



St Mary's Bryanston Square – PSHE Curriculum Overview Year 3

| School Value | <u>Links to PSHE curriculum</u> | <u>Links to School Values</u> | <u>Topic 1</u> | <u>Topic 2</u> |
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| Love HT1 | Topic 1 ..Families and people who care for me Topic 2 ..Being a responsible citizen ..Economic Wellbeing | Discuss the word 'love'. What does this mean to you? Emphasise the importance of love for ourselves as well as love for those around us: families, friends and our communities. This term we will be covering love for families and love for our planet in the decisions we make e.g: buying Fairtrade/recyclable packaging. Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people. | DIFFERENT FAMILIES Children will learn: <ul style="list-style-type: none">about different types of family structures (e.g. single parent, same-sex, foster parents)that positive family life is about caring relationships and giving love, security and stability Children should: <ul style="list-style-type: none">understand that all families are different and have different family membersunderstand that family life can include conflict or feel unsafe and that there are people outside of families who can offer support. | WHERE DO THINGS COME FROM? Children will learn: <ul style="list-style-type: none">about sources of products and Fairtradethat people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity Children should: <ul style="list-style-type: none">be able to explain the ethical considerations and environmental impact of buying/products |
| Forgiveness HT2 | ..Being Safe ..Mental Wellbeing | Discuss the word 'forgiveness'. What does this mean to you? Put forgiveness in the wider contexts of a range of emotions and talk about different emotions we may experience in different scenarios. Explain that we are going to be discussing different feelings and friendships this term in PSHE. Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people. | EMOTIONS AND FEELINGS Children will learn: <ul style="list-style-type: none">that mental health and wellbeing is a normal part of daily life, in the same way as physical health, and therefore we must take care of our mental health and wellbeing ^{SG}that people's feelings change over time, their feelings may range in intensity and that different people may experience the same feelings with different levels of intensity ^{SG}how to talk about their emotions and how to respond appropriately in different situations ^{SG}strategies to manage transitions between classes and key stages | N/A |

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| | | | <p>Children should:</p> <ul style="list-style-type: none"> be able to name different strategies and behaviours to support their mental health and wellbeing (e.g. good quality sleep, exercise, time outdoors, spending time with family and friends, talking about feelings and emotions etc.) be able to talk about how they respond to different feelings e.g. having strategies to calm themselves down be able to describe the difference between feelings that feel *'small' and *'big' to them, and know some strategies for managing these SG <p>(*<i>there is no such thing as a feeling too small that a child can't talk about it, so there's no right or wrong about what is considered to be a small or big feeling</i>)SG</p> | |
| Respect HT3 | Topic 1 ..Caring Friendships ..Respectful Relationships ..Being Safe ..Mental Wellbeing Topic 2 ..Mental Wellbeing ..Drug, Alcohol and Tobacco ..Basic First Aid | <p>Discuss the word 'respect'. What does this mean? Explain that we will be learning about respect for ourselves in the choices we make, even if others tell us to do something we know is wrong.</p> <p>Acknowledge that it is also very important to give other people the respect that we could like to receive (link to 'Love your Neighbour as Yourself' part of our school ethos from Mark 12:30-31.)</p> <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p> | <p><u>PEER INFLUENCE/PRESSURE</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to recognise the importance of self-respect that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media SG about critical thinking and decision making SG <p>Children should:</p> <ul style="list-style-type: none"> have strategies to deal with peer pressure SG | <p><u>DRUG EDUCATION – SMOKING AND BASIC FIRST AID</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> to understand the impact of smoking and passive smoking school rules about health and safety, basic emergency aid procedures, where and how to get help (how to make a clear and efficient call to 999 if necessary) SG <p>Children should:</p> <ul style="list-style-type: none"> know some of the effects of smoking on the body be able to consider why some people smoke know the rules and laws to prevent smoking |

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| Feeling Safe HT4 | Topic 1 ..Being Safe ..Mental Wellbeing ..Health and Prevention Topic 2 ..Respectful Relationships ..Being Safe ..Online Relationships ..Internet Safety and Harms ..Mental Wellbeing | What makes us feel safe in school, at home and in our wider community? Gather ideas for how we can be safe. What do children already know? Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people. | KEEPING SAFE Children will learn: <ul style="list-style-type: none"> about risks they may face and how to predict, assess and manage these risks SG that bacteria and viruses can affect health and that following simple routines can reduce their spread SG Children should: <ul style="list-style-type: none"> be able to describe what risk is and how this may affect decisions SG | SAFE RELATIONSHIPS Children will learn: <ul style="list-style-type: none"> what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SG to recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations SG what it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. SG about why someone may behave differently online, including pretending to be someone they are not SG Children should: <ul style="list-style-type: none"> recognise ways in which a relationship can be unhealthy (including online) and if they feel uncomfortable or have their early warning signs telling them they may not be feeling safe, who to talk to for support SG understand personal space and unwanted touch and be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SG know about their right to keep certain things 'private' SG |
| Honesty HT5 | ..Being a responsible citizen | Discuss the word 'honesty'. What does this mean? What would it mean to be an 'honest citizen'. Why do we have rules in our society? This term we will be looking at rules, laws, why and how they are made. | ME AND MY COMMUNITY Children will learn: <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, SG why different rules are needed in different situations and how to take part in making and changing rules BV that there are different kinds of responsibilities, rights and duties at home, | N/A |

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| | | <p>Discuss setting ground rules for PSHE lessons to create a safe space to voice opinions and listen to other people.</p> | <ul style="list-style-type: none"> at school, in the community and towards the environment <small>BV</small> about school and local democracy <small>BV</small> <p>Children should:</p> <ul style="list-style-type: none"> show an understanding of the role of a school councillor <small>BV</small> resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices <small>BV</small> | |
| Curiosity HT6 | Topic 1 <small>..Economic Wellbeing</small> <small>..Careers</small> Topic 2 and 3 <small>..Economic Wellbeing</small> | <p>Discuss word 'curiosity'. What does this mean to you? Talk about why it is important to be curious and show interest in the world around us. Explain that we are going to be learning about money and our aspirations for ourselves. Take some ideas about what they would like to learn and what they do know already about each topic as you teach this, what makes us 'curious' to learn about this? What do we want to find out?</p> | <p>ASPIRATIONS</p> <p>Children will learn:</p> <ul style="list-style-type: none"> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes That there are a broad range of different jobs/careers and that people can have more than one career/job during their life <p>Children should:</p> <ul style="list-style-type: none"> Be able to consider their unique skills and attributes Be able to talk about the jobs/careers they are familiar with | <p>MANAGING MONEY</p> <p>Children will learn:</p> <ul style="list-style-type: none"> about the different ways to keep track of spending and saving by keeping simple records e.g. spending diary, listing/counting, keeping receipts etc., and why this is important <p>Children should:</p> <ul style="list-style-type: none"> be able to talk about different ways we can pay for things other than cash e.g. debit cards, credit cards, online payments begin to understand that different people have different attitudes to, and feelings about, saving and spending money |

Blue = Relationships Education

Purple = Health Education

Orange = Other Areas of PSHE

SG = contributes to safe guarding

BV = contributes to British Values