

# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Autumn 1



Unit: Beginning and Belonging



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>relationship</b> – a connection between people</p> <p><b>emotion</b> – feelings</p> <p><b>cooperate</b> – to work with others Support</p> <p><b>ground rules</b> - basic rules governing the behaviour in a given situation</p> <p><b>network of support</b> – A group of people who someone trusts .</p> <p><b>safe</b> – providing protection from harm, loss, or danger.</p>	<p>How to contribute to creating a safe and happy classroom through developing ground rules.</p> <p>What they can do to build positive relationships in class.</p> <p>What it feels like to be in new situations.</p> <p>Strategies to cope if they are new in a situation.</p> <p>How to welcome others who are new to their class and school.</p> <p>How to identify their own support networks, including people in different contexts in their lives, and will develop skills to enable them to</p>	<p>What a safe and happy classroom is like and how ground rules contribute to this.</p> <p>What a positive relationship looks like and how they can build these in class.</p> <p>That a new situation comes with possible new feelings and emotions and how this could feel.</p> <p>How to deal with these new feelings.</p> <p>What a Network of Support is and how to identify these in their own lives.</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>BS Being Safe</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class</p> <p>Identify emotions that they or someone else might feel in a</p>

<p><b>situation</b> – state of affair, circumstance</p> <p><b>support</b> – to help during a time of trouble or stress</p> <p><b>trusted adult</b> – a person over the age of 18 who someone knows well and can trust.</p> <p><b>trust</b> - a belief in the strength or truth of a person or thing</p>	<p>access help and support and to help others.</p>	<p>How these can be used to help people.</p> <p>Who a trusted adult is. Why it is important to have trusted adults and how these can help in a way that a trusted child could not</p>	<p>new situation, and will know some ways to help someone who is new to the class and the school</p> <p>Identify people at home, at school and in other contexts of their lives to include in their support networks</p> <p>Know how they can access support and some ways they can help other people.</p>
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## St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Autumn 1 and 2



Unit: Anti-Bullying



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>bullying</b> – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for</p>	<p>The definition of bullying.</p> <p>What the key characteristics of bullying are and the range of</p>	<p>What bullying is and its key characteristics.</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p>

<p>those being bullied to defend themselves.</p> <p><b>cyberbullying</b> – bullying that happens online or using electronic communication devices.</p> <p><b>verbal bullying</b> – using words to bully someone</p> <p><b>physical bullying</b> – physically hurting someone – eg. pushing, hitting, kicking</p> <p><b>prejudicial bullying</b> - includes bullying based on someone's race, religion, or other personal characteristics.</p> <p><b>indirect bullying</b> – trying to ruin someone's reputation by spreading rumours and gossiping behind someone's back. Purposely excluding someone from an activity or game.</p> <p><b>repetition</b> – when something happens again and again</p> <p><b>intentional</b> – carried out on purpose</p> <p><b>prejudice</b> - An adverse judgment or opinion formed beforehand or without knowledge of the facts.</p> <p><b>assertiveness</b> - Boldly self-assured; confident without being aggressive</p>	<p>situations that bullying can occur in, including cyberbullying.</p> <p>That unkind behaviour and friendship issues are not always bullying.</p> <p>Possible reasons why bullying happens.</p> <p>That prejudice driven bullying can happen and they will begin to explore the negative role that stereotyping plays in prejudice driven bullying.</p> <p>The possible feelings of children who are bullied, those that witness bullying and those who bully others.</p> <p>The possible long term impact that bullying often has on people's mental wellbeing.</p> <p>How the behaviour and response of bystanders can improve or worsen a situation.</p> <p>That there are strategies that they can use to keep themselves safe from bullying and that they can befriend and support children who have been bullied.</p> <p>Where bullying may occur in their school and in the local community and develop strategies to ensure that the school is a safe place</p>	<p>The difference between bullying and unkind behaviour.</p> <p>What cyberbullying is and where it can take place.</p> <p>Why bullying can happen.</p> <p>What prejudice means, what a stereotype is and how these can lead to bullying of a person or group of people.</p> <p>That bullying can cause harm, both physically and mentally to those who are bullied and those who witness bullying. What the possible feelings of this are.</p> <p>Who a bystander is and the role that they can play in a bullying situation: that this can be positive or negative.</p> <p>That someone can keep themselves safe from bullying and how they can do this.</p> <p>Where bullying may happen in school and the local area.</p> <p>What they can do to help to ensure that the school is a safe place.</p>	<p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p><b>IS Internet Safety &amp; Harms</b></p> <p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</p> <p>Describe how those involved in bullying including those who bully others may feel</p> <p>Describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support another child in a bullying situation</p> <p>Provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to help the school feel a safer place where bullying is less likely to occur.</p>
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<p><b>bystander</b> – A person who, although present at some event, does not take part in it; an observer or spectator.</p> <p><b>emotions</b> - A person's internal state of being and response to an object or a situation</p> <p><b>strategy</b> - A plan of action intended to accomplish a specific goal.</p> <p><b>defend</b> - to support by words or writing; to vindicate, talk in favour of.</p> <p><b>stereotype</b> - a standardised and usually oversimplified and inaccurate conception held in common by many people.</p> <p><b>online</b> – actively connected to the Internet or to some other communications service.</p> <p><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>relationship</b> – a connection between people</p>	<p>where positive relationships are fostered.</p>		
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Autumn 2



