

Pudsey Bolton Royd Primary School PSHE & RSE Long-Term Plan

Year 3

<u>Autumn 1</u> <i>Physical health and wellbeing</i>	<u>Autumn 2</u> <i>Keeping safe and managing risk</i>	<u>Spring 1</u> <i>Drug, alcohol and tobacco education</i>
Enquiry Questions		
What influences my decisions about my health?	What is the difference between bullying and falling out?	What are the benefits of remaining smoke free?
Outcomes		
A mind map showing what influences their decisions about their health.	Sorting scenario cards into categories – bullying or not bullying with a reason explaining why they have chosen that category.	A poster promoting the benefits of remaining smoke free.
Linked Texts		
Oliver's vegetables by Vivian French Why should I eat well by Claire Llewellyn	Leave me alone by Kes Gray	N/A
Linked Experiences		
N/A	N/A	N/A
Overview		
In this unit pupils will learn about making healthy choices about food and drinks, understanding who and what influences their choices. They will learn about how branding can affect what foods people choose to buy, exploring why people are attracted to different brands. The children will compare similar products according to packaging, taste, cost and explain which they think is the best 'value for money'. Pupils will then learn about keeping active and some of the challenges of this as well as identifying a range physical activity that help the body.	In this unit pupils learn to recognise bullying and how it can make people feel, identifying the difference between falling out with someone and bullying. They explore what is meant by 'bullying' and why this is unacceptable. They will investigate different types of bullying, including online and how to respond to incidents of bullying. They will use this knowledge to explore the role of bystanders and the important part they play in reducing bullying. Pupils will discuss how and to whom to report incidents of bullying alongside where to get help and support.	In this unit pupils will explore what the meaning of the word 'drug', identifying when a drug might be harmful. They will recognise that tobacco is a drug. Pupils will learn about the effect and risks of smoking tobacco and second-hand smoke on the body. They will explore the benefits of remaining smoke free. They will also recognise that laws relating to smoking aim to help people to stay healthy, with a particular concern about young people and second-hand smoke. Pupils will use this knowledge to learn about the help available for people to remain smoke free or stop smoking. They will discuss what they might say or do to help someone who wants to stop smoking. Pupils will understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started.
Knowledge and/or Skills Covered		
<u>Social</u> – Accepting advice: Begin to seek advice and make an informed choice about whether to follow it Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others. <u>Health</u> – Self-care:	<u>Personal</u> – Self-regulation of emotions: Use simple strategies for managing their feelings. Recognise that they may sometimes experience conflicting emotions. Trustworthiness, honesty, integrity: Explain the difference between fair and unfair, kind and unkind, right and wrong. Develop their own moral principles and accept that other people's views and choices may be different.	<u>Social</u> – Empathy: Start to explain commonalities, e.g. similarities and differences. Respond appropriately when other people show feelings in different ways. Recognise and start to care about other people's feelings. Accepting advice:

