



Year 3 PSHE Curriculum

	Autumn 1	Autumn 2
Curriculum focus/links	TEAM	Diverse Britain
Key vocab	<ul style="list-style-type: none"> • change, transition, attitude • teamwork, benefit, team, communication, helpful, unhelpful, behaviours, scenarios, group, achieve • consequences, actions, impact, team mates, individuals, effect, communication, listening, reflect • emotion, facial expression, body language, responding, considerate • emotion, dispute, resolve, resolution, conflict, negotiation, compromise, feelings, interpret • responsibility, collaboratively, goals, actions, ripple, effect 	<ul style="list-style-type: none"> • multicultural, society, difference, diverse, richness, religious, ethnic, identity, culture, region, county, value, respect, belief, tradition. • democracy, equality, society, human rights, freedom, government. • rules, law, enforce, protect, help, safe, parliament, rights, responsibilities. • human rights, society, protect, liberty, freedom, respect, polite, stereotype, challenge, rights-respecting. • similarity, difference, tolerance, respect, religious, ethnic, national, regional, United Kingdom, diverse, diversity, society, discrimination, prejudice, celebrate, kindness. • values, customs, discuss, debate, citizen, common rights, diverse, diversity, celebrate, respect, care, concern.
Health and Wellbeing	<p><u>Mental Health</u> About everyday things that affect feelings and the importance of expressing feelings. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><u>Ourselves, Growing and Changing</u> Strategies to manage transitions between classes and key stages.</p>	<p><u>Ourselves, Growing and Changing</u> About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p>
Living in the Wider World	<p><u>Communities</u> About the different groups that make up their community; what living in a community means.</p>	<p><u>Shared Responsibilities</u> To recognise reasons for rules and laws; consequences of not adhering to rules and laws. To recognise there are human rights that are there to protect everyone. About the relationship between rights and responsibilities. The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p>

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		<p><u>Communities</u></p> <p>About the different groups that make up their community; what living in a community means.</p> <p>To value the different contributions that people and groups make to the community.</p> <p>About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</p> <p>About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p>About prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced.</p>
<p>Relationships</p>	<p><u>Friendships</u></p> <p>What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.</p> <p>The importance of seeking support if feeling lonely or excluded.</p> <p>That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.</p> <p><u>Respecting Ourselves and Others</u></p> <p>That personal behaviour can affect other people; to recognise and model respectful behaviour online.</p>	<p><u>Managing Hurtful Behaviour and Bullying</u></p> <p>About discrimination: what it means and how to challenge it.</p> <p><u>Respecting Ourselves and Others</u></p> <p>To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p> <p>About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.</p> <p>To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.</p>

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	Spring 1	Spring 2
Curriculum focus/links	Be Yourself	It's My Body
Key vocab	<ul style="list-style-type: none"> • pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help. • feelings, emotions, happy, sad, worried, scared, nervous, excited, cross, angry, mental health, emotional wellbeing. • uncomfortable, comfortable, sad, happy, angry, cross, worried, nervous, excited, calm, hide, share, talk, secret, coping strategies. • assertive, forceful, rude, pushy, resolve, resolution, pressure, resist, confident, dares, media, mind. • media, influence, opinion, thoughts, feelings, manipulated, advertisements, edited. • mistake, right, better, sorry, feel, help, strategies, consequences, effects, impact. 	<ul style="list-style-type: none"> • choice, consent, guidelines, Childline, consequences, independence, decide, decision, problem. • healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink. • sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy. • disease, germ, contagious, spread, hygiene, wash, immunisation, vaccinations, infection, allergies, routine, illness. • drugs, legal, illegal, tobacco, nicotine, alcohol, caffeine, restricted, addiction, habit, cigarettes, e-cigarettes, vaping, medicines, prescription, healing, harmful, health, risk, antibiotics, immune, emergency, syringe, pills, tablets. • consent, choice, habit, resilience, structure, planning, balance, pros, cons, consequences.
Health and Wellbeing	<p style="text-align: center;"><u>Mental Health</u></p> <p>To recognise that feelings can change over time and range in intensity.</p> <p>About everyday things that affect feelings and the importance of expressing feelings.</p> <p>A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.</p> <p>Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.</p> <p>About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.</p> <p>Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p style="text-align: center;"><u>Ourselves, Growing and Changing</u></p> <p>About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).</p> <p>That for some people gender identity does not correspond with their biological sex.</p>	<p style="text-align: center;"><u>Healthy Lifestyles (Physical Wellbeing)</u></p> <p>How to make informed decisions about health.</p> <p>About the elements of a balanced, healthy lifestyle.</p> <p>About choices that support a healthy lifestyle, and recognise what might influence these.</p> <p>How to recognise that habits can have both positive and negative effects on a healthy lifestyle.</p> <p>About what good physical health means; how to recognise early signs of physical illness.</p> <p>About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.</p> <p>About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>

