

Year 3 – Curriculum Map - PSHE

Term	Learning Focus		Memorable Experience	Innovative Challenge	Conceptual Development
	Knowledge	Skills			
<p>Autumn 1 <u>Being Me in My World</u></p>	<p>To recognise my worth and identify positive things about myself and my achievements.</p> <p>To set personal goals.</p> <p>To face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>To understand why rules are needed and how they relate to rights and responsibilities.</p> <p>To understand that my actions affect myself and others and I care about other people's feelings.</p> <p>To make responsible choices and try to see things from others' points of view.</p>	<p>I can set personal goals.</p> <p>I can describe how I want to feel when achieving my learning goal.</p> <p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and know how to store my feelings of success in my internal treasure chest.</p> <p>I can identify things, people and places that I need to keep safe from.</p> <p>I can tell you some strategies for keeping myself safe including who to go to for help I can express how being anxious or scared feels.</p> <p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can tell you what a responsible choice is and take action.</p> <p>I can share ideas with my friends and work cooperatively in a group.</p>	<p>Police Visit</p> <p>Road Safety Workshop</p> <p>School Council Elections</p>		<p>Build upon: To increase awareness of self-identity and being part of a class; rights and responsibilities; rewards and consequences; self and fair learning environment; valuing contributions, choices; recognising feelings.</p> <p>Prepare for: To increase awareness of setting personal goals; self-identity and worth; positivity in challenges; rules, rights and responsibilities; rewards and consequences; responsible choices; recognising feelings.</p>
<p>Autumn 2 <u>Celebrating Differences</u></p>	<p>To understand that everybody's family is different and important to them.</p> <p>To understand that differences and conflicts sometimes happen among family members.</p> <p>To know what it means to be a witness to bullying and that witnesses can make the situation better or worse by what they do.</p> <p>To recognise that some words are used in hurtful ways.</p>	<p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener.</p> <p>I can explain how some of the actions and work of people around the world help and influence my life.</p> <p>I can empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>I can recognize family conflict.</p> <p>I can tell you how I calm myself down.</p> <p>I know who to ask for help if I am worried or</p>	<p>Anti-bullying Week – Amy Goodall singer visit & Workshop</p> <p>Children in Need Day</p>	<p>Creating a short video promoting celebrating differences (share it in the Phase Assembly)</p>	<p>Build upon: To increase awareness of assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends.</p> <p>Prepare for: To increase awareness of families and their differences; family conflict and how to manage it (child-centred); witnessing</p>

		<p>concern I can tell you what bullying is. I can tell you who a witness to bullying is. I can problem-solve a bullying situation with others. I can tell you about a time when my words affected someone's feelings and what the consequences were. I can give and receive compliments and know how it feels.</p>			<p>bullying and how to solve it; recognising how words can be hurtful; giving and receiving compliments.</p>
<p>Spring 1 <u>Dreams & Goals</u></p>	<p>To tell you about a person who has faced difficult challenges and achieved success.</p> <p>To identify a dream/ambition that is important to me.</p> <p>To enjoy facing new learning challenges and working out the best way for me to achieve this.</p> <p>To feel motivated and enthusiastic about achieving a new challenge.</p> <p>To recognise obstacles which might hinder my achievement and take steps to overcome them.</p>	<p>I can tell you about a person who has faced difficult challenges and achieved success. I can tell you about a challenge I faced and how I managed to overcome it. I can identify a dream/ambition that is important to me. I can tell you the best way I can work out to achieve new learning challenges. I can break down a goal into a number of steps and know how others could help me to achieve it. I can use my strengths as a learner to achieve the challenge. I can express how being anxious or scared feels. I can evaluate my own learning process and identify how it can be better next time.</p>	<p>Career / Parent Talk</p>		<p>Build upon: To increase awareness of achieving realistic goals; perseverance; learning strengths; learning with others; group co-operation; contributing to and sharing success.</p> <p>Prepare for: To increase awareness of difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings.</p>
<p>Spring 2 <u>Healthy Me</u></p>	<p>To understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>To tell you my knowledge and attitude towards drugs.</p> <p>To understand that, like medicines, some</p>	<p>I can understand the benefits of exercise. I can tell you why my hearts and lungs are such important organs. I can set myself a fitness challenge. I can draw an annotated picture of myself doing some exercise. I can tell you my knowledge and attitude towards drugs. I can identify how I feel towards drugs.</p>	<p>Sports Week Healthy Living Workshop</p>	<p>Creating a Power Point presentation on Hazards or/and on the significance of Comic Relief/Children in Need</p>	<p>Build upon: To increase awareness of motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food.</p> <p>Prepare for:</p>