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<p>Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Risk assessment/management: Assess risks in different situations and decide how to manage them responsibly.</p>	<p>Adaptability including Resilience and Perseverance: Tackle a problem/challenge until it is resolved/achieved.</p> <p><u>Social –</u> Discernment: Explain how they make decisions about who to trust; explain how they judge whether a relationship is a positive one</p> <p>Respect: Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others' values and opinions). Show respect for online content (e.g. distinguishing between public and private material).</p> <p>Empathy: Start to explain commonalities, e.g. similarities and differences. Respond appropriately when other people show feelings in different ways. Recognise and start to care about other people's feelings.</p> <p>Building bonds: Recognise bullying and how to respond to incidents of bullying. Explain the meaning of harmful behaviours like bullying and discrimination.</p> <p>Collaboration including Conflict Management: Demonstrate a willingness to listen to others to facilitate cooperative play and work. Use some simple negotiation strategies to resolve arguments. Recognise that most friendships have ups and downs.</p> <p>Accepting advice: Begin to seek advice and make an informed choice about whether to follow it</p> <p>Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p> <p><u>Health –</u> Self-care:</p>	<p>Begin to seek advice and make an informed choice about whether to follow it</p> <p>Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p> <p><u>Health –</u> Self-care: Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>Risk assessment/management: Assess risks in different situations and decide how to manage them responsibly, e.g. road safety; rail, water and fire safety; and online safety.</p>
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	<p>Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	
National Curriculum Attainment Targets		
<p>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness (Health Education, Mental Wellbeing)</p> <p>The characteristics and mental and physical benefits of an active lifestyle (Health Education, Physical health and fitness)</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise (Health Education, Physical health and fitness)</p> <p>What constitutes a healthy diet including understanding calories and other nutritional content (Health Education, Healthy eating)</p>	<p>How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed (Relationship Education, Caring relationships)</p> <p>About different types of bullying including cyberbullying, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (Relationship Education, Respectful relationships)</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so (Relationship Education, Being safe)</p> <p>That bullying including cyberbullying has a negative and often lasting impact on mental wellbeing (Health Education, Mental Wellbeing)</p> <p>How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private (Health Education, Internet safety and harms)</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health (Health Education, Internet safety and harms)</p> <p>Where and how to report concerns and get support with issues online (Health Education, Internet safety and harms)</p>	<p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (Health Education, Drugs, alcohol and tobacco)</p>
Important Vocabulary		

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<u>Spring 2</u> <i>Mental health and emotional wellbeing</i>	<u>Summer 1</u> <i>Identity, society and equality</i>	<u>Summer 2</u> <i>Careers, financial capability and economic wellbeing</i>	<u>Summer 2</u> <i>Relationship and Sex education</i>
Enquiry Questions			
What are setbacks and how can you overcome these?	What is a community?	Why is it important to save and budget money?	What do the terms 'male' and 'female' mean?
Outcomes			
A written paragraph answering the enquiry question with examples.	Pupils draw a map or network showing the different groups or communities to which they belong. Pupils then write about the benefits they have in being a part of the community and what they contribute to that community.	Pupils have a set amount of money to spend and a price list of items or services, including special offers. Pupils to complete a simple budgeting worksheet.	Pupils sort animals into two categories – male and female. Pupils label the correct sex parts on a male and female outline.
Linked Texts			
Alexander and the terrible, horrible, no good, very bad day by Judith Viorst Wonder goal by Michael Foreman Dr Seuss – Oh the places you'll go	Giraffes can't dance by Giles Andreae Looking after Louis by Lesley Ely Belonging by Jeannie Baker The Hueys in the new jumper by Oliver Jeffers	Spend, save or donate by Nancy Loewen	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
In this unit pupils will learn about celebrating achievements and setting personal goals. They will explore how it feels to be challenged and the importance to try something new or difficult. They will plan steps required to help achieve a goal or challenge. They will celebrate their own and others' skills, strengths and attributes. Pupils will then learn about dealing with put-downs, explaining what is meant by a put-up or put-down and how this can affect people. They will explore a range of strategies for dealing with put-downs and recognise what is special about themselves. Using this knowledge, pupils will learn about positive ways to deal with setbacks and know how to ask for help or support. They will recognise that everyone has setbacks at times, and that these cannot always be controlled.	In this unit pupils will learn about valuing the similarities and differences between themselves and others. Pupils will recognise that they have shared interests and experiences with others in their class as well as with people in the wider world. They will understand that peers might be similar or different to each other but can play or work together. Pupils will then learn about what is meant by community, recognising some of the different groups or communities they belong to and their role within them. They will value and appreciate the diverse communities that exist and how they connect. Pupils learn about belonging to groups, identifying positive and negative aspects of being a member of a group. They will acknowledge that there may be	In this unit pupils will learn about what influences people's choices about spending and saving money. They will understand how manufacturers and shops persuade us to spend money. They will recognise when people are trying to pressurise them to spend their money and how this feel sand make decisions about whether something is 'value for money'. Pupils will then move onto looking at how people can keep track of their money, deciding how to spend and save their money. They will identify the best places people can go for help about money. Pupils will then learn about the world of work, knowing that there are a range of jobs, paid and unpaid, including shift work, full-time, part-	In this unit pupils will learn about the biological differences between male and female animals and their role in the life cycle. They will then move onto identifying and naming the biological terms for male and female sex parts.

