

PSHE MTP - Year 3

Unit 1

Year 3 – Being Me			
Social and Emotional skills - Make other people feel valued, develop compassion and empathy for others and be able to work collaboratively			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	My value	- To identify positive things about ourselves □ Main lesson focus - To know how to make others feel valued □ Main lesson focus <i>Suggested task: person outline cut into 2 halves with personal positives on one side and how to make others feel valued on another</i>	Lesson 1 – value Lesson 2 – challenges Lesson 3 – consequences, rules Lesson 4 – reward, cooperation Lesson 5 – emotions, feelings <i>Link each lesson back to wider theme of unit – Being me in my world</i>
2	Facing challenges	- To discuss challenges and what they are □ starter - To know how to face new challenges positively □ Main lesson focus <i>Suggested task: consider challenges faced so far and how they have been overcome</i>	
3	Rules	- To identify school rules □ starter - To understand the importance of rules and the relation to choices and consequence - link to class rules □ Main lesson focus <i>Suggested task: revisit class mission statement and class contract - plus and delta as a class on flip chat and stick a photo of table in flip chat</i>	
4	My actions	- To understand that my behaviour brings rewards/consequences (<i>more focus on positive</i>) □ starter - To see things from others point of view and working cooperatively □ Main lesson focus <i>Suggested task: comic strip of possible outcomes to a situation (see Faye for further guidance)</i>	

5	Recognising different feelings Part 1 and Part 2	- To match feelings to a scale of intensity and identify strong feelings and how these feel in our body (provide list of emotions) □ Main lesson focus - part 1 - To recognise why it is important for people to express their feelings - discuss a range of feelings and situations they link to □ Main lesson focus - part 2 <i>Suggested task: shade'o'meter activity (part 1) and emotional wheel (part 2) (link to emotional literacy resources)</i>	
6	Black History Month	- To understand the purpose of Black History Month No need for floorbook task.	

Unit 2

Year 3 – Celebrating Differences

Social and Emotional skills- Use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family, to ‘problem-solve’ a bullying situation accessing appropriate support if necessary and show appreciation for their families, parents and carers

	Title - written in floorbook	Lesson Purpose	Vocabulary Key focus for each lesson regarding children’s retention
1	My class	- To recognise the people in my class and understand everyone is unique □ starter - To understand that everybody can look different and function differently but is still important to our class and school □ Main lesson focus - To identify what is special about me and how I am unique □ Plenary <i>Suggested task: Draw a picture of who makes up our class</i>	Lesson 1- unique Lesson 2 – family Lesson 3 – conflict
2	My family	- To recognise the people in my family □ starter - To understand that everybody’s family can look different and function differently but is still important to them □ Main lesson focus <i>Suggested task: Draw a picture of who makes up your family and label it</i>	Lesson 4 and 5 – bystander, bullying, support Lesson 6 – insult, compliments
3	Conflicts	- To discuss the meaning of ‘conflict’ □ starter - To understand that differences and conflicts sometimes happen in any relationship or friendship - linkt more to school and suggest strategies □ Main lesson focus <i>Suggested task: Role play activity and take photograph for floorbook</i>	<i>Link each lesson back to wider theme of unit – Celebrating Differences</i>
4	Bullying - part 1	- To define ‘bullying’ and identify the different forms of bullying □ starter - To know what it means to be a witness (bystander) to bullying □ Main lesson focus	

5	Bullying - part 2	- To recap what a 'bystander' is □ starter - To know that witnesses (bystanders) can make the situation better or worse by what they do □ Main lesson focus - To reflect on my responsibility as a bystander and understand the importance of asking for help □ Plenary	
6	My words	- To recognise the impact of words (positive and negative) in person and online □ starter - To understand that sometimes my words affect others' feelings and the consequences of it (positive and negative - refer to EBA) □ Main lesson <i>Suggested task: Write Emotional Bank Account slips for others and for ourselves.</i>	

Unit 3

Year 3 – Healthy Me

Social and Emotional skills- Respect their own bodies and appreciate what they do, can take responsibility for keeping themselves and others safe, identify how they feel about drugs and can express how being anxious or scared feels

