

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Spring 1



Unit: Diversity and Communities



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>difference – not the same as</p> <p>diversity - the practice of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations</p> <p>stereotype - a standardized and usually oversimplified and inaccurate conception held in common by many people.</p> <p>media – the collective name for the main means of mass communication (broadcasting, publishing, and the internet)</p> <p>influence - the power or invisible action of a thing or person that</p>	<p>Perceived similarities and differences contribute to the building of a sense of identity.</p> <p>About the personal characteristics often associated with gender.</p> <p>Families are made up in a variety of ways.</p> <p>About the breadth of cultures, traditions and beliefs of people in their locality.</p> <p>What difference and diversity are and that these should both be valued.</p>	<p>How a person's similarities and differences can contribute to their sense of identity</p> <p>Understand how the personal characteristics often associated with gender can affect behaviour, identity and choices</p> <p>There cultural make up of their local area and the traditions associated with these cultures.</p> <p>The importance of valuing difference and diversity.</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Describe aspects of their identity, and to recognise similarities and differences between themselves and others.</p> <p>Recognise difference and respect diversity, including the importance of challenging stereotypes.</p>

<p>causes some kind of effect on another.</p> <p>gender - the sex of a person or animal</p> <p>religious belief – the religion that a person chooses to believe in</p> <p>culture - the language, customs, ideas, and art of a particular group of people</p> <p>tradition - the handing down of a culture's beliefs and customs from parents to children over many years.</p> <p>respect – to show consideration for the feelings, wishes, or rights of others</p> <p>benefit - anything that does someone good or gives an advantage.</p> <p>community - a group of people who live close together or have shared interests.</p>	<p>What a stereotype is and the negative consequences that stereotypes can have.</p> <p>About some groups and communities around them and the benefits of being part of these.</p> <p>About some of the roles of people who support their community and how they help people with different needs.</p> <p>The different forms the media takes and some of what it does.</p>	<p>To understand what stereotypes are, their negative effects and ways to challenge them.</p> <p>The possible communities and groups that they can be part of in their local area and how these could benefit them.</p> <p>Who the different people are in their community and the roles that they play.</p> <p>That the media is the collective noun for the main means of mass communication. What these do.</p>	<p>Know about groups and communities that exist locally, and the roles some people play in the community.</p> <p>Understand some different forms and roles of the media.</p> <p>Understand some of the needs of the local environment.</p> <p>Know some needs of animals, including pets, and the responsibilities of humans towards them.</p>
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St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Spring 2



Unit: Personal Safety



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>Early Warning Signs – your mind and body’s way of showing you that something is not right/ safe</p> <p>physical – of the body</p> <p>Network of Support – the people around you who you can trust and ask for help</p> <p>trust – to believe that someone is safe and reliable and won’t harm you</p> <p>adult – some over the age of 18</p> <p>unwanted – not wanted</p> <p>worry - to feel anxious, troubled, or uneasy</p>	<p>How to recognise their own feelings and communicate them to others.</p> <p>How to identify when their Early Warning Signs are telling them they don’t feel safe.</p> <p>How to describe the qualities of trusted adults and trusted friends.</p> <p>How to name who is in their Network of Support and know how they can ask them for help.</p> <p>Which school and classroom rules are about helping people to feel safe.</p> <p>What sort of physical contact they feel comfortable with.</p>	<p>The importance of recognising their own feelings and sharing them with others.</p> <p>What an Early Warning sign is and what to do if they experience them.</p> <p>What trusted adults and friends are and the situations in which they can help them.</p> <p>What a network of support is and how to asks for help.</p> <p>The need for classroom rules to keep them safe.</p> <p>What physical contact is and when it is and is not ok</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>OR Online Relationships</p> <p>BS Being Safe</p> <p>RR Respectful Relationships</p> <p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Recognise their own feelings and talk about them to others</p> <p>Recognise their Early Warning Signs, the physical feelings in their body that help them to know that they are not feeling safe</p>

<p>feelings – emotions</p> <p>online - connected to or reached through a computer or computer network. On the Internet.</p> <p>private body parts – the parts of the bodies covered by their underwear. Male – penis, testicles. Female -vagina, breasts bottom</p> <p>physical contact – the act of touching physically</p> <p>communicate - to exchange thoughts, ideas, or information</p> <p>secret - kept from being seen or known by others; private</p> <p>safe - free from the risk of harm</p>	<p>What they could do if they experience unwanted or unsafe physical contact.</p> <p>How to decide if a secret is safe or unsafe.</p> <p>What they could do if they feel worried about a friendship or family relationship?</p> <p>Some ways in which they can keep safe online?</p>	<p>What to do if the physical contact is not ok</p> <p>What safe and unsafe secrets are</p> <p>Steps that they could take to help them if they feel worried about a relationship.</p> <p>The possible dangers of being online and how to stay safe.</p>	<p>Name the adults in their Network of Support and know how and when to ask these trusted adults for help</p> <p>Identify the sort of physical contact they feel comfortable with and how to report unwanted or unsafe physical contact</p> <p>Seek help if they feel worried about a relationship with a friend or family member</p> <p>Suggest some ways to help stay safe online.</p>
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