feelings and emotions	How do we feel?	Recognising feelings in others, responding to how others are feeling; confidentiality, surprises, secrets, personal safety
Healthy Relationships	What makes happy, healthy relationships?	Positive, healthy relationships and friendships, family, maintaining friendship; actions affect ourselves and others; working collaboratively; touch, acceptable and unacceptable
Valuing difference	How are we the same/different?	Recognising and responding to bullying; listening, viewpoints, opinions, respect; stereotypes

Feelings and emotions

Topics:	Recognising feelings in others; responding to how others are feeling; confidentiality, surprises, secrets; to recognise and manage dares	Big Question: <i>How do we feel?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Give examples of a wider range of feelings (building on learning in years 1 and 2) • Identify how people’s bodies and faces can show their feelings • Describe how different feelings can make people behave • Suggest how to respond to others to help them with their feelings • Identify when someone might need help with their feelings and who to talk to <ul style="list-style-type: none"> • Identify what it means to keep something confidential or secret • Identify times when confidentiality might be important • Recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so • Explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher • Recognise that even if they have agreed, they can and should still tell a teacher <ul style="list-style-type: none"> • Explain what a ‘dare’ is • Describe feelings they may have about being given a ‘dare’ or daring someone else • Suggest ‘dares’ that are ok and explain when ‘dares’ may not be ok • Identify persuasive language that might be used if someone is daring someone else to do something • Demonstrate how to say ‘No’ to a dare they feel unsure about • Identify who they can go to /talk to if they are worried 		<ul style="list-style-type: none"> • How do other people show their feelings? • Can we tell what they are feeling even if they don’t say anything? • What can we do to help other people? <ul style="list-style-type: none"> • How do we feel when someone is in our body space? • Does it depend on who is in our body space? • How does our body/mind warn us when someone gets too close? • How can we tell when others are feeling comfortable or uncomfortable about their body space? • What should we someone do if someone is touching us in ways we don’t like, or making us feel hurt of uncomfortable in any way? <ul style="list-style-type: none"> • How do our bodies react when we feel uncertain, unsafe or worried? • Who might people try to persuade others to do something they feel uncertain about? • What can someone do they feel under pressure to do something they feel uncertain about? • Who can help? 	<p>http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year3/yr3_unit2.pdf – M-Drive</p> <p>https://www.hft.org.uk/wp-content/uploads/2017/08/Good-Secrets-and-Bad-Secrets-Activity.pdf - Secrets - M-Drive</p> <p>https://www.tes.com/teaching-resource/secrets-pshe-ks2-11809642 – M-Drive</p> <p>file:///C:/Users/jwallace/Downloads/19739-would-you-dare-discussion-activity.pdf - M-Drive</p> <p>- Ten:Ten - LKS2 – Module 2</p>

Healthy Relationships

Topics:	Positive, healthy relationships and friendships; family, maintaining friendship; actions affect ourselves and others; working collaboratively; touch, acceptable and unacceptable	Big Question: <i>What makes happy, healthy relationships?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> Identify the types of relationship they have with those who are important to them (e.g.: family, friends, neighbours etc) Describe how people in different relationships show they care for and value each other Describe how people can make friends with others Identify what makes a friendship good and how they know Identify peaceful ways to solve problems that might arise in friendships Describe how one person's actions can affect another person, or a group of people Identify actions that would affect others positively Identify actions that would affect others negatively Describe how a person's actions can affect the person themselves Identify why it is important to 'think before we act' Describe what a shared goal means in terms of group and class shared goals Give examples of skills needed by individuals to co-operate when working with others in groups Demonstrate essential attributes that are needed to work collaboratively Identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us Explain that everyone has a right to have their 'body space' respected and that they should respect others body space 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 Recognise physical contact that is aggressive or hurtful is not acceptable Explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused 		<ul style="list-style-type: none"> Who might be included in someone's network of special people? How do people show they value and care for each other? What makes a good friend? How do we feel when we fall out with our special people? What strategies can we use to solve problems in our relationships? Win-win? Giving in? Who will this affect? How might it affect them? Will this be positive or negative? What might happen if we 'think before we act'? What helps groups to work well together? How do people need to behave to work well together? What skills does each member of the group need? How do we feel when someone is in our body space? Does it depend on who is in our body space? How does our body/mind warn us when someone gets too close? How can we tell when others are feeling comfortable or uncomfortable about their body space? What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way? 	<p>http://www.primaryresources.co.uk/pshe/pshe1.htm - M-Drive</p> <p>https://www.twinkl.co.uk/resource/t2-lf-44-pshe-and-citizenship-y3-team-lesson-3-working-together-lesson-pack</p> <p>https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf – M-Drive</p> <p>- Ten:Ten - LKS2 – Module 2</p>

