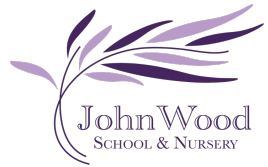




PSHE
Year 3
Me and My Relationships
Autumn 1



Key Vocabulary

apologise

respect

disagree

responsibility

calm

disputes

arguments

persuade

friendship

opinions

special people

Key Questions

Co-operation:

- ☐ Can people disagree and still be friends?
- ☐ Do people need to accept the views of others? Why?
- ☐ How can arguments and disputes be settled?

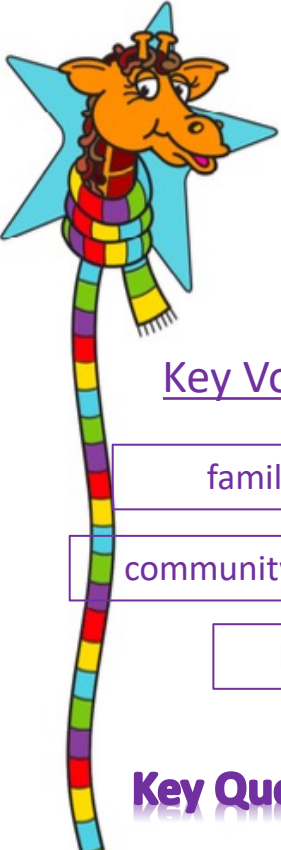


Friendships:

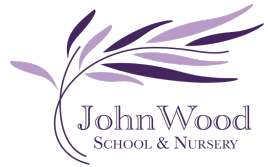
- ☐ What do I do to be a good friend?
- ☐ How can I make up with a friend if we have fallen out?
- ☐ What different ideas can I suggest to friends who have fallen out?
- ☐ How can I help others to sort out their argument?

Learning Objectives. I can:

- I can usually accept the views of others and understand that we don't always agree with each other.
- I can give you lots of ideas about what I do to be a good friend.
- I can tell you some different ideas for how I make up with a friend if we've fallen out.



PSHE
Year 3
Valuing Difference
Autumn 2



Key Vocabulary

family	prejudice	name calling	tolerance
community	strangers	bullying	differences
belonging	respect	identity	similarities

Key Questions

Recognising and Respecting Diversity:

- ☐ Are all families the same? If not, how are they different?
- ☐ What is good about having different community groups?
- ☐ What is prejudice?
- ☐ Where does prejudice come from?
- ☐ Can prejudice be challenged? How?



Being Respectful and Tolerant:

- ☐ Are tolerance and respect the same? Do we need both?
- ☐ Do we have respect and tolerance in our classroom? What does it do?
- ☐ Have you shown respect and tolerance at any time? How and why?
- ☐ Has anyone shown you respect and tolerance? How did it make you feel?

Learning Objectives. I can:

I can give examples of different community groups and what is good about having different groups.

I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.



**PSHE
Year 3
Keeping Safe
Spring 1**



Key Vocabulary

alcohol

risk (risky)

internet safety

cigarettes

private

nicotine

medicines

unsafe

search engines

harmful

e-cigarettes

vapes

Key Questions

Managing Risk:

- ☐ What makes a situation risky?
- ☐ Can a risky situation be changed? How?
- ☐ Why do some people choose to take risks?
- ☐ Why do some people choose to avoid risky situations?



Drugs and their Risks:

- ☐ What are the risks of cigarettes and alcohol?
- ☐ Can medicines be both helpful and harmful? Why?
- ☐ What other things can be helpful and harmful to a person's health?
- ☐ What can make people take risks?

Staying Safe Online:

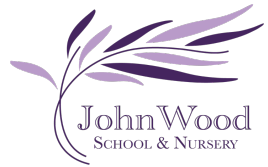
- ☐ Why is it important to keep personal details safe when online?
- ☐ Is all information that we see online always true?
- ☐ How do some people try to find out personal information? Can this cause any problems?

Learning Objectives. I can:

- I can say what I could do to make a situation less risky or not risky at all.
- I can say why medicines can be helpful or harmful.
- I can tell you a few things about keeping my personal details safe online.
- I can explain why information I see online might not always be true.



PSHE
Year 3
Rights and Respect
Spring 2



Key Vocabulary

online	false	check	safe
parent	carer	adult	search
search engines	fact	opinion	fake news

Key Questions

Skills We Need to Develop As We Grow Up:

- ☐ Is a fact the same as an opinion? If not, why not?
- ☐ How we check whether something is a fact or opinion?
- ☐ What is a ‘false fact’ that might be seen online?



Helping and Being Helped:

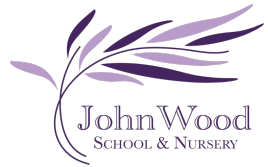
- ☐ How do we keep ourselves safe as we get older?
- ☐ Can we help the people who help us? How?

Learning Objectives. I can:

I can say some ways of checking whether something is a fact or just an opinion.
I can say how I can help the people who help me, and how I can do this.
I can give an example of this.



PSHE
Year 3
Being My Best
Summer 1



Key Vocabulary

online

medicine

goal-setting

exercise

teeth

talents

muscles

practise

starchy carbohydrates

dairy

vegetables

energy

Key Questions

Keeping Myself Healthy

- ☐ Am I responsible for keeping myself healthy?
- ☐ What can I do myself to keep healthy?
- ☐ How do I feel when I do things to stay healthy?



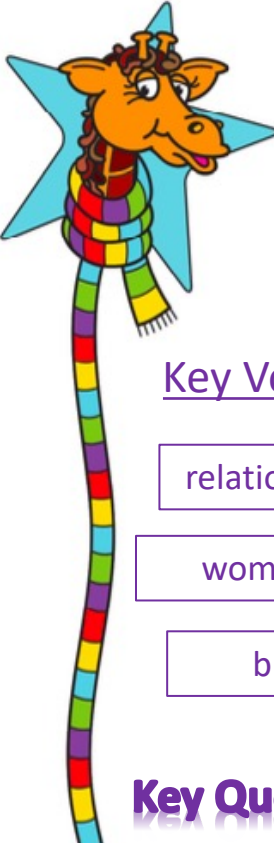
Celebrating and Developing My Skills

- ☐ What skills or talents do I have? How can a talent or skill be developed?
- ☐ Does goal-setting help improve skills and talents? How?
- ☐ What would I like to achieve when I am older?
- ☐ How do I achieve my goals?

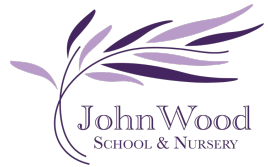
Learning Objectives. I can:

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.



PSHE
Year 3
Growing and Changing
Summer 2



Key Vocabulary

relationships	body space	period	menstruation
womb	vagina	penis	respect
breasts	genitals	puberty	testicles
assertive			

Key Questions



Relationships

- ☐ Can a relationship be positive? How?
- ☐ How can a relationship be negative?
- ☐ What can someone do to make a friendship healthy?

☐ **Menstruation**

- ☐ What is menstruation?
- ☐ What happens when the human egg is not fertilised?
- ☐ Which parts of a woman's body are involved in menstruation?

Keeping Safe

- ☐ What is someone's 'body space'?
- ☐ When is it ok to go into someone's body space?
- ☐ If someone wants another person to leave their body space, how can they ask them to leave?
- ☐ If someone feels uncomfortable, who can they talk to?

Learning Objectives. I can:

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.