





**PSHE Implementation**

The Key Concepts of PSHE are taught through the following sequence of topics:					
Autumn 1 Relationships	Autumn 2 Living in the Wider World	Spring 1 Health and Wellbeing	Spring 2 Relationships	Summer 1 Health and Wellbeing	Summer 2 Living in the Wider World
<p><b>TEAM</b></p> <p>This unit is inspired by the idea that if a team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices</p>	<p><b>Britain</b></p> <p>This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences</p>	<p><b>It's My Body</b></p> <p>The It's My Body unit explores choices that children can make about looking after their bodies. The lessons look at key areas where children can make safer choices: their body, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>	<p><b>Be Yourself</b></p> <p>This unit is inspired by the idea that having confidence to 'be yourself' can have a positive impact on mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.</p>	<p><b>Aiming High</b></p> <p>In this unit of work, children will learn about having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. Opportunities will also be provided for children to share aspirations for the future, with regard to employment and personal goals. Through this learning, different jobs and roles will be considered. In doing this, some of the difficulties faced by stereotyping will be explored. Children will also have the opportunity to discuss what they are looking forward to about their learning next year.</p>	<p><b>Money Matters</b></p> <p>This unit encourages children to think about where money comes from and how it can be used. Children will discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between what we want and what we need</p>



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<b>Topic Specific Vocabulary</b>		
<b>Relationships</b>	<b>Health and wellbeing</b>	<b>Living in the wider world</b>
communicating, feelings, empathy behaviour, fair/unfair, right/wrong, secrets, surprises, safety sharing, discussion, views, opinions cooperating, resolving arguments people, similarities, differences special people, caring physical contact, touch, acceptable, unacceptable feelings, bodies, hurt, comfortable, teasing, bullying teasing, bullying communicating, feelings, empathy behaviour, fair/unfair, right/wrong, secrets, surprises, safety	balanced lifestyles, choices, health, wellbeing balanced diet, choices, food, influences media, images, reality/fantasy, true/false achievements, aspirations, goals, strengths target-setting conflicting emotions, feelings, managing feelings change, transitions, loss, separation, divorce, bereavement risk, danger, hazard, responsibility, safety bacteria, viruses, hygiene routines pressure, managing pressure, influences, media, peer emergency aid, help, safety, rules habits drugs, alcohol, tobacco, medicines, caffeine puberty, physical and emotional changes safety, roads, cycle, rail, water, fire safety, online, personal information, passwords, images advice, support, asking for help	discussion, debate, topical issues, problems, events rules, laws, making and changing rules human rights, children’s rights, anti-social behaviour, aggression, bullying, discrimination rights, duties, home, school, environment resolving difference, points of view, decisions, choices, communities, volunteers, pressure groups, health, wellbeing people, difference, diversity, identity, UK people, places, values, customs money, spending, saving, budgeting money, interest, loan, tax, debt resources, sustainability, economics, choices, environment enterprise, enterprise skills, entrepreneurs media, social media, information, forwarding



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of PSHE at Whinstone.

Autumn Term	
Autumn 1 - TEAM	Autumn 2 - Britain
<ul style="list-style-type: none"> <li>• To learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.</li> <li>• 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.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To work collaboratively towards shared goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To work collaboratively towards shared goals.</li> <li>• 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.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> <li>• 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.</li> <li>• To know that their actions affect themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• 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.</li> <li>• To know what democracy is and the basic institutions that support it.</li> <li>• To know why and how rules and laws that protect themselves and others are made and enforced.</li> <li>• To understand why different rules are needed in different situations and how to take part in making and changing rules.</li> <li>• To understand that there are basic human rights shared by all peoples and all societies.</li> <li>• To know that these universal rights are there to protect everyone.</li> <li>• To understand that differences and similarities between people arise from a number of factors.</li> <li>• To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</li> <li>• To research, discuss and debate topical issues, problems and events.</li> <li>• To consider the lives of people living in other places, and people with different values and customs.</li> </ul>