Valuing difference

Topics:	Recognising and responding to bullying; listening, viewpoints, opinions, respect; stereotypes	Big Question: <i>How are we the same/different?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> * Describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another • Give a definition of ‘bullying’ • Identify how, where and when where hurtful teasing and bullying can happen (including online) • Describe how teasing, bullying and aggression can make someone feel • Describe some ways of responding if they experience or witness bullying • Explain the importance of telling someone if they know (or think they know) this is happening • Identify who to ask for help or report to, what to say and what will happen next • Describe what good listening looks like • Recognise some ways they can express their own viewpoints constructively • Identify how to respond sensitively if they do not agree with what is being said by others • Demonstrate working and discussing in groups and ensuring everyone’s view is included • Give a simple definition of what is meant by ‘stereotype’ • Recognise some different kinds of stereotypes (such as gender stereotypes) • Give examples of when stereotypes are challenged • Identify why stereotyping can lead to problems 		<ul style="list-style-type: none"> • Is being angry with someone or not liking someone the same as bullying? • How do we recognise bullying? • How might the words we use make someone feel bullied? • How could being bullied affect someone and their special people? • How could being a bully affect someone and their special people? • What could we do if we think bullying is happening, even if we are not sure? • How can we show that we value and respect people? • How do we listen respectfully? • What can we do if someone says something we don’t agree with? • What do people say that girls / boys like / like to do? How they are? • Are all girls / boys like that? • Is it true only boys do some things and girls do other? • What jobs would we like to do when we are older? • Why do we need to challenge stereotypes? 	<p>Resources on M-Drive</p> <p>https://www.twinkl.co.uk/resource/t2-lf-46-pshe-and-citizenship-y3-team-lesson-4-being-considerate-lesson-pack</p> <p>https://www.tes.com/teaching-resource/i-am-learning-to-be-a-good-listener-6373511</p> <p>https://www.teachprimary.com/learning_resources/view/pshe-lesson-plan-challenging-stereotypes</p>

Summer Term

Core Theme: Living in the Wider World

Key Areas	Big Questions	Topics
Rights and Responsibilities	What are your rights and responsibilities?	Human rights, children's rights; people, places, values, customs; diversity, identity, UK; rules, laws, making and changing rules;
Environment	How can we look after our world?	Responsibilities; rights and duties, home and school environment
Money	What can you do with money?	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6); spending, saving, budgeting

Rights and responsibilities

Topics:	Human rights, children's rights; people, places, values, customs; diversity, identity, UK, communities; rules, laws, making and changing rules	Big Question: <i>What are your rights and responsibilities?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> * Explain that human rights are there to protect everyone and this is why they exist • Identify some of the rights of the child (UN Declarations of the Rights of the Child) • Describe how some of the Rights of the Child relate to their daily lives • Explain why they think the Rights of the Child are important • Recognise the importance of people speaking out about human rights * Identify that people living in the UK come from different origins • Recognise that people have moved to the UK from all around the world at different times and for different reasons • Recognise that people also move from the UK to other places in the world • Identify some of the different religious and ethnic identities of people living in the UK • Participate in celebrating the range of different identities and cultures in the UK * Give an examples of their own family/community customs or traditions • Explain why these are important or special • Identify different traditions that relate to birth, growing up and food • Compare their own traditions to those of people in other places and say how they are similar or different • Identify how we show respect for the views and beliefs of others * Give reasons and practical examples for why different rules are needed in different situations • Give reasons for why rules and laws are made and why they are important • Identify what might happen if rules and laws are broken work with others to develop and agree rules 		<ul style="list-style-type: none"> • What is a basic human right? • Why are human rights important? • Why do children have special human rights? • How can we tell that there are many kinds of people in our community? • How can we celebrate the rich diversity of the UK? * What traditions are special to people? • Do different people share the same or similar traditions? • How can we show respect for other's customs and traditions? • Why do we have rules (in school / at home / at the swimming pool)? • Why are there laws? • What could happen if people don't follow the rules / laws? • What rules are important for us in different places (e.g. in class / on the football pitch / on the roads)? 	<p>Resources on M-Drive</p> <p>https://plprimarystars.com/resources/roarfordiversitypack</p> <p>https://www.twinkl.co.uk/resource/t2-lf-15-pshe-and-citizenship-y3-britain-lesson-1-living-in-britain-lesson-pack</p> <p>https://www.twinkl.co.uk/resource/t2-lf-19-pshe-and-citizenship-y3-britain-lesson-3-rules-laws-and-responsibilities-lesson-pack</p> <p>https://www.beaumont.croydon.sch.uk/wp-content/uploads/2017/01/British-Values-Primary-Lessons.pdf – M-Drive</p> <p>- Ten:Ten - LKS2 – Module 3</p>

