

PSHE/RSE Scheme of Work														
Year 3 - Living in the Wider World														
Teaching and Learning	Autumn 1							Autumn 2						
	To learn about the ways in which rules and laws keep us safe.	To learn that everyone has human rights and they take precedence over other national laws, family and community practices.	To know that different cultures can have different practices and traditions, some of which can be against British Law and universal human rights.	To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities.	To learn about different kinds of responsibilities, rights and duties at home, at school in the community and towards the environment.	To learn about resolving differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.	To know and appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.	To explore and critique how the media present information.	To learn about topical issues, problems and events concerning health and wellbeing linked to rights, responsibilities and duties we have to take care of the environment.	To learn what being part of a community means, and about the varied institutions that support communities locally and nationally (and groups that support health and wellbeing).	To learn how other people live in different parts of the world.	To understand that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.	To learn about the role of money in their own and other's lives including about concepts related to money (interest, loan, debt, tax.)	To learn about enterprise and the skills that make someone 'enterprising'.
Notes/RSE	- recognise that their behaviour can affect other people. (RE2) - listening to others (RE2)	-importance of respecting others. -conventions of courtesy and manners. -in school and wider community respecting others and those in positions of authority. (RE3)	-respecting differences and others from different backgrounds. (RE3)	- recognise that their behaviour can affect other people. (RE2)	-importance of respecting others. -conventions of courtesy and manners. -in school and wider community respecting others and those in positions of authority. (RE3)	- respecting differences and others from different backgrounds. (RE3)	- internet safety and harms. (PM2)	- internet safety and harms. (PM2) -mental wellbeing. (PM1) -benefit of time outdoors and importance of volunteering) (PM1)	-family and people who care for me. -What different families look like? (Can include civil partnerships/marriages) (RE1)	-respecting others with differing choices, preferences or beliefs. (RE3) -importance of respecting others. -conventions of courtesy and manners. (RE3)	- recognise that their behaviour can affect other people. (RE2) -respecting others with differing choices, preferences or beliefs. (RE3)			
PSHE Assoc	Year: 3 Core Theme: 3 Grid: B	Year: 3 Core Theme: 3 Grid: C/D	Year: 3 Core Theme: 3 Grid: E	Year: 3 Core Theme: 3 Grid: F	Year: 3 Core Theme: 3 Grid: G	Year: 3 Core Theme: 3 Grid: H	Year: 3 Core Theme: 3 Grid: I	Year: 3 Core Theme: 3 Grid: J	Year: 3 Core Theme: 3 Grid: K/L	Year: 3 Core Theme: 3 Grid: M/N	Year: 3 Core Theme: 3 Grid: O	Year: 3 Core Theme: 3 Grid: P	Year: 3 Core Theme: 3 Grid: Q/R	Year: 3 Core Theme: 3 Grid: S

PSHE/RSE Scheme of Work	
Year 3 – Relationships	
Term	Spring 1
	Spring 2

	To be able to recognise and respond appropriately to a wider range of feelings in others.	To understand the concept of 'keeping something confidential or secret' and when we should or should not agree to this.	To learn to recognise and manage 'dares'.	To recognise what constitutes a positive, healthy relationship.	To judge what kind of physical contact is acceptable or unacceptable and how to respond.	To work collaboratively towards shared goals.	To learn that their actions affect themselves and others.	To develop strategies to solve disputes and conflicts through negotiation and appropriate compromise.	To recognise and challenge stereotypes.	To be aware of different types of relationships.	To learn that differences and similarities between people arise from a number of factors.	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours.	To be able to listen and respond respectfully to a wide range of people.	To learn about recognising and caring about other people's feelings.
Notes/RSE	-to learn that there is a normal range of emotions and how to talk about them. (PM1)	-concept of privacy and the implications for children and adults. -Knowing that it is not always right to keep secrets. (RE5) -unhappy family relationships and how to seek help and advice. (RE1)	-characteristics of friendship and how they can make us feel happy and stable. (RE2) -negative and lasting impact of bullying. (PM1)	-identify their special people and what makes them special. (RE1)	-how to recognise and report feeling unsafe. -feeling uncomfortable about an adult. (RE5) -to understand personal boundaries. (RE3)	- recognise that their behaviour can affect other people. (RE2)	-managing conflicts and how to seek advice from others if needed. (RE2) - recognise that their behaviour can affect other people. (RE2)	- to recognise and talk about their emotions (PM1) -managing conflicts and how to seek advice from others if needed. (RE2)	-respecting others with differing choices, preferences or beliefs. (RE3) -what is a stereotype and how they can be unfair. (RE3)	-respecting others with differing choices, preferences or beliefs. (RE3)	-respecting others with differing choices, preferences or beliefs. (RE3)	- recognise that their behaviour can affect other people. (RE2) -respecting others with differing choices, preferences or beliefs. (RE3)	-importance of respecting others. -conventions of courtesy and manners. (RE3)	-talk about their emotions. (PM1) -respecting others views and opinions. (RE3)
PSHE Assoc	<i>Year: 3 Core Theme: 2 Grid: A</i>	<i>Year: 3 Core Theme: 2 Grid: B</i>	<i>Year: 3 Core Theme: 2 Grid: C</i>	<i>Year: 3 Core Theme: 2 Grid: D</i>	<i>Year: 3 Core Theme: 2 Grid: E</i>	<i>Year: 3 Core Theme: 2 Grid: F</i>	<i>Year: 3 Core Theme: 2 Grid: G</i>	<i>Year: 3 Core Theme: 2 Grid: H</i>	<i>Year: 3 Core Theme: 2 Grid: I</i>	<i>Year: 3 Core Theme: 2 Grid: J</i>	<i>Year: 3 Core Theme: 2 Grid: K</i>	<i>Year: 3 Core Theme: 2 Grid: L</i>	<i>Year: 3 Core Theme: 2 Grid: M</i>	<i>Year: 3 Core Theme: 2 Grid: M</i>