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	<p>To recognise their individuality and personal qualities. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>	<p>That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.</p> <p style="text-align: center;"><u>Keeping Safe</u></p> <p style="text-align: center;">How to predict, assess and manage risk in different situations.</p> <p style="text-align: center;"><u>Drugs, Alcohol and Tobacco</u></p> <p>About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).</p>
<p>Living in the Wider World</p>	<p style="text-align: center;"><u>Shared Responsibilities</u></p> <p>The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.</p> <p style="text-align: center;"><u>Media Literacy and Digital Resilience</u></p> <p>Recognise ways in which the internet and social media can be used both positively and negatively. About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.</p>	
<p>Relationships</p>	<p style="text-align: center;"><u>Friendships</u></p> <p>The importance of seeking support if feeling lonely or excluded. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online</p>	<p style="text-align: center;"><u>Friendships</u></p> <p>To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.</p>

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actions on others.

Safe Relationships

How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

Respecting Ourselves and Others


That personal behaviour can affect other people; to recognise and model respectful behaviour online.

To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

Safe Relationships

Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. About seeking and giving permission (consent) in different situations. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.

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	Summer 1	Summer 2
Curriculum focus/links	Money Matters	Aiming High
Key vocab	<ul style="list-style-type: none"> • Money, employment, work, job, payment, wages, spending, saving, gift, benefits. • money, cash, coins, notes, credit, debit, contactless, bank account, bank, debt, owe, save, interest, borrow. • money, debt, interest, loan, bank account, owe, borrow, repay, credit card, repayments, unmanageable, savings. • money, want, need, priority, budget, spending, saving, ethical, environment, impact. • money, influence, spending, advertising, advertisement, profit, financial gain, consumer. • money, receipt, record, keep track, change, balance, budget, spending. 	<ul style="list-style-type: none"> • achievements, aims, success, goal, behaviour, action, accomplish, determined, effort, resilience, behaviour. • goal, aim, achievement, accomplish, success, strive, target, improve. • positive, learning, attitude, develop, learn, improve, strength, build, strengthen, resilience. • job, role, skill, attribute, strength, CV, Curriculum Vitae, information, employer, qualifications, experience, responsibilities. • job, success, ambition, goal, achievement, challenge, stereotype, gender, skills, effort, equal, fair, opportunities, background, race. • goal, ambition, achieve, future, target, effort, growth mindset, challenges, obstacles, set-backs, strengths, resilience, determination, skills, learn, succeed, success.
Health and Wellbeing		<p><u>Ourselves, Growing and Changing</u> To recognise their individuality and personal qualities. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.</p>
Living in the Wider World	<p><u>Economic Wellbeing: Money</u> About the different ways to pay for things and the choices people have about this. To recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. That people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity). To recognise that people make spending decisions based on priorities, needs and wants. The different ways to keep track of money.</p>	<p><u>Communities</u> About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.</p> <p><u>Economic Wellbeing: Aspirations, Work and Career</u> To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes That there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life. About stereotypes in the workplace and that a person's career aspirations should not be limited by them. About what might influence people's decisions about a job or career</p>

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	<p>About risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe.</p> <p>About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.</p> <p>To identify the ways that money can impact on people's feelings and emotions.</p> <p>Economic Wellbeing: Aspirations, Work and Career</p> <p>That there is a broad range of different jobs/careers that people can have; that people often have more than one career/ type of job during their life.</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>	<p>(e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs).</p> <p>That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <p>About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>To identify the kind of job that they might like to do when they are older.</p> <p>To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>
Relationships		