



## Hillcross Primary PSHE Curriculum

### Year 3

#### Introduction and guidance:

PSHE (Personal, Social, Health and Economic Education) is a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. This subject impacts on both academic and non-academic outcomes for pupils and is taught explicitly within PSHE lessons, as well as implicitly in all other learning opportunities. As of September 2020, Health Education (HE) and Relationships Education (RE) became compulsory at key stages 1 and 2. Although Sex Education is only compulsory in key stages 3 and 4, the government encourages all primary schools to provide this vitally important area within their school PSHE curriculum. This document outlines when and what we will be teaching within Year 3. The school follows the Christopher Winter Project (CWP) scheme of work for RSE (Relationship and Sex Education). Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation and so, throughout our PSHE curriculum (and also within other subjects), we teach children about equality, British Values and the United Nations Convention on the Rights of the Child (UNCRC). Safeguarding in schools is more than simply keeping pupils safe in school. We leave them vulnerable if we do not do everything we can to equip them to keep themselves safe in school, outside school and in the future, further highlighting the need to follow a progressive, age appropriate SRE framework (embedded within our PSHE curriculum) such as ours.

The statements **highlighted in yellow** relate specifically to:

- (RSE) Relationship and Sex Education - (The Christopher Winter Project (CWP) scheme of work)
- (SE) refers to the Sex Education aspect of RSE (Relationship and Sex Education which is taught via the Christopher Winter Project - CWP)
- (RE) refers to Relationship Education
- (HE) Health Education

The statements in ***bold and italics*** link to online safety

Year 3										
Topic	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1	
	<b>Families and friendship</b>	<b>Safe Relationships</b>	<b>Respecting Ourselves and Others</b>	<b>Belonging to a community</b>	<b>Media literacy and digital resilience</b>	<b>Money and work</b>	<b>Physical health and Mental wellbeing</b>	<b>Growing and changing</b>	<b>Keeping safe</b>	
<b>Relationships</b>	<b>Families and friendships</b> What makes a family; features of family life	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite							
<b>Living in the Wider World</b>				<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities	<b>Media literacy and Digital resilience</b> How the internet is used; assessing information online	<b>Money and Work</b> Different jobs and skills; job stereotypes; setting personal goals				
<b>Health and Wellbeing</b>							<b>Physical health and Mental wellbeing</b> Health choices and habits; what affects	<b>Growing and changing</b> Personal strengths and achievements;	<b>Keeping safe</b> Risks and hazards; safety in the local	



							feelings; expressing feelings	managing and reframing setbacks	environment and unfamiliar places
<b>Key Vocabulary</b>	family, encouragement, caring, foster, adoptive, stability	consequences, appropriate, inappropriate,	culture, wider societies	society, law	reliable, leisure, inappropriate	achievements, charity, myths, gender stereotypes,		<b>Identity, womb</b>	hazards, unfamiliar
<b>Enquiry</b>	<p><u>First 2 weeks:</u> <u>NPA:</u> → What different feelings can you have? → What happens to our bodies when we feel different emotions? → How can feelings affect the way we behave? Things that affect feelings both positively and negatively. Strategies to identify and talk about their feelings. About some of the different ways people express feelings e.g. words, actions, body language. Recognise how feelings can change overtime and become more or less powerful</p> <p><u>Class rules:</u> → Why are rules important → Which rules will help us to learn best?</p> <p><u>How are families important?</u> → <b>Lesson 1 from CWP</b> What different types of families can there be? (single parents, same-sex parents, step-parents, blended families, foster and adoptive parents). <b>(RE)</b> → Why is being a member of a family important? (provides support, stability and love, spending time together and caring for each other) → What are the different ways we can care about each</p>	<p><u>What is the impact of hurtful behaviour?</u> → What is appropriate to share with friends, classmates, family and wider social groups? (including online e.g. passwords, using trusted sites and adult supervision → What are the effects and consequences of bullying for the people involved? → What are the similarities and differences of online bullying to face-to-face bullying) → What should you do and whom to tell if you see or experience bullying or hurtful behaviour? → <u>Why do we celebrate Black History Month? Why is it important to learn about this?</u></p>	<p><u>How do I show respect to others?</u> → How should I model respectful behaviour in different situations (at home, at school, online) → What is self respect? (their right to be treated respectfully by others). How could we show respect towards others? → How do people show respect and courtesy in different cultures and in wider society? → <u>How can we show respect to other road users?</u></p>	<p><u>What are our rights and responsibilities?</u> <u>Why do we celebrate LGBT month?</u> → Why do we have rules and laws in wider society? What is the importance of abiding by the law? What might happen if rules and laws are broken? → What are human rights and how do they protect people? Identify basic examples of human rights including the rights of children) → What are your responsibilities within your rights? Within every right there is also a responsibility e.g. the right to an education and the responsibility to learn.</p>	<p><u>How can I access information online safely?</u> → <i>How can you use the internet positively for leisure, school and for work?</i> → <i>Why are images and information online altered or adapted?</i> → <i>How can I tell if something I see online is true or accurate?</i> → <i>How do I know whether a game is suitable to play or a website is appropriate for their age-group?</i> → <i>How can I make safe, reliable choices from search results? How can I report something seen or experienced online that concerns me? e.g. images or content that worry them, unkind or inappropriate communication.</i></p>	<p><u>What achievements, interests and skills do I need to do my job?</u> → Are you only allowed to have one job in your lifetime? (Jobs in different sectors e.g. teachers, business people, charity work) → How can we challenge common myths and gender stereotypes related to work? (examples of role models in different fields of work e.g. women in STEM → What interests, skills and achievements would you need for a job? (teamwork and decision-making → What skills, interests, and achievements have you got that could support a future career? What new skills could you learn that would help you in your future?</p>	<p><u>How can I make healthy choices?</u> → What choices do you make every day that could affect your health Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep). What can help people to make healthy choices and what might negatively influence them? → What habits do you need to maintain or change to have a healthy lifestyle? What is meant by a healthy, balanced diet?(regular exercise or eating too much sugar) → How does taking regular exercise such as walking or cycling have a positive benefit for your mental and physical health?</p>	<p><u>What can I do to manage setbacks?</u> → What is your identity? Recognise how strengths and interests form part of a person's identity. Identify own personal strengths and interests, what they're proud of (in school, out of school) → What strategies could you use to manage common challenges and setbacks in school?( finding school work difficult, friendship issues, asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again. → <b>Lesson 3 from CWP</b> What are the differences between girls and boys? (Name body parts) <b>(SE)</b> → <b>Lesson 4 from CWP</b> What types of touch do people enjoy and what do they dislike? <b>(RE)</b></p>	<p><u>How can I ensure I am safe in familiar and unfamiliar places?</u> → What risks and hazards are there in our environment? (identify typical hazards at home and in school. How can we manage risks in everyday situations? ( crossing the road, running in the playground, in the kitchen. → How do we manage fire safety in our homes and at school? (Need for smoke alarms, the importance of following safety rules from parents and other adults → How can you keep yourselves safe in the local environment or unfamiliar place? (including road, rail, water and firework safety)</p>



	<p>other? (giving encouragement or support in times of difficulty)</p> <p><b>Lesson 2 from CWP</b> What might make someone in your family upset? Who would you tell if family relationships are making you feel unsafe? <b>(RE)</b></p>								
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