

PHSCE Medium term overview

Year 3

	Topic	In this unit of work children will learn:	Teacher notes:
Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p> <p>PoS Refs: R1, R6, R7, R8, R9</p>	<ul style="list-style-type: none"> To know and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents To know that being part of a family provides support, stability and love To know about the positive aspects of being part of a family, such as spending time together and caring for each other To know about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty To know how to identify if/when something in a family might make someone upset or worried To know what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>PoS Refs: R19, R22, R24, R30</p>	<ul style="list-style-type: none"> To know what is appropriate to share with friends, classmates, family and wider social groups including online To know what privacy and personal boundaries are, including online To know basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision To know that bullying and hurtful behaviour is unacceptable in any situation To know the effects and consequences of bullying for the people involved To know what is bullying online, and the similarities and differences to face-to-face bullying To know what to do and whom to tell if they see or experience bullying or hurtful behaviour 	

	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R30, R31</p>	<ul style="list-style-type: none"> • To know what is respectful behaviours e.g. helping or including others, being responsible • To know how to model respectful behaviour in different situations e.g. at home, at school, online • To know the importance of self-respect and their right to be treated respectfully by others • To know what it means to treat others, and be treated, politely • To know the ways in which people show respect and courtesy in different cultures and in wider society 	
Living in the wider world	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3</p>	<ul style="list-style-type: none"> • To know the reasons for rules and laws in wider society • To know the importance of abiding by the law and what might happen if rules and laws are broken • To know what human rights are and how they protect people • To know basic examples of human rights including the rights of children • To know how they have rights and also responsibilities • To know that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p> <p>PoS Refs: L11, L12</p>	<ul style="list-style-type: none"> • To know how the internet can be used positively for leisure, for school and for work • To know that images and information online can be altered or adapted and the reasons for why this happens • To know strategies to recognise whether something they see online is true or accurate • To know how to evaluate whether a game is suitable to play or a website is appropriate for their age-group • To know how to make safe, reliable choices from search results 	

		<ul style="list-style-type: none"> To know how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L25, L26, L27, L30</p>	<ul style="list-style-type: none"> To know different jobs that people may have from different sectors e.g. teachers, business people, charity work To know that people can have more than one job at once or over their lifetime To know some common myths and gender stereotypes related to work To know how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM To know some of the skills needed to do a job, such as teamwork and decision-making To know and recognise their interests, skills and achievements and how these might link to future jobs To know how to set goals that they would like to achieve this year e.g. learn a new hobby 	
Health and wellbeing	<p>Physical health and Mental wellbeing</p> <p>Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</p>	<ul style="list-style-type: none"> To know the choices that people make in daily life that could affect their health To know what healthy and unhealthy choices are (e.g. in relation to food, exercise, sleep) To know what can help people to make healthy choices and what might negatively influence them To know about habits and that sometimes they can be maintained, changed or stopped To know the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle To know what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 	

		<ul style="list-style-type: none"> • To know that regular exercise such as walking or cycling has positive benefits for their mental and physical health • To know some aspects that can affect feelings both positively and negatively • To know strategies to identify and talk about their feelings • To know the different ways people express feelings e.g. words, actions, body language • To know how feelings can change overtime and become more or less powerful and recognise this in themselves 	
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p> <p>PoS Refs: H27, H28, H29</p>	<ul style="list-style-type: none"> • To know that everyone is an individual and has unique and valuable contributions to make • To know how strengths and interests form part of a person's identity • To know how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • To know and recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • To know basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H38, H39, H41</p>	<ul style="list-style-type: none"> • To know how to identify typical hazards at home and in school • To know how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • To know about fire safety at home including the need for smoke alarms • To know the importance of following safety rules from parents and other adults • To know how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety 	