YEAR 3 — MEDIUM-TERM OVERVIEW

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| **Term** | **Topic** | **In this unit of work, students learn...** | **Lesson overviews/Teacher notes / resources**(See regularly-updated pdf. version for latest Quality Assured resources) |
| **Autumn —** Health and Wellbeing | **Physical health and Mental wellbeing**Health choices and habits; what affectsfeelings; expressing feelingsPoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19 | * about the choices that people make in daily life that could affect their health
* to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) smoking, alcohol (begin to recognise them as drugs), CARE MUST BE TAKEN AS SOME OF OUR CHILDREN WILL RECOGNISE AND BE INVOLVED IN THE EFFECTS OF THESE IN THEIR OWN HOMES)
* what can help people to make healthy choices and what might negatively influence

them* about habits and that sometimes they can be maintained, changed or stopped
* the positive and negative effects of habits, such as regular exercise or eating too

much sugar, on a healthy lifestyle* what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally
* that regular exercise such as walking or cycling has positive benefits for their mental

and physical health* about the 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* to recognise how feelings can change overtime and become more or less powerful
 | [PSHE Association – Mental health and wellbeing lessons (KS2 – Y3/4)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/mental-health-and-emotional-wellbeing-powerpoint)[1 decision Keeping/staying healthy £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme)[1 decision Feelings & emotions £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme) |
| **Growing and changing**Personal strengths and achievements; managing and reframing setbacksPoS Refs: H27, H28, H29 | * that everyone is an individual and has unique and valuable contributions to make
* to recognise how strengths and interests form part of a person’s identity
* how to identify their own personal strengths and interests and what they’re proud

of (in school, out of school)* to recognise common challenges to self -worth e.g. finding school work difficult,

friendship issues, noticing prejudice* basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again, links to school message and importance of resilience
 | [Premier League Primary Stars KS2 PSHE Self-esteem](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[Premier League Primary Stars KS2 PSHE Inclusion](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Keeping safe**Risks and hazards; safety in the local environment and unfamiliar placesPoS Refs: H38, H39, H41 | * how to identify typical hazards at home and in school
* how to predict, assess and manage risk in everyday situations e.g. crossing the road,

running in the playground, in the kitchen* about fire safety at home including the need for smoke alarms
* the importance of following safety rules from parents and other adults (and the consequences if not – fires, hurting themselves, knife safety)

• Know about knife safety and that it is illegal to carry knives/weapons in public* how to help keep themselves safe in the local environment or unfamiliar places,
* including road, rail, water and firework safety
* about arson being an attempt to vandalise or cause harm
* understand the dangers and consequences of arson
 | [PSHE Association and GambleAware KS2 Lesson 1 Exploring risk](https://www.pshe-association.org.uk/content/gambling)[1 decision Keeping/staying safe £](https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme) |
| **Spring —** Living in the wider world | **Belonging to a community**The value of rules and laws; rights, freedoms and responsibilitiesPoS Refs: L1, L2, L3 | * the reasons for rules and laws in wider society, school vision statements, school behaviour policy
* the importance of abiding by the law and what might happen if rules and laws are broken, school behaviour policy and consequences related to the children at school to make things appropriate and realistic for them
* what human rights are and how they protect people, focus on the 5 basic human rights in simple terms: right to equality/freedom from discrimination/right to life and personal security/freedom from slavery/freedom from torture and degrading treatment.
* to identify basic examples of human rights including the rights of children, the right to live in a family environment or alternative care and to have contact with both parents (if possible – this needs to be very carefully done regarding safety and difficult situations of some of our vulnerable children), health and welfare rights – including rights for children with disabilities/helath and health care and social security, the right to education, leisure, culture and the arts.
* about how they have rights and also responsibilities
* that with every right there is also a responsibility e.g. the right to an education and
* the responsibility to learn
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| **Media literacy and Digital resilience**How the internet is used; assessing information onlinePoS Refs: L11, L12 | * how the internet can be used positively for leisure, for school and for work
* to recognise that images and information online can be altered or adapted and the

reasons for why this happens* strategies to recognise whether something they see online is true or accurate
* to evaluate whether a game is suitable to play or a website is appropriate for their age-group
* to make safe, reliable choices from search results
* how to report something seen or experienced online that concerns them e.g. images
* or content that worry them, unkind or inappropriate communication, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable
 | [Google and Parent zone Be Internet Legends](https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety) |
| **Money and Work**Different jobs and skills; job stereotypes; setting personal goalsPoS Refs: L25, L26, L27, L30 | * about jobs that people may have from different sectors e.g. teachers, business

people, charity work* that people can have more than one job at once or over their lifetime
* about common myths and gender stereotypes related to work
* to challenge stereotypes through examples of role models in different fields of work

e.g. women in STEM, parents/local people invited in to talk about their experiences and careers* about some of the skills needed to do a job, such as teamwork and decision-making, PE lessons used to demonstrate the importance of this to get things done well, using people’s strengths
* to recognise their interests, skills and achievements and how these might link to future jobs
* how to set goals that they would like to achieve this year e.g. learn a new hobby
 | [FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Summer —** Relationships | **Families and friendships**What makes a family; features of family lifePoS Refs: R1, R6, R7, R8, R9 | * to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents, children who have parents who have died
* that being part of a family can/usually provides support, stability and love
* about the positive aspects of being part of a family, such as spending time together

and caring for each otherThat marriage represents a formal and legally recognised commitment of two people to each other which is intended to be life-long.* about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty, celebrating success, encouraging belief in each other
* to identify if/when something in a family might make someone upset or worried, know what the possible signs are
* what to do and whom to tell if family relationships are making them feel unhappy or unsafe e.g. child line/ NSPCC , 0800 111, trusted adult – someone at school, friend
 | [Coram Life Education – The Adoptables’ Schools Toolkit](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships)[FPA – Growing up with Yasmine and Tom (7-9), Families (£)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/growing-yasmine-tom-%E2%80%94-ks1-2-relationships) |
| **Safe relationships**Personal boundaries; safely responding to others; the impact of hurtful behaviourPoS Refs: R19, R22, R24, R30 | * What is appropriate to share with friends, classmates, family and wider social groups including online
* about what privacy and personal boundaries are, including online
* basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision, the importance of not sharing passwords with others, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable
* that bullying and hurtful behaviour is unacceptable in any situation by other children or adults
* about the effects and consequences of bullying for the people involved, be able to empathise with others
* about bullying online, and the similarities and differences to face-to-face bullying, understand that both can be equally hurtful and harmful, report to a trusted adult if a site makes them feel at all worried/stressed/uncomfortable
* what to do and whom to tell if they see or experience bullying or hurtful behaviour, report to a trusted adult
 | [NSPCC Share Aware](https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources) |
| **Respecting ourselves and others**Recognising respectful behaviour; theimportance of self-respect; courtesy andbeing politePoS Refs: R30, R31 | * to recognise respectful behaviours e.g. helping or including others, being

responsible (relate this to rules and expectations within school and the wider world)* how to model respectful behaviour in different situations e.g. at home, at school,

online, in the community (use drama sessions to model)* the importance of self-respect and their right to be treated respectfully by others, recognise that this should be for ALL people irrespective of medical/mental/religious/cultural/race differences
* what it means to treat others, and be treated, politely
* the ways in which people show respect and courtesy in different cultures and in
* wider society, RE lessons showing different religious and cultural behaviours
 | [Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing](https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars)[Alzheimer’s Society -Creating a dementia-friendly generation (KS2)](https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-dementia-friendly-generation-alzheimer%E2%80%99s) |