	<p>household substances can be harmful if not used correctly.</p> <p>To identify things, people and places that I need to keep myself safe from and can tell you some strategies for keeping myself safe.</p>	<p>I can tell you about some effects drugs can have.</p> <p>I can recognize things, people and places that I need to keep safe from.</p> <p>I can tell you some strategies for keeping myself safe.</p> <p>I can tell you who to go to for help.</p> <p>I can identify some household substances that are harmful.</p> <p>I can tell you why these household substances are harmful.</p> <p>I can write a poem to show how amazing the human body is.</p> <p>I can perform in front of the class.</p>			<p>To increase awareness of exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and offline scenarios; respect for myself and others; healthy and safe choices.</p>
<p>Summer 1 Relationships</p>	<p>To identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females.</p> <p>To identify and put into practice some of the skills of friendship (taking turns, being a good listener).</p> <p>To know and use some strategies for keeping myself safe.</p> <p>To explain how some of the actions and work of people around the world help and influence my life (Being a Global Citizen).</p>	<p>I can identify the roles and responsibilities of each member of my family and I can draw a picture to demonstrate this.</p> <p>I can describe how taking some responsibility in my family makes me feel.</p> <p>I can identify some skills of friendship.</p> <p>I can tell you what a win-win situation is.</p> <p>I can sing a song with my friends.</p> <p>I can role-play to demonstrate how to problem-solve.</p> <p>I can use some strategies for keeping myself safe.</p> <p>I can tell you who I ask for help if I am worried or concerned.</p> <p>I can work in a group to brainstorm ideas about potential hazards and how to keep safe from them.</p> <p>I can explain how some of the actions and work of people around the world help a I can</p>			<p>Build upon:</p> <p>To increase awareness of different types of family; physical contact boundaries; friendship and conflict; secrets; trust and appreciation; expressing appreciation for special relationships.</p> <p>Prepare for:</p> <p>To increase awareness of family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being a global citizen; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends.</p>

		<p>empathise with children whose lives are different to mine and appreciate what I may learn from them.</p> <p>I can tell you what the 'Convention on the Rights of the Child' is.</p> <p>I can express my appreciation to my friends and family. .</p> <p>I can write about how some people are special to me.</p>			
<p>Summer 2 <u>Changing Me</u></p>	<p>To understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby.</p> <p>To understand how babies grow and develop in the mother's uterus.</p> <p>To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>To start to recognise stereotypical ideas about parenting and family roles.</p>	<p>I can express how I feel when I see babies or baby animals.</p> <p>I can draw three pictures in sequence to show changes that happened to me.</p> <p>I can express how I might feel if I had a new baby in my family.</p> <p>I can sing a song with my friends.</p> <p>I can draw an annotated picture of a baby showing the most important things he/she needs to live and grow.</p> <p>I can identify how boys' and girls' bodies change during the growing up process.</p> <p>I recognise how I feel about these changes happening to me.</p> <p>I know how to cope with these feelings.</p> <p>I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.</p> <p>I can work in a group to design a pillow case.</p> <p>I can identify what I am looking forward to when I am in Year 4.</p>		<p>Stereotypes - Design a duvet/pillow case for the opposite sex.</p> <p>A group of Year 4 children invited to talk about their Y4 experience.</p>	<p>Build upon: To increase awareness of life cycles in nature; growing from young to old; increasing independence; differences between male and female bodies (correct terminology); assertiveness; preparing for transition to Year 3.</p> <p>Prepare for: To increase awareness of how babies grow; understanding a baby's needs; outside body changes; inside body changes; family stereotypes; challenging my ideas; preparing for transition.</p>