

Year 3 Scheme of Work – Personal Social Health & Citizenship Education / Relationships, Sex & Health Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Growth Mindset & Toast Model	1-2	<ul style="list-style-type: none"> - Explain how to be a positive learner. - Explain how a positive learning attitude can help me learn new things. - Identify personal goals and suggest actions I can take to achieve them. 	<ul style="list-style-type: none"> - Sort thoughts given into helpful and not-so-helpful thought categories; - Identify what a positive learning attitude is - Give examples of positive learning attitude statements; - Identify and foster a positive growth mindset; - Develop resilience and perseverance; - Self-assess feelings in relation to learning zones. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals. To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them. To recognise when they need help and to develop the skills, to ask for help. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To learn what positively and negatively affects their physical, mental and emotional health. 	All subjects
<p>Previous learning: Y1 – what makes them an individual; facial expressions/body language; manage feelings of anger/sadness; positive strategies for change and loss.</p>				<p>Next learning: Y5 – fitting in vs being true to themselves; communicating feelings; manage uncomfortable feelings; resolutions to tricky situations; mistakes and making amends.</p>			

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<p>3.1 Be Yourself – Relationship</p>	<p>6</p>	<ul style="list-style-type: none"> - Say the things about myself that I am proud of. - Identify the feelings I have and describe how different emotions feel. - Describe different ways to cope with any uncomfortable feelings I may have and understand why this is important. - Explore messages given by the media and decide if they are helpful or harmful. - Identify different strategies I can use if I make a mistake. 	<ul style="list-style-type: none"> - List some of their achievements and say why they are proud of them; - Identify facial expressions associated with different feelings; - Describe some strategies that they could use to help them cope with uncomfortable feelings; - Explain that the messages they receive from the media about how they should look, think and behave are not always realistic; - Suggest ways to make things right after a mistake has been made; - Explain that mistakes help them to learn and grow. 	<ul style="list-style-type: none"> - Partner/group talk <p>Zones of regulation and coping strategies</p> <ul style="list-style-type: none"> - Scenarios - Role play with assertive vocabulary and language 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not-so-good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</p> <p>To understand 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.</p> <p>To recognise when they need help and to develop the skills, to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To recognise and manage 'dares'.</p> <p>To explore and critique how the media present information, to recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.</p> <p>To recognise and challenge stereotypes.</p> <p>To know that their actions affect themselves and others.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p>	<p>Islamic Studies – What to do when no so good feelings come to our minds</p> <p>Computing – internet safety</p>
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Previous learning: Y1 – being part of a team; kindness; dealing with teasing/bullying behaviour; helpful/unhelpful thoughts; good choices.

Next learning: Y5 – successful teamwork skills; expressing opinions; collaborative working; compromise and care; shared responsibilities;

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<p>3.2 TEAM - Relationships</p>	<p>6</p>	<ul style="list-style-type: none"> - Talk about changes and how they might make me feel. – Explain how and why we should work well as a team. – Describe how my actions and behaviour affect my team. – Describe why disputes might happen and strategies to resolve them. – Talk about my responsibilities towards my team. 	<ul style="list-style-type: none"> -Use pictures to express their thoughts, feelings and worries; -Plan and create a role play about a team scenario; - With support, identify a feeling and how it is being expressed; - Show the resolution to a dispute through pictures and with the key words given; -Use a word mat to create a list of 'Pass It On' ideas. 	<ul style="list-style-type: none"> - Partner/group talk - social stories - picture map of changes - Scenarios - Freeze frame of emotion - Role play 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To know that their actions affect themselves and others.</p> <p>To work collaboratively towards shared goals.</p> <p>To know that their actions affect themselves and others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p> <p>To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.</p>	<p>Islamic Studies – Prophets life – sorrow</p> <p>Brotherhood – one ummah</p> <p>English: speaking and listening</p> <p>Drama</p>
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Previous learning: Y1 – star qualities; positive learning attitude; attributes for desired job; stereotypes; ambitions				Next learning: Y5 – personal achievement and skills; positive learning attitude; range of jobs; gender stereotypes; employee skills; teamwork; skills to succeed.			
3.3 Aiming High – Health and Wellbeing	5	<ul style="list-style-type: none"> – Identify achievements and suggest how my actions can help me achieve. – Identify the skills and attitudes to do certain jobs. – Understand that gender does not limit us in becoming what we want to in the future. – Discuss what job I might like to do when I grow up and what skills I need to achieve this. 	<ul style="list-style-type: none"> - Discuss their personal achievements and skills - Talk about the range of jobs people do - Discuss what skills and interests are needed for different jobs - Talk about jobs they might like to do in the future - Discuss what skills they might need to do certain jobs 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play 	<ul style="list-style-type: none"> Continuous throughout. Discussions. Relating objectives to real-life examples. 	<ul style="list-style-type: none"> To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals. To face new challenges positively by collecting information looking for help, making positive choices and taking actions. To think about the range of jobs carried out by people they know, and to understand how they can develop skills, to make their own contributions in the future. To learn about the range of jobs carried out by people they know, and to understand how they can develop skills, to make their own contributions in the future. To recognise and challenge stereotypes 	English – speaking and listening
		Previous learning: Y1 – helping groups/communities; consequences of negative/positive choices; helping neighbourhood; differences.				Next learning: Y5 – faiths and ethnicities; laws; roles of local government; structure of national government; charities and voluntary groups.	

