YEAR 3 — LONG-TERM OVERVIEW

		Topic	In this unit of work, students learn...	Resources to support planning
Autumn		**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	• the 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 • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	
		Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) 1 decision Keeping/staying healthy £ 1 decision Feelings & emotions £
		Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	• to 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	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Alzheimer's Society -Creating a

		• the ways in which people show respect and courtesy in different cultures and in wider society	dementia-friendly generation (KS2)

Spring	**Keeping safe** Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about 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	
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	• how the internet can be used positively for leisure, for school and for work • to 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 • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to 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	
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	

Summer *Cross reference with Christopher Winter Project*	**Families and friendships** What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to 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	[Coram Life Education – The Adoptables' Schools Toolkit](#)
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • about 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 • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about 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	[NSPCC Share Aware](#)
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to 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	[Premier League Primary Stars KS2 PSHE Self-esteem](#) [Premier League Primary Stars KS2 PSHE Inclusion](#)