Environment

Topics:	Responsibilities; rights and duties, home and school environment	Big Question: <i>How can we look after our world?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Identify who is responsible for things at school, at home and in the environment • Identify rights and responsibilities they have in the context of school, home and the environment • Recognise the skills required to carry out their responsibilities • Describe how to feels to be responsible • Give suggestions of how they can make a difference to local and world-wide environment issues 		<ul style="list-style-type: none"> • How, at home or school, are we increasingly responsible for ourselves? • How do we feel about our responsibilities? • How should people behave about their rights and responsibilities? 	<p>https://www.tes.com/teaching-resource/caring-for-our-world-our-responsibility-6040482 – M-Drive</p> <p>https://www.bbc.co.uk/bitesize/topics/zp22pv4/articles/z2md82p - video</p> <p>https://www.wwf.org.uk/get-involved/schools/resources#age</p>

Money

Topics:	Enterprise; what it means; developing skills in enterprise (CROSS YEAR-GROUP PROJECT WITH YEAR 6); spending, saving, budgeting	Big Question: <i>What can you do with money?</i>	
The learner will be able to:		Key Questions	Links and Resources
<ul style="list-style-type: none"> • Recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so • Give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events) • Describe or demonstrate some of the skills that are needed to help to raise / make money at these events • Explain why we need money • Explain how people can pay for things in a range of ways (cash, credit/debit cards, cheques, electronically, online) • Identify how people can keep track money such as by keeping financial records (to know how much they have saved or spent) and how this can help them budget (know how much they have left to save or spend) • Identify that people can choose what to buy / where and how to save money • Identify what helps people think or know they are getting the best deal 		<ul style="list-style-type: none"> • What skills do people have that help them make money or help others? • Why might individuals or families need or choose to spend their money in different ways? • How do people keep track of their money? • What is the best deal? 	<p>https://www.bbc.co.uk/bitesize/topics/z8yv4wx</p> <p>https://www.twinkl.co.uk/resource/t2-lf-441-pshe-and-citizenship-year-3-money-matters-lesson-4-lesson-pack</p>

Debates, topical issues - Newsround, WonderWalls

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.sexeducationforum.org.uk/resources/whole-school-approach-rse-audit-tool>

<http://www.anxietyuk.org.uk/>

<https://www.pshe-association.org.uk/content/government-equalities-office-anti-homophobic>

<https://www.foodafactoflife.org.uk/>

<https://plprimarystars.com/for-schools>

http://www.nicurriculum.org.uk/docs/key_stages_1_and_2/areas_of_learning/pdmu/livinglearningtogether/year6/lt_6_Unit_3.pdf

https://www.nutrition.org.ukxWfMRO-1WJNq2MLK5u5_EonI5licEnuYDwJKfVXD5qcUKyeHp4w6rK7D8nYYHuOvV-bvOpxtKM

<https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-1-actions-and-consequences>

<https://www.equalityhumanrights.com/en/primary-education-resources>

<https://www.mentallyhealthyschools.org.uk/resources/>

<http://www.primaryresources.co.uk/pshe/pshe.htm>

https://www.egfl.org.uk/sites/default/files/School_effectiveness/Health-improvement/MHWP/NOrth%20Somerset%20Council%20document.pdf

<https://www.childnet.com/teachers-and-professionals>

<https://www.bbc.co.uk/teach/primary/zd7p47h>

<https://www.bbc.co.uk/bitesize/subjects/zmpfb9g> - KS1

<https://www.bbc.co.uk/bitesize/levels/zbr9wmn> – KS2

<https://learning.nspcc.org.uk/research-resources/schools/share-aware-teaching/>

<https://mediasmart.uk.com/primary-resources/>

<http://www.nottinghamschools.org.uk/media/1169972/ks2-jed-ted-lessonplanslr.pdf>

<https://www.wwf.org.uk/get-involved/schools/resources#age>

<http://sealcommunity.org/resource-panel>

<https://www.gogivers.org/lessons/>

<https://natwest.mymoneysense.com/teachers/resources-8-12s/>

<https://www.theguardian.com/newswise-unit-of-work>