






PSHE Long Term Plan Hadrian Y3






Y3 PSHE	
National Curriculum Objectives KS2	Key Links
Relationships and Health Education Framework End of Primary Objectives	<p>Adoptables Schools Toolkit by Coram Life Education www.pshe-association.org.uk Coram Life Education – The Adoptables’ Schools Toolkit</p> <p>www.pshe-association.org.uk NSPCC Share Aware</p> <p>Premier League Primary Stars www.pshe-association.org.uk -KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>resources and curriculum (pshe-association.org.uk) Alzheimer’s Society - Creating a dementia-friendly generation (KS2)</p> <p>Google and Parent Zone KS2 internet safety resource www.pshe-association.org.uk Be Internet Legends</p> <p>Mental health and emotional wellbeing PowerPoint lesson plans (pshe-association.org.uk) Mental health and wellbeing lessons (KS2 - Y3/4)</p> <p>1decision primary PSHE education resources www.pshe-association.org.uk</p> <p>Keeping/staying healthy £</p> <p>1decision primary PSHE education resources www.pshe-association.org.uk</p> <p>Feelings & emotions £</p> <p>Premier League Primary Stars www.pshe-association.org.uk PSHE Self-esteem</p> <p>Premier League Primary Stars www.pshe-association.org.uk KS2 PSHE Inclusion</p> <p>Gambling www.pshe-association.org.uk KS2 Lesson 1 Exploring risk</p> <p>1decision primary PSHE education resources www.pshe-association.org.uk</p> <p>Keeping/staying safe £</p>

Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Relationships Families and people who care for me	<ul style="list-style-type: none"> • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care; • that families are important for children growing up because they can give love, security and stability; • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives; • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up; 	<ul style="list-style-type: none"> • 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 • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	Recognise, respect, stability, love, support, caring, unsafe

		<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed. • about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe; • where to get advice, e.g. family, school and/or other sources. 		
<p>Progression</p> 	<p>What makes a family; features of family life</p>			
<p>Teacher Subject Knowledge</p> 	<p>Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include, for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers, among other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them, e.g. looked after children or young carers. Ensuring young people understand that they have rights over their own bodies understanding</p>			

	boundaries in friendships with peers and also in families and with others, in all contexts, including online.			
<p>Cross Curricular Links</p> 	Operation Encompass Next Steps			
Autumn 2	<p>Relationships Safe relationships Respecting others and ourselves</p>	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context); • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them; • about different types of bullying (including 	<ul style="list-style-type: none"> • 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 • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell 	<p>Family, classmates, boundaries, respect, safe, behaviour, bullying Respect, help, responsible, self-respect, polite, cultures, society</p>

		<p>cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;</p> <ul style="list-style-type: none"> • how to ask for advice or help for themselves or others and to keep trying until they are heard; • how to report concerns or abuse and the vocabulary and confidence needed to do so; • the importance of self-respect and how this links to their own happiness; • practical steps they can take in a range of different contexts to improve or support respectful relationships; 	<p>if they see or experience bullying or hurtful behaviour</p> <ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • 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 	
<p>Progression</p> 	<p>Personal boundaries; safely responding to others; the impact of hurtful behaviour Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>			
<p>Teacher Subject Knowledge</p>	<p>It is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. The principles of positive relationships also apply online. Teachers</p>			

	<p>should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.</p>			
<p>Cross Curricular Links</p> 	<p>Computing</p>			
<p>Spring 1</p>	<p>Living in the wider world Belonging to a community</p>	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact and how to report them; • about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe; 	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • 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 	<p>Laws, society, human rights, responsibilities, rights, police</p>
<p>Progression</p>	<p>The value of rules and laws; rights, freedoms and responsibilities</p>			



Teacher Subject Knowledge



Alongside understanding the importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Cross Curricular Links



Computing
British Values
Unicef




Spring 2

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;
- that people sometimes behave differently online, including by pretending to be someone they are not;



- 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

Leisure,
online,
reliable,
websites,
choices
Jobs,
vocation,
myths,
stereotypes,
teamwork,
achievements

		<ul style="list-style-type: none"> ● how to be a discerning consumer of information online, including understanding that information, including that from search engines, is ranked, selected and targeted; ● why social media, some computer games and online gaming, for example, are age restricted; ● where and how to report concerns and get support with issues online. ● what a stereotype is and how stereotypes can be unfair, negative or destructive; ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing; ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests; 	<p>website is appropriate for their age-group</p> <ul style="list-style-type: none"> ● 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 ● 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 ● about some of the skills needed to do a job, such as teamwork and decision-making ● to recognise their interests, 	
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			<p>skills and achievements and how these might link to future jobs</p> <ul style="list-style-type: none"> • how to set goals that they would like to achieve this year e.g. learn a new hobby 	
<p>Progression</p> 	<p>How the internet is used; assessing information online Different jobs and skills; job stereotypes; setting personal goals</p>			
<p>Teacher Subject Knowledge</p> 	<p>The principles of positive relationships also apply online. Teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Pupils should be taught the benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example, the scouts or girl guide movements), are beneficial for health and wellbeing.</p>			
<p>Cross Curricular Links</p> 	<p>Computing International Women's day</p>			
<p>Summer 1</p>	<p>Health and Well-being Physical health and</p>	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle; • the importance of building 	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and 	<p>Choices, healthy, unhealthy, influence,</p>

	Mental well-being	<p>regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health; ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness; ● the risks associated with an inactive lifestyle (including obesity); ● what constitutes a healthy diet (including understanding calories and other nutritional content); ● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn; ● where and how to seek 	<p>unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <ul style="list-style-type: none"> ● 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 	<p>habits, lifestyle, physical</p>
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		<p>support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's</p> <ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate; 	<ul style="list-style-type: none"> • 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 	
<p>Progression</p> 	<p>Health choices and habits; what affects feelings; expressing feelings</p>			
<p>Teacher Subject Knowledge</p> 	<p>Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing and the benefits to mental wellbeing of physical exercise and time spent outdoors. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems</p>			
<p>Cross Curricular Links</p>	<p>Science, PE</p>			




Summer 2



Health and Well-being
Growing and changing
Keeping safe

- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings;
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);
- it is common for people to experience mental ill health. For many people who do, the problems can be

- 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
- 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
- how to identify typical hazards at home and in school

Valuable, contributions, self-worth, setbacks, challenges, identity
Hazards, risks, alarms, safety, rules, environment

		<p>resolved if the right support is made available, especially if accessed early enough.</p> <ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 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 • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety 	
<p>Progression</p> 	<p>Personal strengths and achievements; managing and reframing setbacks Risks and hazards; safety in the local environment and unfamiliar places</p>			
<p>Teacher Subject Knowledge</p>	<p>teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems</p>			

	
<p>Cross Curricular Links</p> 	<p>Computing Science Road Safety</p>
<p>Education for a Connected World (Throughout the year)</p>	<p>Managing online information</p> <ul style="list-style-type: none"> • I can use key phrases in search engines. • I can use search technologies effectively. <p>Copyright and ownership</p> <ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permission can cause problems. • I can give examples of what those problems might be. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. • I can give some simple examples. • I can give examples of content that is permitted to be reused. • I can demonstrate the use of search tools to find and access online content which can be reused by others. • When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it

Key texts



Once Upon an Ordinary School Day Colin McNaughton & Satoshi Kitamura
Just Jack Kate Scott