

Eastbury Primary School: PSHE medium term plan Year 3

SUBJECT: PSHE						
Autumn		Spring			Summer	
<p>Topic Title: Healthy me</p> <p>Article 24</p> <p>Key knowledge: Understand how exercise affects your body including eternal organs. Know that the amount of calories and sugar that food has affects your health. Know individuals that can help you and have strategies for keeping myself safe. Develop knowledge of drugs and understand a positive attitude towards it. Understand the complexity of our bodies.</p> <p>Key Skills: To choose healthy choices. I can make healthy choices including those towards drugs. To treat their bodies with respect.</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19</p> <p>Topic Title: Anti-Bullying Week</p> <p>Objectives To identify signs of bullying and what we can do to stop it for ourselves and others</p> <p>Activities Depends on the theme for that year</p> <p>Topic Title: Black History Month</p> <p>Objectives To celebrate significant black figures and the diversity in our school.</p> <p>Activities:</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 19 Article 31</p> <p>Topic Title: Children's Mental Health Week</p> <p>Objectives To understand how our mental health is important and strategies to help our mental health</p> <p>Activities Depend on the theme for that year</p> <p>Topic Title: Safer internet week</p> <p>Objectives To understand how to be safe online and make good choices about how to interact online</p>	<p>PSHE Taught through Votes for schools once a week</p> <p>Article 38 And all of them</p> <p>Topic Title: Peace Day</p> <p>Objectives To understand what peace is and issues that effect the world</p> <p>Activities Depend on the theme for that year</p>	<p>Topic Title: Relationships</p> <p>Article 15 Article 16 Article 21 Article 22 Article 25</p> <p>Key knowledge: To understand different roles within a family and reflect on male and female roles. To understand what makes a good friendship. To understand how to stay safe online. Understand the actions of those around the world help and influence our lives. Understand the rights of child around the world. Understand how to express appreciation of friends and family</p> <p>Key Skills:</p>	<p>Topic Title: Changing me</p> <p>Article 19 Article 31</p> <p>Key knowledge: To know physical differences between males and females. Understand appropriate physical contact and that each person is allowed to say if it is a touch they like or don't like. Understand different families and those to go for for help. Understand the changes for next year</p> <p>Key Skills: To understand the changes that I'm going through and to stay calm about this. To understand how to assertive in different</p>	

<p>Key vocabulary: Healthy, unhealthy, fats, carbohydrates, protein, fruit and vegetables, balanced diet, soap, water, shower, bath, pills, relaxation, exercise, films, reading</p>	<p>To research and create a written piece about a significant black figure</p>	<p>Activities: Depend on the theme for that year</p>		<p>To appreciate family members and not stereotype female and male roles. To take turns and listen effectively. To choose to be a global citizen. Be supportive of those less fortunate</p> <p>Key vocabulary:</p> <p>Mum, dad, brother, sister, step- dad, step mum etc. , physical contact, conflict, teacher, parents, doctors, nurses, police officer, global citizen, online, social media, chat rooms, blogs, internet</p>	<p>situations and make my own choices</p> <p>Key vocabulary: Vagina, penis. Stereotypes,</p>
<p>Lesson 1:</p> <p>Objective: understand how exercise affects my body and know why my heart and lungs are such important organs</p>				<p>Lesson 1:</p> <p>Objective: identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p>	<p>Lesson 1:</p> <p>Objective: Know some differences and similarities between males and females</p>

<p>Activity: Create fitness challenge using template</p>				<p>Activity: Discuss male and female stereotypes. In their Jigsaw Journals ask the children to draw each member of their family and to identify two jobs that each person, including themselves, does.</p>	<p>Activity: In small, single sex groups, give each group a set of Male and female matching cards. Explain that the cards illustrate some of the differences and similarities between females and males. Ask the groups to sequence the numbered sentence cards in the correct order and then match them to the correct picture. As a whole group discuss and sequence the pictures using the Male and female matching cards on the whiteboard; correct any misunderstandings. Discuss what is meant by private parts</p>
<p>Lesson 2</p> <p>Objective: know that the amount of calories, fat and sugar I put into my body will affect my health</p>				<p>Lesson 2</p> <p>Objective: identify and put into practice some of the skills of friendship.</p>	<p>Lesson 2</p> <p>Objective: Identify different types of touch that people like and do not like Understand personal space Talk</p>

<p>Activity: match item of food with how much sugar in them.</p>				<p>Activity: In small groups or pairs, give the children the chance to work through one of the friendship conflict scenarios using either the 'Solve it together technique' or the 'Mending Friendships' resource sheet. Alternatively, they could use their own scenarios.</p>	<p>about ways of dealing with unwanted touch</p> <p>Activity: Demonstrate personal space with other adult. Answer problem page</p>
<p>Lesson 3</p> <p>Objective: tell you my knowledge and attitude towards drugs</p> <p>Activity: Working in pairs and using the 'Feelings word template', ask the children to choose 5 words from the list that describe their feelings about drugs and to highlight their choices.</p>				<p>Lesson 3</p> <p>Objective: know and use some strategies for keeping myself safe online</p> <p>Activity: Hand out the 'Top Tips cards' and in small groups ask the children to rank them in order of most important to least important. Discuss the differences between the groups. Emphasise that all the</p>	<p>Lesson 3</p> <p>Objective: Understand that all families are different and have different family members Identify who to go to for help and support</p> <p>Activity: discuss different pictures of families. Discuss where children can go to get help.</p>

						top tips are helpful no matter how we have ranked them	
<p>Lesson 4</p> <p>Objective identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help</p> <p>Activity: create a list of things to stay safe from. Discuss strategies of what to do to keep safe</p>						<p>Lesson 4</p> <p>Objective: explain how some of the actions and work of people around the world help and influence my life</p> <p>Activity: Go through fair trade items in bag. Choose one explain where it came from and how you can identify if it is fair trade.</p>	<p>Lesson 4</p> <p>Objective: To start to recognise stereotypical ideas I might have about parenting and family roles</p> <p>Activity: In groups of the same gender, ask the children to design a duvet cover on a large piece of paper. The girls need to design a duvet cover for boys, and the boys design a duvet cover for the girls. Explain they just have 10 minutes for this task so need to work speedily and their ideas can be draft. (If there is further curriculum time available the children could design these using fabric paints and a</p>

						swatch of cloth). When the designs are complete, display all the designs. Ask the children if any of the designs are stereotypical?
<p>Lesson 5</p> <p>Objectives take responsibility for keeping myself and others safe</p> <p>Activity: Split the class into groups and give each group a short story template to work with. Invite each group to identify the point, or points, in the story when the situation starts to feel unsafe. This can be marked on the template by putting arrows or stars at the place(s) in the story. The advice they would offer the children in the story can also</p>					<p>Lesson 5</p> <p>Objectives understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>Activity: Leaving the list of rights showing on the board, form the children into 6 working groups. Allocate one of the rights to each group: their task is to prepare a poster for their right. Their poster</p>	<p>Lesson 5</p> <p>Objectives identify what I am looking forward to when I move to my next class</p> <p>Activity: Assessment opportunity</p>

<p><i>be written on the template in the appropriate boxes.</i></p>				<p><i>should show what their right means and why it is important. When they finish invite the children to circulate and look at each other's posters, or present them if there is time.</i></p>	
<p>Lesson 6 Objective: understand how complex my body is and how important it is to take care of it</p> <p>Activity: Complete assessment activity</p>				<p>Lesson 6</p> <p>Objective: know how to express my appreciation to my friends and family</p> <p>Activity: Complete assessment activity</p>	