

# Year Three

## PSHE

### (including RHE)



## Curriculum



**PORTER CROFT**  
Church of England Primary Academy

Here at Porter Croft, PSHE (personal, social, health and economic) education is a school curriculum subject through which children and young people acquire knowledge and skills to stay safe, be healthy (physical and mentally) and prepared for life, and work, in the modern world. Each PSHE unit is delivered over a series of lessons every half term, PSHE lessons are also where pupils will receive the statutory RHE (relationship and health education) content.

As a parent/carer you play a vital role in their personal and social development. Therefore, PSHE education should always be a partnership between schools and parents/carers. This guide will support you to contribute to your child's education outside of school.

The PSHE curriculum is organised into three themes: 'health and wellbeing'; 'relationships', and 'living in the wider world' (which focusses on careers, media literacy and economic wellbeing). Topics in lessons include age-appropriate teaching about healthy lifestyles (e.g. diet, fitness and maintaining good mental health); relationships, including friendships and families; personal safety (including online); growing and changing; study skills; media literacy and digital resilience (including how to recognise fake news); managing risk and personal safety; money, careers and preparing for the world of work.

In addition to the PSHE curriculum, we also use Project EVOLVE (a national online safety scheme of work) to supplement pupils' knowledge and skills and ensure pupils are equipped to keep themselves safe online. Project EVOLVE toolkit is based on the UKCIS framework "Education for a Connected World" (EFACW). This framework covers knowledge, skills, behaviours and attitudes across eight strands of our online lives.

To enhance PSHE curriculum learning, promote inclusive education and community cohesion, each half term we also use 'No Outsiders' books. 'No Outsiders' is a scheme which uses stories to prompt discussion around diversity and inclusive education which can help prepare young people for life as global citizens.

As part of our work to provide an inclusive and diverse curriculum, we have implemented Andrew Moffat's 'No Outsiders' scheme of work. Using a different picture book each half term, the children look at Protected Characteristics such as disability, race, gender, age and faith. The Protected Characteristics are nine personal characteristics or situations that cannot be used as a reason to discriminate against someone according to law. The vision of the project is to develop our pupils as inclusive, global citizens. All books are age appropriate and many of the books for the project are already part of our curriculum

The information in this booklet includes details of what is covered and an outline of the planned curriculum for each year group. This will give you an overview of what your child is being taught, and what is considered age-appropriate for them to be learning.

Lesson	Identity and Diversity		Sustainable Development		Globalisation and Interdependence	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Living in the Wider World	Health and Wellbeing	Relationships	Health and Wellbeing	Relationships	Health and Wellbeing (Healthy, Happy Week)
1	<u>Community</u> C1 How do we make the world fair?	<u>Mental health</u> M1 How do I manage my feelings?	<u>Friends</u> Fr1 What makes a good friend?	<u>Physical</u> P1 How do I keep my body healthy?	<u>Family</u> Fa1 Do families always stay the same?	<u>No Outsiders</u> R, RB, G 
2	<u>No Outsiders</u>  R, RB, S, A, D, SO, PM, GR, MCP	<u>No Outsiders</u> D 	<u>No Outsiders</u>  R, RB, S, A, D, SO, PM, GR, MCP	<u>P2</u> How do I get a healthy diet?	<u>Fa2</u> Are all families like mine?	<u>Project Evolve Online Safety</u> <u>Managing Online Information L6</u>
3	<u>KS2 Anti-Racism Education</u> L1 – Talking About Race and Racism	<u>Project Evolve Online Safety</u> <u>Online Relationships L3</u>	<u>KS2 Anti-Racism Education</u> L2 – Defining Anti-Racism	<u>No Outsiders</u> A 	<u>No Outsiders</u> R, RB, S, A, D, SO, PM, GR, MCP 	<u>Project Evolve Online Safety</u> <u>Health Wellbeing and Lifestyle L1</u>
4	<u>Project Evolve Online Safety</u> <u>Self-Image and Identity L2</u>	<u>Project Evolve Online Safety</u> <u>Online Relationships L5</u>	<u>Project Evolve Online Safety</u> <u>Online Bullying L1</u>	<u>Project Evolve Online Safety</u> <u>Online Reputation L1</u>	<u>Project Evolve Online Safety</u> <u>Managing Online Information L1</u>	<u>Project Evolve Online Safety</u> <u>Health Wellbeing and Lifestyle L2</u>
5	<u>Project Evolve Online Safety</u> <u>Self-Image and Identity L3</u>	<u>Project Evolve Online Safety</u> <u>Online Relationships L6</u>	<u>Project Evolve Online Safety</u> <u>Online Bullying L2</u>	<u>Project Evolve Online Safety</u> <u>Online Reputation L2</u>	<u>Project Evolve Online Safety</u> <u>Managing Online Information L4</u>	<u>Project Evolve Online Safety</u> <u>Copyright L1</u>
6	<u>Project Evolve Online Safety</u> <u>Online Relationships L2</u>		<u>Project Evolve Online Safety</u> <u>Privacy and Security L2</u>		<u>Project Evolve Online Safety</u> <u>Managing Online Information L5</u>	

