

# PSHE Year Planner Year 3

Relationships

Health/ Wellbeing

Living in the Wider World

Protected Characteristics

British Values

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic or Stand-Alone?</b>		Standalone	Standalone	Standalone	Standalone	Standalone
<b>Cornwall Education</b>	The internet and daily life- turn off let's play Physical Activity	Road Safety British Values: Rule of law  Teamwork Skills	Everyday Feelings  Expressing feelings	Strategies to support wellbeing Everyday drugs	World of Work  Spending Money	Sun safety
<b>Reading linked to PSHE/ British Values/ Protected Characteristics:</b>	 <p>British Values: Mutual Respect, Tolerance, Individual liberty Protected characteristic: disability</p>	 <p>British Values: Mutual Respect, Tolerance, Individual liberty Protected characteristic: disability</p>	 <p>Links to 5 Ways of Wellbeing: Connect and Take Notice</p>	 <p>British Values: Mutual Respect, Tolerance, Individual liberty</p>	 <p>Sunflower Sisters: Protected characteristic: Race</p>	

<b>Further links to PSHE/ British Values/ Protected Characteristics</b>	Daily PE sessions/ Fitness Friday Spanish  RE lessons	Daily PE sessions/ Fitness Friday Spanish  RE lessons	Daily PE sessions/ Fitness Friday Spanish  RE lessons	Daily PE sessions/ Fitness Friday Spanish  RE lessons	Daily PE sessions/ Fitness Friday Spanish  RE lessons	Daily PE sessions/ Fitness Friday Spanish  RE lessons
<b>Local links</b>	Screech Owl Sanctuary	Wheal Martyn Rock Workshop  The Box Museum, Plymouth	Castle-An-Dinas		Truro Museum	Porthpean Outdoor Activity centre Porthpean beach
<b>Key Questions:</b>	<i>How might someone feel if they are always on their devices? How much time do you spend on your devices? What are the benefits of spending more time away from your device?</i>	<i>What skills are needed to work well as a team? Why is team work important? What would happen if we didn't work as a team? Do we need all the same strengths when working as a team?</i>	<i>What feelings can you name? Do our feelings always stay the same? What every day things might affect your feelings? What can we do to make ourselves or someone else feel better?</i>  <i>What different feelings/ emotions can you name? How do some emotions make your body and mind feel? Are some emotions stronger than others? Why is</i>	<i>What is mental health? How is it linked to physical health? What is the same/ what is different? Does your mental health always stay the same? What techniques can you use to support your mental health?</i>  <i>What are drugs? What does legal/ illegal drugs mean? What does addiction mean?</i>	<i>What is a job or career? Can you name some jobs/ careers? Why do we need jobs and careers? Why are they important? Why do people do different jobs/ careers? What skills/ what type of person would you need to be...?</i>	

			<i>it important to express your feelings?</i>			
<b>Knowledge content (4)</b>	<p>know the benefits of taking time to disconnect from digital devices.</p> <p>Explain the benefits of physical activity on our body and mind</p> <ul style="list-style-type: none"> <li>• Identify the recommendations of regular physical activity for their age group.</li> <li>• Explain how physical activity makes our bodies feel.</li> <li>• Describe why exercise makes us feel good.</li> </ul>	<p>identify what skills are needed to work with others in a team</p> <ul style="list-style-type: none"> <li>• Understand that everyone brings different strengths to working in a team</li> <li>• Recognise what they are good at when working in a team</li> </ul>	<p>Identify that feelings/emotions are part of a person's health and wellbeing</p> <ul style="list-style-type: none"> <li>•Recognise that feelings usually change throughout the day</li> <li>•Give examples of everyday things that can affect feelings</li> <li>• Describe what can help people to feel good/better</li> </ul> <p>Name a wide range of feelings and emotions</p> <ul style="list-style-type: none"> <li>• Describe different feelings and how they are experienced in the body</li> <li>•Recognise why it is important for people to express their feelings</li> </ul>	<p>Recognise that mental health is as important as physical health</p> <ul style="list-style-type: none"> <li>• Understand that everyone experiences ups and downs in their mental health</li> <li>• Identify key strategies and techniques to support positive mental wellbeing</li> <li>• Know where to go for help if they or a friend is feeling unhappy</li> </ul> <p>Identify that some drugs are legal and some are illegal</p> <ul style="list-style-type: none"> <li>• Have a basic understanding of the health risks of legal drugs</li> <li>• Have a basic understanding of the dangers of illegal drugs</li> </ul>	<p>Know what a job is and why people do them</p> <p>Know what makes someone good at their job</p> <p>Identify my strengths and goals.</p> <p>Identify different career paths.</p> <ul style="list-style-type: none"> <li>• Explore factors that influence job decisions (stereotypes, family, values, and money).</li> <li>• Explain key skills that will help me get a job.</li> </ul>	<p>Explain what ultraviolet or UV light is</p> <ul style="list-style-type: none"> <li>• Explain how our skin can be damaged by UV light</li> <li>• Explain how we can keep skin safe and healthy with some simple measures</li> <li>• Explain how sunblock or sunscreen can protect our skin</li> </ul>