Unit: Family and Friends



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>network of support</b> – A group of people who someone trusts</p> <p><b>support</b> – to help during a time of trouble or stress</p> <p><b>relationship</b> – a connection between people</p>	<p>The qualities of a good friend and to be able to reflect on their own friendship skills.</p> <p>Strategies for managing friendship problems and to be able to support their friends.</p>	<p>What makes a good friend</p> <p>That there are strategies for managing friendships</p> <p>How to support their friends</p>	<p><b>Relationships Education:</b></p> <p><b>FP Families &amp; People who care for me</b></p> <p><b>CF Caring Friendships</b></p> <p><b>OR Online Relationships</b></p>

<p><b>positive</b> – bringing something good, or giving some kind of advantage.</p> <p><b>pressure</b> - a strong influence or burden on the mind or emotions</p> <p><b>diverse-</b> being different</p> <p><b>individual</b> – one person</p> <p><b>value</b> - the worth, importance, or usefulness of something</p> <p><b>point of view</b> – a way of looking at something</p> <p><b>conflict</b> - to disagree strongly; differ</p> <p><b>special</b> - different from others; unique</p>	<p>About and be able to cope with changes in friendship patterns and situations.</p> <p>How to identify and value similarities and differences between themselves and their classmates.</p> <p>What it means to be able to see things from another point of view, and to use this in resolving conflict.</p> <p>How to identify people who are special to them and to recognise how they affect each other.</p> <p>How to recognise different patterns of family life, including their own and those of others they know.</p> <p>How to identify people they can talk to if they need support, and to have strategies for sharing their concerns.</p>	<p>That friendships can change over time</p> <p>That we are all different and the value to this</p> <p>How they can resolve conflicts</p> <p>What point of view means and how to see other points of view</p> <p>The impact they can have on others’ lives</p> <p>The impact other people can have on their lives</p> <p>The make-up of different family structures</p> <p>What a network of support is and how to identify theirs</p>	<p><b>BS Being Safe</b></p> <p>Describe some of the qualities of a good friend, and to have developed strategies for making and keeping friends.</p> <p>Understand and be able to cope with changes in friendship patterns, and know some ways to resolve conflict and other issues in friendships.</p> <p>Identify similarities and differences between themselves and their peers, and be able to recognise there are sometimes different points of view in a situation.</p> <p>Identify special people in their support networks, and know from whom and how to access support.</p> <p>Recognise that people live in different family patterns.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Spring 1



Unit: Diversity and Communities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>difference</b> – not the same as</p> <p><b>diversity</b> - the practice of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations</p> <p><b>stereotype</b> - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p><b>media</b> – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p> <p><b>influence</b> - the power or invisible action of a thing or person that</p>	<p>Perceived similarities and differences contribute to the building of a sense of identity.</p> <p>About the personal characteristics often associated with gender.</p> <p>Families are made up in a variety of ways.</p> <p>About the breadth of cultures, traditions and beliefs of people in their locality.</p> <p>What difference and diversity are and that these should both be valued.</p>	<p>How a person's similarities and differences can contribute to their sense of identity</p> <p>Understand how the personal characteristics often associated with gender can affect behaviour, identity and choices</p> <p>There cultural make up of their local area and the traditions associated with these cultures.</p> <p>The importance of valuing difference and diversity.</p>	<p><b>Relationships Education:</b></p> <p><b>FP Families &amp; People who care for me</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Describe aspects of their identity, and to recognise similarities and differences between themselves and others.</p> <p>Recognise difference and respect diversity, including the importance of challenging stereotypes.</p>

