

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 1



Unit: Relationship and Sex Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>love - strong feelings of affection for another person or thing.</p> <p>dependent - relying on another for help or to provide what one needs.</p> <p>independent - not needing the support or advice of another; self-sufficient.</p> <p>breasts - In females, the breasts are primarily for feeding babies. The fatty deposits protect the glands that produce breast milk. The nipple is the end point of the breast and all the milk producing tubes end up at the nipple.</p> <p>anus - the opening at the lower or rear end of the intestines, through</p>	<p>To know scientific names for male and female sexual parts and use them confidently.</p> <p>To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults.</p> <p>To value their own body and recognise its uniqueness.</p> <p>To understand the benefits of carrying out regular personal hygiene routines.</p> <p>To consider who is responsible for their personal hygiene now, and how this will change the future.</p>	<p>The names of the male and female scientific parts</p> <p>Who they can talk to about private body parts</p> <p>What a trustworthy adult is</p> <p>That we are all unique</p> <p>What personal hygiene is and why this is important</p> <p>How they develop more responsibility for their own personal hygiene as they get older</p>	<p>Relationships Education:</p> <p>FP Families & People who care for me</p> <p>Health Education:</p> <p>CAB Changing Adolescent Body</p> <p>Use the scientific terms penis, testicles, breast and vagina and explain which parts are male and which are female</p> <p>Give several examples of the capabilities of their own bodies</p> <p>Describe familiar hygiene routines and understand the reasons for doing these things</p>

<p>which solid waste matter is excreted</p> <p>scrotum - This is the pouch of skin which holds the testicles.</p> <p>toiletries - items used in washing and taking care of one's body, such as soap, shampoo, and toothpaste</p> <p>bacteria – tiny organisms that can cause infection</p> <p>infection – an illness caused by germs</p> <p>hygiene - the practice of keeping clean to stay healthy and prevent disease.</p>	<p>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this.</p>	<p>That there are different ways that illnesses can spread and how they can reduce this.</p>	<p>Anticipate new responsibilities for their personal hygiene</p> <p>Explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</p>
---	--	--	---

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 1 and 2



Unit: Drug Education



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>drug - a substance used to cure or heal; medicine. If misused, a drug can cause harm</p> <p>medicine - a drug or other substance used to treat a disease, injury, pain, or other symptoms</p> <p>legal – allowed by law</p> <p>illegal – not allowed by law</p> <p>recreational – when drugs are misused for fun</p> <p>immunisation – an injection to make someone immune to a disease.</p> <p>immune – protect from a disease</p>	<p>More about different types of drugs, how they enter the body and their effects.</p> <p>About essential use of medicines and people who use and administer them.</p> <p>The basic principles of immunisation and consider personal experience.</p> <p>Basic safety rules for medicines, including rules for storage at home and at school and be able to follow these rules.</p> <p>About two legal, recreational drugs (nicotine and alcohol) and people who might use or misuse them and why.</p>	<p>That there are different types of drugs that enter the body in different ways and have different effects.</p> <p>About essential use of medicines and people who use and administer them.</p> <p>What immunisation is</p> <p>That medicines have safety rules and these should be followed at home and at school</p> <p>What nicotine and alcohol are and why they might be misused</p>	<p>Relationships Education:</p> <p>CF Caring Friendships</p> <p>Health Education:</p> <p>DAT Drugs, Alcohol & Tobacco</p> <p>HP Health & Prevention</p> <p>Name some medical and legal recreational drugs</p> <p>Understand how a drug can enter the body and the bloodstream</p> <p>Explain some ways in which medicines are used, including as immunisations and describe some of the professionals who work with them</p>

<p>alcohol – a drink containing alcohol</p> <p>nicotine - a poisonous substance found in the tobacco plant. Nicotine is what causes people to become addicted to cigarettes.</p> <p>tobacco - a plant with large, sticky leaves that are smoked or chewed. <i>Tobacco is used to make cigarettes.</i></p> <p>consequence – the result of doing something</p> <p>misuse - a wrong or incorrect use</p>	<p>Understand and practise how to act if harmful items (e.g. a syringe) or unknown substances are found.</p> <p>How to recognise influences from friends, the media and other sources and how to respond to these.</p>	<p>That some items, such as syringes, can be harmful and what to do if they are found</p> <p>What the media is and how it can influence them</p>	<p>Have clear ideas about medicine safety and have some ideas for keeping safe and asking for help</p> <p>Know that nicotine and alcohol are drugs and describe some of their effects</p> <p>Consider why some people choose to use nicotine and alcohol</p> <p>Have thought about influence and persuasion and will demonstrate some skills to counter these.</p>
--	--	--	--

St Anne's C of E Primary School Curriculum Plan

Subject: PSHE

Year: 3

Term: Summer 2



Unit: Managing Change



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that)	Children will understand (that)	Children will be able to
<p>loss – the feeling of grief after losing someone close to them</p> <p>change – when something becomes different</p> <p>strategy – a plan</p> <p>grief – great sadness</p> <p>emotions - a strong feeling such as joy, hatred, sorrow, or fear. When one feels an emotion, there are physical changes such as an increase in pulse, crying, or trembling</p> <p>support - to help during a time of trouble or stress</p>	<p>How to identify changes that they and other children may experience in their lives.</p> <p>That there are a variety of emotions that they might feel in different situations involved with loss and change.</p> <p>How someone who experiences bereavement might feel.</p> <p>Strategies for coping with feelings associated with loss and change.</p> <p>Who can help them if they are experiencing difficult emotions, and how to approach them.</p> <p>That some changes are wanted and that they can plan for them.</p>	<p>They and others with experience change in their lives and what these could be</p> <p>How to name emotions that may be involved in loss and change situations, and to describe what helps and hinders when they are experiencing difficult feelings.</p> <p>Strategies they could use to cope with feelings associated with loss and change.</p> <p>That they can ask for help when experiencing these emotions and who they can ask.</p> <p>That some changes are wanted.</p>	<p>Health Education:</p> <p>MW Mental Wellbeing</p> <p>Identify changes that they and other children may experience in their lives.</p> <p>Name emotions that may be involved in loss and change situations, and have some strategies for coping with them.</p> <p>Know what helps or hinders when they are experiencing difficult emotions.</p> <p>Understand how someone who experiences bereavement might feel.</p>

			<p>Know who they can talk to if they are experiencing difficult emotions, and how to ask for help.</p> <p>Plan to make a chosen change happen.</p>
--	--	--	--