



## Year 3

<p>Citizenship (Living in the wider world) Fundamental British Values <b>Prevent Democracy.</b> <b>The rule of law.</b> <b>Individual liberty.</b> <b>Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.</b> <i>Taught in Spring term</i></p>	<ul style="list-style-type: none"> <li>• Provide a safe environment for debating controversial issues.</li> <li>• Help pupils to understand how they can influence and participate in decision-making.</li> <li>• Belonging – setting up the classrooms.</li> <li>• Class rules and charter</li> <li>• RE</li> <li>• I can participate in making and changing rules (Democracy)</li> <li>• I know why different rules are needed in different situations (Rule of Law)</li> <li>• I know that choices we make can impact on individual, the local and global communities (Individual Liberty)</li> <li>• I know where to find impartial advice to inform my decision making (E-Safety link, Childline, Democracy)</li> <li>• What are the Houses of Parliament?</li> <li>• What happens in the Houses of Parliament?</li> <li>• Who is the current Prime Minister? (Democracy)</li> <li>• Tolerance of different cultures and beliefs.</li> <li>• Responsibility to look after the environment.</li> <li>• The importance of community.</li> <li>• To know what a volunteer is.</li> <li>• Know what is meant by the environment.</li> </ul> <p><i>Ethos and culture embedded throughout all learning and woven into assemblies.</i></p> <p><i>Specific content- PSHE Unit: What are we responsible for? What makes a community?</i></p> <p><i>Wider curriculum opportunities: School council vote Guided Reading linked to Black History Month; Mulan; Notable People unit; Different Cultures Unit; Hair Love Literacy – Egyptian Cinderella – alternative fairy tales Commando Joe Units focusing on Respect, Empathy, Self-awareness, Positivity, Excellence, Communication and Teamwork. Where in the World Maps – identifying locations of current events and curriculum areas RE - Hinduism; Pilgrims – Judaism, Christianity, Islam and Hinduism; Forgiveness-Judaism; Islam-What the Qur’an teaches about how to treat each other. Community larder collection Assemblies linked to news items/current issues eg refugees, food banks, Harvest food bank donations Black History Month Assembly</i></p>
<p>Health and well-being <i>Taught in Autumn term</i></p>	<ul style="list-style-type: none"> <li>• I can make simple choices to improve my health and well-being, including healthy eating, physical exercise, oral health and emotional wellbeing (Linked to Science and DT, Individual Liberty)fic content</li> <li>• I know what makes a healthy person</li> <li>• I know how to keep my body healthy</li> <li>• I know how to help my brain work well</li> <li>• I know why it is important to get enough sleep</li> <li>• I can explain the effects of sleep deprivation.</li> <li>• I can understand the importance of daily exercise and daily routines.</li> <li>• Understand the effects of an inactive lifestyle on keeping my body healthy.</li> <li>• Understand the importance of good dental hygiene.</li> <li>• Understand the importance of a healthy diet.</li> <li>• How can we describe our feelings.</li> <li>• Understand feelings and how they link to experiences and situations.</li> </ul>



	<p><i>Linked throughout the year with Science, P.E and class assemblies.</i></p> <p><i>Specific content- PSHE Units:</i></p> <p><i>Why should we keep active and sleep well?</i></p> <p><i>What are we responsible for? What makes a community?</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>Project Evolve Unit: Health, Well-being and Lifestyle</i></p> <p><i>School extra-curricular offer</i></p> <p><i>World mental health day</i></p> <p><i>Elsa Support for children identified with a level of need</i></p> <p><i>Scarf Workshop focused upon Mental Health and Wellbeing</i></p>
<p>Online Safety <i>Taught Termly within ICT</i></p>	<ul style="list-style-type: none"> <li>• I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>• I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>• I can use the internet purposefully to answer specific questions.</li> <li>• I can understand that the internet contains fact, fiction and opinions and begin to distinguish between them.</li> <li>• I know that not everything on the internet is true</li> <li>• To know if a website can be trusted.</li> <li>• To know how to keep myself safe online.</li> <li>• I know the difference between communicating using email and online in a discussion forum</li> <li>• I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)</li> <li>• I can demonstrate an understanding of E-safety when communicating online</li> </ul> <p><i>Subject specific content- PSHE unit:</i></p> <p><i>What are the rules that keep me safe?</i></p> <p><i>Project Evolve Units:Health, Well-being and Lifestyle; Self Image and Identity; Managing Online information; Bullying; Privacy and Security; Relationships</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>Guided Reading: Being safe on the internet</i></p> <p><i>Discuss Online safety issues such as gaming on line with other people.</i></p> <p><i>How this impacts upon sleep patterns.</i></p> <p><i>Safer Internet Day Assembly (Feb)</i></p>
<p>Relationships and Sex Education <i>Taught in Summer term</i></p>	<p>Through RSHE:</p> <ul style="list-style-type: none"> <li>• Recognising that change is a part of growing up.</li> <li>• To identify different types of relationships and develop skills on how to be successful in different relationships.</li> <li>• Revise the correct names for sexual body parts and other major organs.</li> <li>• Understand the needs of a new baby.</li> <li>• Consider the impact of a new baby on a family and develop strategies for coping with change.</li> <li>• Develop skills in asking for help.</li> <li>• Understanding the PANTS rules.</li> </ul> <p><i>Subject specific content- PSHE unit:</i></p> <p><i>How can I value differences?</i></p> <p><i>What are we responsible for? What makes a community?</i></p> <p><i>What are the rules that keep me safe?</i></p> <p><i>Growing and changing</i></p> <p><i>Wider curriculum opportunities:</i></p> <p><i>Project Evolve Unit – Online Relationships</i></p> <p><i>Book focussing on diversity and inclusion read throughout the year linked to assemblies and reading for pleasure. Eg Contact by Malorie Blackman, Planet Omar:Accidental Trouble Magnet by Zanib Mian</i></p>