<p>causes some kind of effect on another.</p> <p><b>gender</b> - the sex of a person or animal</p> <p><b>religious belief</b> – the religion that a person chooses to believe in</p> <p><b>culture</b> - the language, customs, ideas, and art of a particular group of people</p> <p><b>tradition</b> - the handing down of a culture's beliefs and customs from parents to children over many years.</p> <p><b>respect</b> – to show consideration for the feelings, wishes, or rights of others</p> <p><b>benefit</b> - anything that does someone good or gives an advantage.</p> <p><b>community</b> - a group of people who live close together or have shared interests.</p>	<p>What a stereotype is and the negative consequences that stereotypes can have.</p> <p>About some groups and communities around them and the benefits of being part of these.</p> <p>About some of the roles of people who support their community and how they help people with different needs.</p> <p>The different forms the media takes and some of what it does.</p>	<p>To understand what stereotypes are, their negative effects and ways to challenge them.</p> <p>The possible communities and groups that they can be part of in their local area and how these could benefit them.</p> <p>Who the different people are in their community and the roles that they play.</p> <p>That the media is the collective noun for the main means of mass communication. What these do.</p>	<p>Know about groups and communities that exist locally, and the roles some people play in the community.</p> <p>Understand some different forms and roles of the media.</p> <p>Understand some of the needs of the local environment.</p> <p>Know some needs of animals, including pets, and the responsibilities of humans towards them.</p>
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## St Anne's C of E Primary School Curriculum Plan



Subject: PSHE

Year: 3

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>Early Warning Signs</b> – your mind and body’s way of showing you that something is not right/ safe</p> <p><b>physical</b> – of the body</p> <p><b>Network of Support</b> – the people around you who you can trust and ask for help</p> <p><b>trust</b> – to believe that someone is safe and reliable and won’t harm you</p> <p><b>adult</b> – some over the age of 18</p> <p><b>unwanted</b> – not wanted</p> <p><b>worry</b> - to feel anxious, troubled, or uneasy</p> <p><b>feelings</b> – emotions</p> <p><b>online</b> - connected to or reached through a computer or computer network. On the Internet.</p>	<p>How to recognise their own feelings and communicate them to others.</p> <p>How to identify when their Early Warning Signs are telling them they don’t feel safe.</p> <p>How to describe the qualities of trusted adults and trusted friends.</p> <p>How to name who is in their Network of Support and know how they can ask them for help.</p> <p>Which school and classroom rules are about helping people to feel safe.</p> <p>What sort of physical contact they feel comfortable with. What they could do if they experience unwanted or unsafe physical contact.</p> <p>How to decide if a secret is safe or unsafe.</p>	<p>The importance of recognising their own feelings and sharing them with others.</p> <p>What an Early Warning sign is and what to do if they experience them.</p> <p>What trusted adults and friends are and the situations in which they can help them.</p> <p>What a network of support is and how to asks for help.</p> <p>The need for classroom rules to keep them safe.</p> <p>What physical contact is and when it is and is not ok</p> <p>What to do if the physical contact is not ok</p> <p>What safe and unsafe secrets are</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>OR Online Relationships</b></p> <p><b>BS Being Safe</b></p> <p><b>RR Respectful Relationships</b></p> <p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Recognise their own feelings and talk about them to others</p> <p>Recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe Name the adults in their Network of Support and know how and when to ask these trusted adults for help</p>

<p><b>private body parts</b> – the parts of the bodies covered by their underwear. Male – penis, testicles. Female -vagina, breasts bottom</p> <p><b>physical contact</b> – the act of touching physically</p> <p><b>communicate</b> - to exchange thoughts, ideas, or information</p> <p><b>secret</b> - kept from being seen or known by others; private</p> <p><b>safe</b> - free from the risk of harm</p>	<p>What they could do if they feel worried about a friendship or family relationship?</p> <p>Some ways in which they can keep safe online?</p>	<p>Steps that they could take to help them if they feel worried about a relationship.</p> <p>The possible dangers of being online and how to stay safe.</p>	<p>Identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact</p> <p>Seek help if they feel worried about a relationship with a friend or family member</p> <p>Suggest some ways to help stay safe online.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to

<p><b>love</b> - strong feelings of affection for another person or thing.</p> <p><b>dependent</b> - relying on another for help or to provide what one needs.</p> <p><b>independent</b> - not needing the support or advice of another; self-sufficient.</p> <p><b>breasts</b> - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The <b>nipple</b> is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p><b>anus</b> - the opening at the lower or rear end of the intestines, through which solid waste matter is excreted</p> <p><b>scrotum</b> - This is the pouch of skin which holds the testicles.</p> <p><b>toiletries</b> - items used in washing and taking care of one's body, such as soap, shampoo, and toothpaste</p> <p><b>bacteria</b> - tiny organisms that can cause infection</p> <p><b>infection</b> - an illness caused by germs</p> <p><b>hygiene</b> - the practice of keeping clean to stay healthy and prevent disease.</p>	<p>To know scientific names for male and female sexual parts and use them confidently.</p> <p>To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.</p> <p>To value their own body and recognise its uniqueness.</p> <p>To understand the benefits of carrying out regular personal hygiene routines.</p> <p>To consider who is responsible for their personal hygiene now, and how this will change the future.</p> <p>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.</p>	<p>The names of the male and female scientific parts</p> <p>Who they can talk to about private body parts</p> <p>What a trustworthy adult is</p> <p>That we are all unique</p> <p>What personal hygiene is and why this is important</p> <p>How they develop more responsibility for their own personal hygiene as they get older</p> <p>That there are different ways that illnesses can spread and how they can reduce this.</p>	<p><b>Relationships Education:</b></p> <p><b>FP Families &amp; People who care for me</b></p> <p><b>Health Education:</b></p> <p><b>CAB Changing Adolescent Body</b></p> <p>Use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female</p> <p>Give several examples of the capabilities of their own bodies</p> <p>Describe familiar hygiene routines and understand the reasons for doing these things</p> <p>Anticipate new responsibilities for their personal hygiene</p> <p>Explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 2



