

Year 3

PSHCE objectives that are being taught cross curricular:

Autumn: Stone Age and Egyptians

- Understand, with support, that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment (Geography-recycling) (literacy-link with eco warriors).
- Aware of similarities and differences in relation to religion/beliefs and culture and can describe them (RE-Hinduism. Compare with Christianity and Judaism).

Spring: Romans

- Understand some basic facts about democracy (link to local and national).
- Recognise that civil partnerships and marriages are examples of a public demonstration of the commitment made by two people who love each other and want to spend their lives together (RE).

Summer: Anglo Saxons and Vikings

- With support, research, discuss and debate topical issues (Settlements)
- Aware that similarities and differences arise from a number of factors: ethnic, racial, religion, cultural etc (Hinduism topic).
- With support, can identify commonly available drugs/substances that are legal and illegal, describe some of their effects and risks and understand how to manage the risks in different situations (Animals including humans).
- Express simple ideas, with support, about how to develop healthy life styles: physically, emotionally and mentally (Animals including humans).

PSHCE objectives to be taught discretely:

These objectives will therefore be taught within discrete PSHCE lessons and/or key calendar events.

Note: Kidsafe and Operation Encompass tick a lot of the relationship and healthy boundaries boxes, so those objectives will not appear on this document.

Year 3

| Autumn Stone Age/Egyptians | Spring Romans | Summer Anglo Saxons/ Vikings |
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| <ul style="list-style-type: none">• Money (could link with chocolate topic- see onelife ppt)<ul style="list-style-type: none">-Demonstrate how to look after and save money-Aware of the role money plays in their own and others' lives-How to manage money (budgeting)-Being a 'critical consumer'- definition and discussing how you can be one briefly.• Jobs<ul style="list-style-type: none">-Name a range of jobs and understand the skills that are needed and how they can develop, further their skills.-Begin to discuss the different jobs they would like to carry out when they are older and use a spider web to annotate what skills they'd need. | <ul style="list-style-type: none">• Wellbeing:<ul style="list-style-type: none">-Identify things that can affect how people think/feel-Including transitions and life events: separation, illnesses (short-long term) and bereavement.-Recognise their own worth and also to identify ways to face new challenges.-To face new challenges• Relationships/friendships<ul style="list-style-type: none">-Knowing the difference between the two-Knowing who to trust and not to trust-Knowing the characteristics of friendships: mutual respect, truthfulness, trustworthiness and common/shared interests-Understanding that friendships may have their ups and downs but that more often than not, those get resolved-Recognise that when friendships are fragile, not to make that person | <ul style="list-style-type: none">• Healthy life styles<ul style="list-style-type: none">-Know the basic ways to develop a healthy life style: emotionally, mentally and physically-Recognise risks (good and bad).-Why it is important to take risks to develop your growth mind-set-Decide how to behave appropriately e.g. road safety.• First aid<ul style="list-style-type: none">-Can confidently identify the number to call in an emergency-Are able to identify their postcode with increasing confidence, moving away from the postcode song but can still refer to it- Can begin to mimic a conversation with the emergency services based on some scenarios-Are able to discuss with increasing confidence, how to |

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| <ul style="list-style-type: none"> • OPERATION ENCOMPASS (ONLY USE LESSON 2) | <p>feel isolated or lonely</p> <ul style="list-style-type: none"> -Recognising when a relationship isn't quite right -Understanding the term peer pressure and who you can go to for help | <p>clean and dress a cut/graze</p> <ul style="list-style-type: none"> -Are able to develop their skills in dressing a head injury |
| <p>Kidsafe</p> | <ul style="list-style-type: none"> • Bullying <ul style="list-style-type: none"> -Can identify the different types of bullying and know how to respond to bullying • Similarities and differences/tolerance and acceptance (The Crocodile Who Didn't Like Water) <ul style="list-style-type: none"> -Aware that similarities and differences arise from a number of factors: disability and cultural -Aware that negative behaviours such as stereotyping and the consequences of this type of behaviour e.g. bullying and discrimination on individuals | <ul style="list-style-type: none"> • Environmental/news-based project/discussion <ul style="list-style-type: none"> -Discuss a current topical news event. Carry out work surrounding this. -Discuss how we as individuals can improve and harm out local and wider development, as can the wider world. Think about sustainability briefly. |