<p>Drug Education and Staying Safe <i>Taught in Spring term</i></p>	<ul style="list-style-type: none"> <li>I can make judgements and decisions and use basic techniques for resisting negative peer pressure (Individual Liberty, PREVENT)</li> <li>I understand that drugs and alcohol affect the mind as well as the body and this can affect the body in a variety of ways</li> <li>I can demonstrate basic safety procedures when using medicines (Rule of Law)</li> <li>I understand that it is alright to break a secret in order to keep me safe (Individual Liberty)</li> <li>I know how to keep myself and others safe when using roads</li> <li>I can identify and explain how to manage the risks in different familiar situations.</li> <li>To know what to do if you are scared to do something and find it uncomfortable (dares)</li> <li>To know the difference between safe/unsafe</li> <li>To know the difference between danger/ risk</li> <li>To identify risk and make the situation safer</li> <li>To know that all drugs can be harmful if not used properly.</li> <li>To know how and why some substances can damage health.</li> <li>I can make a clear and efficient call to the emergency services.</li> </ul> <p><i>Embedded throughout the year in PSHE and class assemblies.</i></p> <p><i>Subject specific content- PSHE unit:</i> <i>What are we responsible for? What makes a community</i> <i>What are the rules that keep me safe?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Project Evolve Unit: Privacy and Security; Managing information online</i> <i>Assemblies- Bonfire Night/ Firework Safety, road safety revisit, stranger danger revisit.</i> <i>Water Safety/Sun safety</i> <i>Trip Safety</i> <i>Online Safety Workshop (LCC)</i></p>
<p>Bullying (including cyber bullying) <i>Every term</i></p>	<ul style="list-style-type: none"> <li>I understand our school's e-safety code of conduct. (Rule of Law)</li> <li>I have developed an awareness of relevant e-safety issues such as cyber bullying. (Cyber bullying)</li> <li>I know the difference between communicating using email and online in a discussion forum</li> <li>I know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult)</li> <li>I can demonstrate an understanding of E-safety when communicating online</li> <li>I understand what it means to be unkind using an electronic device.</li> <li>I understand the need to tolerate different views.</li> <li>I understand what to do in a situation of conflict.</li> <li>I understand the need to tell an adult about any behaviour that is upsetting to myself or others.</li> </ul> <p><i>Taught through ICT curriculum, PSHE and citizenship, alongside class assemblies.</i></p> <p><i>Subject specific content- PSHE unit:</i> <i>How can I value differences?</i> <i>What are we responsible for? What makes a community?</i></p> <p><i>Wider curriculum opportunities:</i> <i>Guided Reading: Planet Omar: Accidental Trouble Magnet by Zanib Mian</i> <i>Commando Joe Units focusing on tolerance, respect and teamwork.</i> <i>Project Evolve Unit: E-Safety Online Bullying</i> <i>Literacy: Literacy Shed – The Birds</i> <i>Linked to assembly themes and specific issues that arise.</i> <i>Safer Internet Day (Feb)</i></p>
<p>Other (please specify)</p>	<ul style="list-style-type: none"> <li>Correct logo uniform on trips to identify children quickly</li> <li>Bespoke support from the pastoral team as required- Service and ELSA support.</li> </ul>