Unit: Drug Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>drug</b> - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p><b>medicine</b> - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p><b>legal</b> – allowed by law</p> <p><b>illegal</b> – not allowed by law</p> <p><b>recreational</b> – when drugs are misused for fun</p> <p><b>immunisation</b> – an injection to make someone immune to a disease.</p>	<p>More about different types of drugs, how they enter the body and their effects.</p> <p>About essential use of medicines and people who use and administer them.</p> <p>The basic principles of immunisation and consider personal experience.</p> <p>Basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules.</p> <p>About two legal, recreational drugs (nicotine and alcohol) and people</p>	<p>That there are different types of drugs that enter the body in different ways and have different effects.</p> <p>About essential use of medicines and people who use and administer them.</p> <p>What immunisation is</p> <p>That medicines have safety rules and these should be followed at home and at school</p>	<p><b>Relationships Education:</b></p> <p><b>CF Caring Friendships</b></p> <p><b>Health Education:</b></p> <p><b>DAT Drugs, Alcohol &amp; Tobacco</b></p> <p><b>HP Health &amp; Prevention</b></p> <p>Name some medical and legal recreational drugs</p> <p>Understand how a drug can enter the body and the bloodstream</p> <p>Explain some ways in which medicines are used, including</p>

<p><b>immune</b> – protect from a disease</p> <p><b>alcohol</b> – a drink containing alcohol</p> <p><b>nicotine</b> - a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.</p> <p><b>tobacco</b> - a plant with large, sticky leaves that are smoked or chewed. <i>Tobacco is used to make cigarettes.</i></p> <p><b>consequence</b> – the result of doing something</p> <p><b>misuse</b> - a wrong or incorrect use</p>	<p>who might use or misuse them and why. Understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found.</p> <p>How to recognise influences from friends, the media and other sources and how to respond to these.</p>	<p>What nicotine and alcohol are and why they might be misused</p> <p>That some items, such as syringes, can be harmful and what to do if they are found</p> <p>What the media is and how it can influence them</p>	<p>as immunisations and describe some of the professionals who work with them</p> <p>Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help</p> <p>Know that nicotine and alcohol are drugs and describe some of their effects</p> <p>Consider why some people choose to use nicotine and alcohol</p> <p>Have thought about influence and persuasion and will demonstrate some skills to counter these.</p>
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# St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p><b>loss</b> – the feeling of grief after losing someone close to them</p> <p><b>change</b> – when something becomes different</p> <p><b>strategy</b> – a plan</p> <p><b>grief</b> – great sadness</p> <p><b>emotions</b> - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p><b>support</b> - to help during a time of trouble or stress</p>	<p>How to identify changes that they and other children may experience in their lives.</p> <p>That there are a variety of emotions that they might feel in different situations involved with loss and change.</p> <p>How someone who experiences bereavement might feel.</p> <p>Strategies for coping with feelings associated with loss and change.</p> <p>Who can help them if they are experiencing difficult emotions, and how to approach them.</p> <p>That some changes are wanted and that they can plan for them.</p>	<p>They and others with experience change in their lives and what these could be</p> <p>How to name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings.</p> <p>Strategies they could use to cope with feelings associated with loss and change.</p> <p>That they can ask for help when experiencing these emotions and who they can ask.</p> <p>That some changes are wanted.</p>	<p><b>Health Education:</b></p> <p><b>MW Mental Wellbeing</b></p> <p>Identify changes that they and other children may experience in their lives.</p> <p>Name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p> <p>Know what helps or hinders when they are experiencing difficult emotions.</p> <p>Understand how someone who experiences bereavement might feel.</p> <p>Know who they can talk to if they are experiencing difficult emotions,</p>

			and how to ask for help. Plan to make a chosen change happen.
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