**The PSHE curriculum Autumn Term Year 3**

**Beginning and Belonging**

* Children discuss how to make the classroom feel a safe and happy place and work together to establish a set of class rules which everyone then signs.
* Play circle type games finding out differences and things we have in common, sharing interests
* Discussing how we might feel when placed in a new situation and how we would make a new member of the class feel welcome.
* Identify named people in each child’s support network to populate the safety star and stick in the inside cover of PSHE books
* Use a case study of 2 children faced with a variety of problems and discuss whether they can solve the problem on their own or need to go to an adult.

**Anti-Bullying**

* This ties in with anti-bullying week which is in November each year.
* Clarify what the term ‘bullying’ means and help children to recognise what makes bullying different from a falling out with a friend.
* Look at strategies to resolve falling out *e.g. taking some time to calm down, apologising, trying to find a compromise, finding another friend to play with for a while.* Link to strategies used by the Peer Mediators.
* Watch the **Pixar cartoon Lou** and discuss whether this is a bullying situation.
* Look in more detail at the characteristics of different types of bullying- physical, verbal, indirect, cyber bullying
* Read **The Only Way is Badger by Stella J Jones** and discuss how bullying can occur when people do not respect and empathise with their diverse peers.
* Develop strategies to respond assertively using voice and body language and review named people on Star Safety page. Discuss how to access support organisations such as Childline.

**Family and Friends**

* Give examples of the ways friends behave towards us- how are they kind and friendly? Discuss whether it is important to be kind online too?
* Make a friendship tree- label the leaves and branches with things friends might do together. Label the roots with qualities that anchor a friendship- trust, forgiveness, kindness, knowing someone a long time, understanding why someone might be behaving in a certain way. Ensure that the children understand that a healthy friendship is not one where friends never disagree but one where friends can work through difficulties together.
* Read **Something Else by Kathryn Cave** and draw out how the characters developed their friendship.
* Read **Pumpkin Soup by Helen Cooper** and discuss the friendship challenges in the story. Revise how to use Peer Mediation techniques and calming down strategies.
* Develop the concept of consent and personal boundaries- look at the case study of an alien coming round to play and not asking permission to take food, change tv channels, look in wardrobes etc. extend the discussion to online- sharing a photo without permission.

**The PSHE Curriculum Spring Term Year 3**

**Personal Safety**

* Read **The Day the Crayons Quit by Drew Daywalt** and consider the feelings of the different colours.
* Introduce the idea that we all have the right to feel safe all the time and that our body is good at giving us clues when we do not feel safe- we call these early warning signs. Read the story **Hattie and Hudson by Chris Van Dusen** and discuss Hattie’s early warning signs. Look at the difference between ‘fun to feel scared’ and ‘unsafe’. Revise Safety Star network and the qualities we are looking for in a trusted adult. Read **Angelina Ballerina by Katharine Holabird** and draw out who Angelina might name as her trusted adults.
* Read **The Huge Bag of Worries by Virginia Ironside** and discuss how the main character felt more positive after talking about her problems.
* Review how to contact the emergency services
* Read **Alan’s Big Scary Teeth by Jarvis** to discuss if my idea of fun is fun for everyone.
* Identify the physical contact I feel comfortable with- look at the NSPCC Pantosaurus materials
* Discuss what to do if I feel worried about a secret and the difference between whether a secret feels safe or unsafe. Read **Some Secrets Should Never be Kept by Jayneen Sanders**.
* Read **My Best, Best Friend by Lauren Child** and draw out how Lola talks to her brother about how she is feeling. Who else would be in her network of support?

**Digital Lifestyles**

* Recognise the benefits of the internet and the positives and negatives of being online
* Recognise that bullying behaviour can happen online, how to be kind online and how to report concerns and get support.
* Recognise what it means to know someone online and how this differs from knowing someone face to face.
* The importance of keeping personal information private and how to manage requests for personal information. Revise how to report concerns. Look briefly at different ways information and data is shared and used online for example our browsing history.
* Digital wellness- the importance of balancing time online with other activities, complying with restrictions including age restrictions.

**Diversity and Communities**

* Describe aspects of my identity – a melting pot of me- where we were born, places where we have lived, religion, racial identity, interests, hobbies, favourite books, films, toys etc. Find things we have in common and things that are different.
* Discuss what the word ‘stereotype’ means eg if you say the word ‘Granny’ what image comes to mind? Look at toys and watch the newsround clip about whether toys should be for just boys or girls. <https://www.bbc.co.uk/newsround/24211824>
* Read **Made By Raffi by Craig Pomranz** and how the character chose not to play football but to knit.
* Look at how families can be made up in a variety of ways. Look at Different Families, Same Love poster from Stonewall and read **The Great Big Book of Families by Mary Hoffman**.
* Understand the importance of valuing difference and diversity. Read **Along Came a Different by Tom McLaughlin**.
* Understand the importance of valuing difference and diversity. Explain what ‘race’ is and how people use the word. Make a list of all the benefits of everyone being different. Look at a negative consequence of racism. Read **Rosa Parks Little People Big Dreams series.**
* To understand that stereotypes can have negative effects- sort a collection of dog breed photos into friendly and unfriendly. How is this a stereotype view?
* Time permitting, we might also cover: groups I belong to in the school and community, roles and organisations that support people in the community, the benefits of volunteering, how we care for the local environment and the needs of pets and the responsibility of humans towards them.

**The PSHE curriculum Summer Term Year 3**

**Drug Education**

* Children discuss different reasons for using medicines
* We look at how immunisation works and what advice the children might give to a younger child who was anxious
* We discuss the safety rules for taking medicines and how medicines should be stored safely. We invite a member of the school office team to share how medicines are stored and handled at school
* We look at two legal recreational drugs- nicotine and alcohol and discuss some of the effects on the body

**Relationships and Sex Education**

* We discuss how male and female bodies are different and revise the scientific names for the external parts of the body. Key words in Year 3: vulva, anus, penis, nipple, testicles.
* Link to NSPCC work from earlier in the year on PANTOSAURUS- what’s in our pants is private.
* We think about how our bodies are unique and special- eye colour, hair colour and skin colour, height, size of our feet

Read All Kinds of Bodies by Emma Brownjohn

* We consider the importance of carrying out regular personal hygiene routines such as brushing our teeth and think about how the children’s responsibilities for keeping themselves clean might change as they get older- for example washing their own hair.
* We look at how headlice might be spread and how we are able to reduce this. Read Scritch Scratch by Miriam Moss.

**Managing Change**

**Time Permitting we might look at:**

* Identifying our feelings and how they change all the time
* Think about how friendships change and evolve as we move through school with people leaving and joining the class
* Discuss how we are feeling about moving to a new year group
* Read the story Goodbye Mog by Judith Kerr and identify how someone might feel when a pet dies- an example of permanent loss. Read My Daddy’s Going Away by Christopher MacGregor- an example of temporary separation due to work and what the children in the story did to help themselves feel better (adjusting this teaching if a child has been recently bereaved whether of a pet or a person). Link to how to strategies to improve our mental health.