Project Evolve	<u>Self-Image and Identity L2 and L3</u> <u>Online Relationships L2 , L3, L5 and L6</u>	<u>Online Bullying L1 and L2</u> <u>Privacy and Security L2</u> <u>Online Reputation L1 and L2</u>	<u>Managing Online Information L1, L4, L5 and L6</u> <u>Health Wellbeing and Lifestyle L1 and L2</u> <u>Copyright L1</u>
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**Autumn One**

PSHE Unit :Community

**C1 How do we make the world fair?**

**Objectives**

1. Understand what is meant by 'the rule of law' [link to British Values]
2. Understand the basics of how laws are made and enforced
3. Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children)
4. Appreciate that the world is not fair and it is our responsibility to help those less fortunate
5. Identify our common values (Link to 'British Values')

**Key vocabulary**

*Rules, laws, government, vote, rights, police, fair, equal, equality*

**PSHE links**

*R1. about discrimination: what it means and how to challenge it*

*L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws*

*L3. about the relationship between rights and responsibilities*

*L4. 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*

Project EVOLVE Unit: Self-image and identity

**I can explain how people can represent themselves in different ways online**

**Outcome Criteria**

- I can explain what is meant by the term 'identity'.
- I can explain how people can represent themselves in different ways online.
- I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media).

**I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why**

**Outcome Criteria**

- I can explain what is meant by the term 'identity'.
- I can explain how I can represent myself in different ways online.
- I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming; using an avatar; social media)

Project EVOLVE Unit: Online relationships

**I can explain what it means to 'know someone' online and why this might be different from knowing someone offline**

**Outcome Criteria**

- I can explain what it means to 'know' someone.
- I can give different examples of how well I know people eg friends, family, teachers.
- I can explain the differences between 'knowing' someone online compared to offline

## Autumn Two

PSHE Unit :Mental health

### **M1 How do I manage my feelings?**

#### **Objectives**

1. Understand the range and depth of feelings that we all experience
2. Learn strategies to deal with these feelings and know when to seek support
3. Understand that we have responsibilities for some things but cannot control everything

#### **Key vocabulary**

*Responsibility, anger, happiness, nervousness, fear, surprise, sadness, grief, blame, guilt, ashamed, regret, apologise, stress*

#### **PSHE links**

*H17. to recognise that feelings can change over time and range in intensity*

*H18. about everyday things that affect feelings and the importance of expressing feelings*

*H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways*

*H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations*

Project EVOLVE Unit: Online relationships

**I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with**

#### **Outcome Criteria**

- I can explain what is meant by trusting someone online
- I can give examples of what 'liking' someone online means and how it can be done
- I understand and can explain the difference between trusting and liking someone online

**I can explain how someone's feelings can be hurt by what is said or written online**

#### **Outcome Criteria**

- I can describe how it might feel if I/someone else has their feelings hurt by something someone says online
- I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online
- I understand that sometimes people say or write things online which are not meant as it seem

**I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos**

#### **Outcome Criteria**

- I can explain the importance of giving permission before sharing things online;
- I can explain the importance of gaining permission before sharing things online;
- I understand that the principles of sharing online is the same as sharing offline e.g. sharing images and videos

## Spring One

## PSHE Unit: Friends

RelationshipsFr1) What makes a good friend?Objectives

1. Appreciate that we have responsibilities to our friends-
2. Acknowledge that other people's emotions are important
3. Understand that our actions can affect other people's feelings
4. Learn what we can do to maintain healthy relationships

**Key vocabulary**

*Happy, safe, trust, respect, honesty, kindness, generosity, interests, experiences, support, problems, welcome*

PSHE links

*R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing*

*R11. 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*

*R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them*

*R18. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely*

*R31. 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*

*L4. the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others*

## Project EVOLVE Unit: Online Bullying

**I can describe appropriate ways to behave towards other people online and why this is important**

Outcome Criteria

- I can explain why I should be kind online vs. unkind
- I know how I should act online
- I can explain how I make sure I am being kind online

**I can give examples of how bullying behaviour could appear online and how someone can get support**

Outcome Criteria

- I can say what harmful online behaviour looks like
- I can describe methods people may use to bully others including online and offline methods
- I can provide simple examples of where online bullying can take place and what it might look like.

## Project Evolve Unit: Privacy and Security

**I can give reasons why someone should only share information with people they choose to and can trust.**

**I can explain that if they are not sure or feel pressured then they should tell a trusted adult.**

Outcome Criteria

- Demonstrate an awareness of the people I trust.
- Make decisions about what information they share and with whom

## Spring Two

PSHE Unit : Physical

### P1) How do I keep my body healthy?

#### **Objectives**

1. Understand the reasons why active lifestyles and healthy diets can have a positive effect on our lives
2. Appreciate that they need to balance choices that are 'good for them' and choices that bring joy
3. Know how to make informed choices about the activities they do and the things they eat
4. Getting enough sleep (what might stop you from getting the right amount?)