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	times when they don't agree with others in the group and can stand up for their own point of view against opposition.	time work. They will identify the skills and attributes needed for different jobs.	
Knowledge and/or Skills Covered			
<p><u>Personal –</u> Self-awareness: Extend their vocabulary to describe their feelings, and start to explain the range and intensity of them. Start to distinguish between emotions and the symptoms of them. Self-regulation of emotions: Use simple strategies for managing their feelings. Recognise that they may sometimes experience conflicting emotions. Self-control of behaviour: Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour. Self-confidence: Describe positives about themselves and how these make them who they are. Celebrate their achievements. Trustworthiness, honesty, integrity: Explain the difference between fair and unfair, kind and unkind, right and wrong. Develop their own moral principles and accept that other people's views and choices may be different. Adaptability including Resilience and Perseverance: Tackle a problem/challenge until it is resolved/achieved. Appreciation of "human creativity and achievement: Identify and describe experiences (of creativity and achievement) that they like and dislike.</p>	<p><u>Personal –</u> Self-control of behaviour: Recognise the consequences of their behaviour and use this knowledge to start to manage their own behaviour. Self-confidence: Describe positives about themselves and how these make them who they are. Celebrate their achievements. Trustworthiness, honesty, integrity: Explain the difference between fair and unfair, kind and unkind, right and wrong. Develop their own moral principles and accept that other people's views and choices may be different. Adaptability including Resilience and Perseverance: Tackle a problem/challenge until it is resolved/achieved. <u>Social –</u> Respect: Consistently show respect for others through their manners and actions, including their online behaviour (e.g. by being polite when challenging others' values and opinions). Show respect for online content (e.g. distinguishing between public and private material). Empathy: Start to explain commonalities, e.g. similarities and differences. Respond appropriately when other people show feelings in different ways. Recognise and start to care about other people's feelings.</p>	<p><u>Personal –</u> Adaptability including Resilience and Perseverance: Tackle a problem/challenge until it is resolved/achieved. <u>Social –</u> Accepting advice: Begin to seek advice and make an informed choice about whether to follow it Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others. <u>Economics –</u> Money: Know about what influences people's choices about spending and saving money. Know how people can keep track of their money. Career: Know about the world of work.</p>	<p><u>Social –</u> Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p>

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<p><u>Social – Empathy:</u> Start to explain commonalities, e.g. similarities and differences. Respond appropriately when other people show feelings in different ways. Recognise and start to care about other people’s feelings. Collaboration including Conflict Management: Demonstrate a willingness to listen to others to facilitate cooperative play and work. Use some simple negotiation strategies to resolve arguments. Recognise that most friendships have ups and downs. Accepting advice: Begin to seek advice and make an informed choice about whether to follow it Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p> <p><u>Health – Self-care:</u> Start to explain how they judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p>	<p>Start to modify their behaviour to follow the ‘rules’ of different settings (e.g. social or cultural). Collaboration including Conflict Management: Demonstrate a willingness to listen to others to facilitate cooperative play and work. Use some simple negotiation strategies to resolve arguments. Communication: Share their opinions on a wide range of things, explaining their views to a partner or group and listening to the views of others.</p>		
National Curriculum Attainment Targets			
<p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (Relationship Education, Caring friendships) Practical steps they can take in a range of different contexts to improve or support</p>	<p>That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care for them (Relationship education, Families and people who care for me)</p>	N/A	N/A

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<p>respectful relationships (Relationship Education, Respectful relationships)</p> <p>The importance of self-respect and how this links to their own happiness (Relationship Education, Respectful relationships)</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (Health Education, Mental Wellbeing)</p>	<p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties (Relationship Education, Caring friendships)</p> <p>The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (Relationship Education, Respectful relationships)</p> <p>That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (Relationship Education, Respectful relationships)</p>		
	Important Vocabulary		