

Waterville Primary School Progression of Skills in PSHE

Year 3	Intent This curriculum overview provides the importance of Personal, Social and Health Education (PSHE) help given to pupils to attain knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral and cultural issues that are part of growing up. Pupils also find out about the main political and social institutions that affect and about their responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life learning.	
Key Vocabulary Responding, considerate, impact, team mates, individuals, effect, communication, responsibility, resolve, resolution, conflict, negotiation, compromise, assertive, forceful, rude, pushy, pressure, resist, confident, dares, media, stereotype, gender, skills, effort, equal, fair, opportunities, obstacles.	Key Vocabulary Multicultural, society, richness, religious, ethnic, identity, culture, benefits, credit, debit, cheque, bank account, bank, debt, owe, save, interest, borrow, VAT, tax, loan, re-payments, unmanageable.	Key Vocabulary Coping strategies, mental health, emotional wellbeing, set-backs, strengths, resilience, determination, balance, drug, recreational, medical, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, Childline, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, relax, vagina, breasts, penis, testicles.
Relationships Autumn	Living in the Wider World Spring	Health & Wellbeing Summer
<p>Families and friendships</p> <ul style="list-style-type: none"> • Recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents. • Being part of a family provides support, stability and love. • Positive aspects of being part of a family, such as spending time together and caring for each other. • Different ways that people can care for each other e.g. giving encouragement or support in times of difficulty. • 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. <p>Safe Relationships</p> <ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online. • 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. • Bullying and hurtful behaviour is unacceptable in any situation. • Effects and consequences of bullying for the people involved. • Bullying online, and the similarities and differences to face-to-face bullying. • What to do and whom to tell if they see or experience bullying or hurtful behaviour. <p>Respecting ourselves and others</p> <ul style="list-style-type: none"> • 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. • Ways in which people show respect and courtesy in different cultures and in wider society. 	<p>Belonging to a community</p> <ul style="list-style-type: none"> • 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. • Human rights and how they protect people. • Identify basic examples of human rights including the rights of children. • How they have rights and also responsibilities. • With every right there is also a responsibility e.g. the right to an education and the responsibility to learn. <p>Media literacy and Digital resilience</p> <ul style="list-style-type: none"> • How the internet can be used positively for leisure, for school and for work. • 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. • Evaluate whether a game is suitable to play or a website is appropriate for their age-group. • 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. <p>Money and Work</p> <ul style="list-style-type: none"> • Jobs that people may have from different sectors e.g. teachers, business people, charity work. • People can have more than one job at once or over their lifetime. • Common myths and gender stereotypes related to work. • Challenge stereotypes through examples of role models in different fields of work e.g. women in STEM. • Skills needed to do a job, such as teamwork and decision-making. • Recognise their interests, skills and achievements and how these might link to future jobs. • Set goals that they would like to achieve this year e.g. learn a new hobby. 	<p>Physical health and Mental wellbeing</p> <ul style="list-style-type: none"> • Identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) and how they may be influenced. • Positive and negative effects of habits, such as regular exercise or eating too much sugar. • Healthy, balanced diets. • Positives of physical exercise. • Things that affect feelings both positively and negatively and some of the different ways people express feelings e.g. words, actions, body language. • Recognise how feelings can change overtime and become more or less powerful. <p>Growing and changing</p> <ul style="list-style-type: none"> • Identify and name the main parts of the body including external genitalia (e.g. vagina, penis, testicles, breasts). • Everyone is an individual and has unique and valuable contributions to make. • Recognise how strengths and interests form part of a person's identity. • Identify their own personal strengths and interests and what they're proud of (in school, out of school). • 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. <p>Keeping safe</p> <ul style="list-style-type: none"> • Identify typical hazards at home and in school. • Predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen. • 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.

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