#### **Key vocabulary**

*Active, healthy, exercise, food, nutrition, diet, sugar, fat, protein, vitamins, balance*

#### **PSHE links**

*H1. how to make informed decisions about health*

*H2. about the elements of a balanced, healthy lifestyle*

*H3. about choices that support a healthy lifestyle, and recognise what might influence these*

*H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to healthy and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay*

*H7. 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*

*H8. 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*

#### **Science link**

*(Y3) Pupils should be taught to:*

*identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat*

### P2 How do I get a healthy diet?

#### **PSHE Links**

*H1. how to make informed decisions about health*

*H2. about the elements of a balanced, healthy lifestyle*

*H3. about the choices that support a healthy lifestyle, and recognise what might influence these*

*H6. 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*



**I can explain how to search for information about others online**

Outcome Criteria

- I can use a search engine to find information about me and my family
- I can use " " to narrow my search
- I understand that I should check the images, news and video results as well as the regular search results

**I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal**

Outcome Criteria

- I understand what 'personal' information is
- I know that I must always ask before I share information about others online
- I can name 3 different places or people that I can go to if I am unsure if information is safe to share

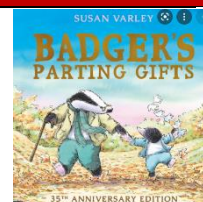
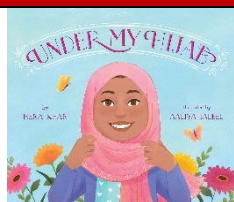


PSHE Unit : Family

**Fa1) Do families always stay the same?**

**Objectives**

1. Understand that families can change
2. Understand that parents can split up and people can die
3. Know that these events are not the fault of the child



**Key vocabulary**

*Foster care, adoption, divorce, break-up, death, grief, illness, disability*

**PSHE links**

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents): that families of all types can give family members love, security and stability

R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart

H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement

**Fa2) Are all families like mine?**

**Objectives**

1. Appreciate that there are many differences between families and all families are unique
2. Understand that there are far more similarities than there are differences
3. Understand there is no one set family structure
4. Appreciate that any type of family can provide love and support

**Key vocabulary**

*Religion, skin colour, Islam, Muslim, mosque, prayers, represent, discrimination, same sex*

**PSHE links**

R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents): that families of all types can give family members love, security and stability

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L6. about the different groups that make up their community, what living in a community means

L8. about diversity: what it means: the benefits of living in a diverse community: about valuing diversity within communities

H25. about personal identity; what contributes to who we are (eg. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

## Managing Online information

**I can demonstrate how to use key phrases in search engines to gather accurate information online**

### Outcome Criteria

- I can use key phrases in search engines.
- I can explain what autocomplete is.
- I can explain how to choose the best suggestion.
- I am aware that autocomplete suggestions may not be truthful

**I can explain the difference between a 'belief', an 'opinion' and a 'fact'. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc**

### Outcome Criteria

- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- I understand what criteria have to be met before something is a 'fact'.
- I can explain how to evaluate evidence to determine its credibility.

**I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).**

### Outcome Criteria

- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- I understand what criteria have to be met before something is a 'fact'.
- I can explain how to evaluate evidence to determine its credibility.
- I can identify how to get help from a trusted adult if needed.

## Summer two

PSHE Unit: Smoking (taught during Happy and Healthy Week)

### **Smoking**

#### **Objectives**

1. Why do people smoke?
2. What are the physical effects of smoking?
3. No smoking

#### **Managing Online information**

**I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.**

#### Outcome Criteria

- I can explain the difference between a 'belief', an 'opinion' and a 'fact'.
- I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'.
- I understand what criteria have to be met before something is a 'fact'.
- I can explain how to evaluate evidence to determine its credibility.
- I can identify how to get help from a trusted adult if needed

#### **Project EVOLVE Unit: Health, wellbeing and lifestyle**

**I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged**

#### Outcome Criteria

- Give examples of and explain the positive impact of using technology and the internet.
- Give examples of tech/online activities that they (could) engage with for extended periods of time.
- Give examples of and explain the negative impact of excessive technology use on health and bodies.
- Give examples of and explain the negative impact of excessive technology use on thoughts and feelings.
- Give examples of and explain the negative impact of excessive technology use on relationships and work (e.g. homework/chores/etc.)
- Explain simple rules/strategies they use to reduce the impact of these issues

**I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites)**

#### Outcome Criteria

- I can explain why some online activities have age restrictions.
- I can explain how children can be pressured into watching or doing something online.
- I know who I can talk to if other people pressure me into doing something that makes me feel uncomfortable

#### **Project EVOLVE Unit: Copyright and Ownership**

**I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.**

#### Outcome Criteria

- To understand that we all have rights over the content we create
- To know that whilst the internet may be 'Free' not all content is 'Free to use'