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<p>3.4 Britain –Living in the wider world</p>	<p>6</p>	<ul style="list-style-type: none"> – Talk about what democracy is and understand why it is important. – Talk about what rules and laws are and identify how they help us. – Talk about what liberty means and I can identify the rights of British people. - Describe a diverse society and talk about why it is important. <p>- Community project: Plant flowers/vegetables and sell fundraiser for charity, hold a used book sale fundraiser for charity, book buddies initiative for EYFS/KS1</p> <p>- Fundraise: Richard House</p>	<ul style="list-style-type: none"> - Talk about what democracy is; - Talk about what rules and laws are; - Talk about what liberty means; - Describe a diverse society; 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play 	<p>Continuous throughout.</p> <p>Discussions.</p> <p>Relating objectives to real-life examples.</p>	<p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To understand that there are basic human rights shared by all people and all societies and that children have their own special rights set out in the United Nations Declaration of the, Rights of the Child.</p> <p>To know what democracy is and the basic institutions that support it.</p> <p>To know why and how rules and laws that protect themselves and others are made and enforced.</p> <p>To understand why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To understand that there are basic human rights shared by all peoples and all societies.</p> <p>To know that these universal rights are there to protect everyone.</p> <p>To understand that differences and similarities between people arise from a number of factors.</p> <p>To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>To research, discuss and debate topical issues, problems and events.</p> <p>To consider the lives of people living in other places, and people with different values and customs.</p>	<p>SMSC/British Values/school councillor</p> <p>Islamic Studies – understand rights/rights of orphans/men and women/children/parents</p> <p>RE: different religions</p> <p>English: speaking and listening</p> <p>Drama</p>
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Previous learning: Y1 – ways and importance of saving money; keeping money safe; tracking spending.				Next learning: Y5 –influence of advertisers; critical consumer; value for money; tax.			
3.5 Money Matters – Living in the wider world	6	<ul style="list-style-type: none"> – Explain what skills are needed for a range of jobs and why people go to work. - Explain ways people can borrow money and discuss some consequences of borrowing. – Explain the difference between things we want and things we need. - Explain how adverts try to influence our spending and why they do this. - Explain ways I can keep track of what I spend and why it is important to do this. 	<ul style="list-style-type: none"> - Discuss where money comes from; - Talk about reasons people go to work; - Consider why and how people might get into debt; - Identify things they want and need; - Explain ways we can keep track of what we spend. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios - Role play -Videos -journals and spreadsheets 	Continuous throughout. Discussions. Relating objectives to real-life examples.	To learn about the role money plays in their own and others’ lives, including how to manage their money and about how to be a critical consumer. To learn about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future. To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment across the world. To develop an initial understanding of ‘interest’, ‘loan’, ‘debt’ and ‘tax’ (e.g. their contribution to society through the payment of VAT). To explore and critique how the media present information.	Maths – money Islamic Studies – extravagance and wasting Computing - spreadsheets English: speaking and listening
3.6 It’s My Body – Health and wellbeing	6	<ul style="list-style-type: none"> – Choose what happens to my body and how to say no. – Know how to keep my body healthy. – Understand why it is important to get enough sleep. – Understand how good hygiene helps to stop the spread of disease. – Know how to take medicine safely and keep safe around drugs. 	<ul style="list-style-type: none"> - Explain what happens if they don’t sleep enough; - Discuss what happens to muscles when we exercise them; - Understand they can choose what happens to their body and know when a ‘secret’ should be shared; - Explain that too much sugar is bad for health; - Know the difference between medicine and harmful drugs and chemicals; - Explain how germs travel and spread disease. 	<ul style="list-style-type: none"> - Partner/group talk - Scenarios -sleep diary - Role play 	Continuous throughout. Discussions. Relating objectives to real-life examples.	To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; develop the skills and strategies required to get support if they have fears for themselves or their peers. 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). The concept of ‘keeping something confidential or secret’, when they should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.	Islamic Studies – health, cleanliness PE: change in body when exercising Science - muscles, heart,

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						<p>To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.</p> <p>To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</p> <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.</p> <p>To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</p> <p>To learn which, why and how, commonly available substances and drugs (including, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.</p> <p>To learn what is meant by the term 'habit' and why habits can be hard to change.</p>	<p>diet, sleep</p> <p>English: speaking and listening</p>
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