PSHE/RSE Scheme of Work														
Year 3 – Health and Wellbeing														
Teachin	Summer 1							Summer 2						
	To learn how to make	To recognise opportunities to make their own	To understand that bacteria	To learn to celebrate their	To learn about feelings that are good and not so	To learn about change, including	To understand school rules for health and	To learn about taking care of their body;	To develop strategies for keeping	To learn about people who are responsible for	To be able to differentiate between the	To understand why we need rules in	To recognise when and how to ask for help	To learn about different

	informed choices in relation to their health.	choices about food, what might influence their choices and the benefits of eating a balanced diet.	and viruses can affect health and that following simple routines can reduce their spread.	achievements, identify their strengths, areas for improvement, set high aspirations and goals.	good and how we can manage these feelings.	transitions (between key stages and schools), loss, separation, divorce and bereavement.	safety, where and how to get help if they need it.	understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact.	physically and emotionally safe including road safety, safety in the environment and safety online (personal safety).	helping them stay healthy and safe and ways that they can help these people.	terms, 'risk', 'danger', and 'hazard'.	different places and make choices based on the likely consequences.	and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable.	kinds of negative pressure.
Notes/RSE	- characteristics and mental and physical benefits of an active lifestyle. (PM3) - characteristics of a poor diet and risks associated. (PM4)	-what constitutes a healthy diet. -principles of planning and preparing healthy meals. -characteristics of a poor diet and risks associated. (PM4)	-germs including bacteria, viruses and the importance of handwashing. (PM6) -facts and science relating to immunisation and vaccinations. (PM6)	-scale of emotions that all humans experience in relation to different experiences and situations. (PM1)	-mental wellbeing to recognise and talk about emotion. (PM1)	-normal range of emotions in relation to different human experiences. (PM1)	-basic first aid (PM7)	-how to recognise and report feeling unsafe. -feeling uncomfortable about an adult. (RE5) -to understand personal boundaries. (RE3)	-health and prevention, sun safe, road safety etc. (PM6)	-keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6) -mental wellbeing (PM1) -communicating feelings (PM1)	- healthy lifestyle (PM1, PM2, PM3, PM4, PM6) -household products can be harmful (PM5) -keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6)	-keeping yourself and others safe (RE5) -health and prevention, dental hygiene, being sun safe (PM6) - communicating feelings (PM1)	- communicating feelings (PM1) - recognise that their behaviour can affect other people. (RE2)	- recognise that their behaviour can affect other people. (RE2)
PSHE Assoc	<i>Year: 3 Core Theme: 1 Grid: A</i>	<i>Year: 3 Core Theme: 1 Grid: B</i>	<i>Year: 3 Core Theme: 1 Grid: C</i>	<i>Year: 3 Core Theme: 1 Grid: D</i>	<i>Year: 3 Core Theme: 1 Grid: E</i>	<i>Year: 3 Core Theme: 1 Grid: F</i>	<i>Year: 3 Core Theme: 1 Grid: G</i>	<i>Year: 3 Core Theme: 1 Grid: H</i>	<i>Year: 3 Core Theme: 1 Grid: I</i>	<i>Year: 3 Core Theme: 1 Grid: J</i>	<i>Year: 3 Core Theme: 1 Grid: K</i>	<i>Year: 3 Core Theme: 1 Grid: K</i>	<i>Year: 3 Core Theme: 1 Grid: L</i>	<i>Year: 3 Core Theme: 1 Grid: L</i>