				<ul style="list-style-type: none"> <li>• Recognise the reasons that some people may choose to use legal drugs</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a range of different education and training opportunities.</li> </ul>	
<b>Skills content (2)</b>	<p>I can describe how someone might feel if they are always on their devices.</p> <p>I can consider how much time I spend on my device and how it might affect me.</p>	<p>I can use skills needed to work effectively as a team.</p>	<p>I can use strategies to make myself and others feel good/ better.</p> <p>I can match feelings to a scale of intensity and recognise strong feelings.</p>	<p>I can use some techniques to support positive mental wellbeing.</p> <p>I can ask for help and support if I need it.</p>	<p>I can identify my own strengths and those of others</p> <p>I can talk about different community jobs.</p>	<p>I can follow steps to keep safe in the sun.</p>
<b>Sequence of Learning</b>	<p>Following on from the safety lessons in R, Y1, Y2, exploring the importance of having time away from devices and how to use other people's devices respectfully.</p> <p>following on from work on health in Year 1 and 2,</p>	<p>Following on from everyday safety in Year1 and 2 and road safety in reception, this lesson focuses even more on road safety and how to be a responsible and safe pedestrian, cyclist and passenger.</p> <p>following on from work on community and uniqueness in Year 2, looking at the strengths</p>	<p>leading on from 'big' feelings in Year 2, this focuses on emotions, how they can change over time and what helps people to feel good.</p> <p>learning to describe and express your feelings</p>	<p>practical strategies and techniques we could employ to support their own and others mental wellbeing.</p> <p>beginning to find are what drugs are, the difference between legal and illegal drugs and the health risks of both, including what addition means know</p>	<p>following on from work in reception, introduces children to different jobs and careers. Explores why adults choose and are good at particular jobs. Start to recognise individual strengths can lead to positive jobs/ careers.</p> <p>Continuing from previous work on</p>	<p>Exploring safety in the sun through practical activity and discussion.</p>

	exploring the benefits of regular exercise and the risk if being inactive. Looks at what physical activity can support our mental wellbeing and how long we should be physically active.	people have and exploring what skills we need for team work and why they are important.	and the importance of doing so.	where to go for help and support.	jobs and money, introduce children to what money looks like, where it comes from and how people decide to use their money, It looks at how children and adults might use money differently and begins to explore how to keep money safe.																							
<b>Vocabulary</b>	Device, wellbeing  Inactive mental wellbeing	Responsible, pedestrian, passenger, cyclist.  Teamwork, cooperation, collaboration, listening, compromising, strengths, respect	Emotions, feelings, express, wellbeing	Mental wellbeing, strategies, techniques, employ  Drugs, legal, illegal, addiction	Career, community, strengths, interests, stereotypes	Ultra violet, uv, sunscreen, sunblock																						
<b>Resources</b>	Cornwall Curriculum, Think U know website.	Cornwall Curriculum.	Cornwall Curriculum, PSHE Association	Cornwall Curriculum	Cornwall Curriculum	Cornwall Curriculum First aid champions red cross website.																						
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<b>Community Work/ Acts of Kindness</b>	Collecting Food for the local food bank at our school. Cake Sale in aid of Little Harbour	Santa Fun Run in aid of Children’s Hospice		Collecting donations for Ukraine																																										