	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Balanced Diet	- What is a balanced diet? □ starter - To understand the importance of healthy eating (lungs, heart...) □ Main lesson	Lesson 1 – balanced diet
2	Exercise	- What is exercise? Link to heart rate and muscles (could ask PE staff to join this lesson) □ starter - Identify the benefits of exercise on the body □ Main lesson	Lesson 2 – exercise Lesson 3 – hygiene
3	Hygiene	- What is hygiene? How do we demonstrate good hygiene? □ starter - How do we demonstrate good hygiene and why is it important? □ Main lesson	Lesson 4 – drugs, smoking, vaping
4	Drugs, smoking and vaping	- To understand what drugs are good/bad □ Main lesson - To understand why smoking and vaping is bad for us. □ Main lesson	Lesson 5 - Alcohol
5	Alcohol	- To understand why alcohol is bad for your body □ Main lesson	Lesson 6 - peer pressure
6	Peer Pressure	- To understand how being anxious or scared feels □ starter - To understand what peer pressure means and recognise when this is happening □ Main lesson	<i>Link each lesson back to wider theme of unit – Healthy Me as well as Science Unit Animals</i>

		- To know that there are things, places and people that can be dangerous and understand how to seek help and from who □ Main lesson	<i>Including Humans and PE</i>
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Summer 1

Year 3 – Relationships			
Social and Emotional skills- Know how to access help if they are concerned about anything on social media or the internet and can identify their own wants and needs and how these may be similar or different from other children in school and the global community.			
	Title - <i>written in floorbook</i>	Lesson Purpose	Vocabulary Key focus for each lesson regarding children's retention
1	Caring friendships	- How important friendships are in making us feel happy and secure and how people choose and make friends - Discuss the characteristics of their friendships - positive and negative - Managing conflict within friendships (recap from Celebrating Differences unit)	Lesson 1 – friendships Lesson 2 – courtesy, manners Lesson 3 – online safety Lesson 4 and 5 - secret and surprise
2	Respectful relationships	- Discuss courtesy and manners - how do you show good manners? Link to different situations (home and school) - Explore the importance of respecting others, even when they are different from them. What does it look like to show respect?	
3	Online relationships	- To discuss how we use the internet □ starter	

		- To understand online safety and that people sometimes behave differently online, including by pretending to be someone they are not. □ Main lesson - To know who to ask for help if I am worried or concerned about anything online □ Main lesson	Lesson 6 - loss <i>Link each lesson back to wider theme of unit – Relationships</i>
4	Being safe - part 1	- What's the difference between a secret and a surprise? (we don't keep secrets) - Appropriate boundaries - Concept of privacy - Appropriate physical contact - pants and vest rule - Responding to feeling unsafe - Seeking advice and reporting concerns - Where to get advice (network hand) <i>Activity - redo network hand</i>	
5	Being safe - part 2		
6	Love and loss	- Discuss feelings of loss linked to own experiences (pets, special item or potentially people) - Explore strategies to manage those feelings	

Year 3 – Changing Me

Social and Emotional skills- Can express how they feel about puberty, can say who they can talk to about puberty if they have any worries, can suggest ways to help them manage feelings during changes they are more anxious

	Title	Lesson Purpose - No work in floorbook due to sensitivity of topic and discretion of children whose parents have opted out.	Vocabulary Key focus for each lesson regarding children's retention
1	Babies	- To know that in animals and humans lots of changes happen between conception and growing up - link to a variety of baby animals and show the process of them getting to adulthood □ Main lesson - To know that in nature it is usually the female that carries the baby □ Plenary	Lesson 1 – growing up Lesson 2 – uterus/womb Lesson 3 – puberty Lesson 4 – transition <i>Link each lesson back to wider theme of unit – Changing Me</i>
2	How babies grow	- To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops □ Main lesson - To know that babies need love and care from their parents/carers □ Main lesson	
3	Outside and inside changes	- To know how boys' and girls' bodies change on the outside and inside during the growing up process (growing taller, developing pubic hair and bodily hair, hips widen, chest and shoulders get broader, deeper voice, breasts grow, penis and testicles grow, skin growing, skin less smooth, feet growing) □ Main lesson - To recognise how I feel about these changes happening to me and know how to cope with those feelings □ Main lesson	
4	Next year (To Teach after the 2 transition sessions)	- To discuss thoughts and feelings about next year. - To think about changes I will make next year and to identify how I'm feeling about the changes □ Main lesson - To write my new teacher a letter to tell them about my feelings for next year □ Plenary	