<ul style="list-style-type: none"> <li>• To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To work collaboratively towards shared goals.</li> <li>• 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</li> </ul>	
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Spring Term	
Spring 1 - It's my body	Spring 2 - Be Yourself
<ul style="list-style-type: none"> <li>• To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.</li> <li>• 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'.</li> </ul>	<ul style="list-style-type: none"> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• 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.</li> <li>• 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.</li> <li>• To learn what positively and negatively affects their physical, mental and emotional health.</li> <li>• To recognise and respond appropriately to a wider range of feelings in others.</li> </ul>



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| <ul style="list-style-type: none"><li>• To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support</li><li>• 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'.</li><li>• 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.</li><li>• To learn what positively and negatively affects their physical, mental and emotional health.</li><li>• To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li><li>• To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</li><li>• To know what positively and negatively affects their physical, mental and emotional health.</li><li>• 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.</li><li>• To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.</li></ul> | <ul style="list-style-type: none"><li>• To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</li><li>• 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.</li><li>• To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them.</li><li>• 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.</li><li>• 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.</li><li>• To recognise and manage 'dares'.</li><li>• 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.</li><li>• To recognise and challenge stereotypes.</li><li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li><li>• To know that their actions affect themselves and others.</li><li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li></ul> |
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- To learn which, why and how, commonly available substances and drugs (including alcohol, 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.
- 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'.
- To learn what is meant by the term 'habit' and why habits can be hard to change



Summer Term	
Summer 1 - Aiming High	Summer 2 - Money Matters
<ul style="list-style-type: none"> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> <li>• To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</li> <li>• To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</li> <li>• To know that their actions affect themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• To develop an initial understanding of 'interest', 'loan', 'debt' and 'tax' (e.g. their contribution to society through the payment of VAT).</li> <li>• 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.</li> <li>• 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.</li> </ul>





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**Impact**

At the end of each theme teachers will evaluate what knowledge and skills pupils have gained against expectations.

<b>TEAM - Relationships</b>
<b>Skills and Expectations</b>
I can talk about changes and how they might make me feel.
I can explain how and why we should work well as a team.
I can describe how my actions and behaviour affect my team.
I can pay attention to and respond considerately to others
I can describe why disputes might happen and strategies to resolve them.
I can talk about my responsibilities towards my team.

<b>Britain – Living in the wider world.</b>
<b>Skills and Expectations</b>
I can describe what it is like to live in Britain.
I can talk about what democracy is and understand why it is important.
I can talk about what rules and laws are and identify how they help us.
I can talk about what liberty means and I can identify the rights of British people.
I can describe a diverse society and talk about why it is important.
I can explain what being British means to me and to others.

<b>It’s my Body - Health and Wellbeing</b>
<b>Skills and Expectations</b>
I know I can choose what happens to my body and how to say no
I know how to keep my body healthy.
I know why it is important to get enough sleep.
I know how good hygiene helps to stop the spread of disease.
I know how to take medicine safely and keep safe around drugs.
I know how to make better choices and choose healthy habits.



<b>Be Yourself - Relationships</b>
<b>Skills and Expectations</b>
I can say the things about myself that I am proud of
I can identify the feelings I have and describe how different emotions feel
I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.
I know how to be assertive.
I can explore messages given by the media and decide if they are helpful or harmful.
I can identify different strategies I can use if I make a mistake.

<b>Aiming High - Health and Wellbeing</b>
<b>Skills and Expectations</b>
I can identify achievements and suggest how my actions can help me achieve.
I can identify personal goals and suggest actions I can take achieve them.
I can explain how a positive learning attitude can help me learn new things.
I can identify the skills and attributes needed to do certain jobs.
I understand that gender does not limit us in becoming what we want to in the future.
I can discuss what job I might like to do when I grow up and what skills I will need to achieve this

<b>Money Matters – Living in the Wider World</b>
<b>Skills and Expectations</b>
I can explain what skills are needed for a range of jobs and why people go to work.
I can explain ways people can borrow money and discuss some consequences of borrowing.
I can explain the differences between things we want and things we need.
I can explain how adverts try to influence our spending and why they do this.
I can explain ways I can keep track of what I spend and why it is important to do this.