

Key Stage 2 PSHE – Year Three

Highlight off as you go and mark each page in your PSHE book with the objective/objectives that you have covered

highlighted strands are the new statutory curriculum

PHYSICAL HEALTH AND MENTAL WELLBEING

Mental Wellbeing
Health and Prevention

Physical Health and Fitness
Basic First Aid

Healthy Eating
Changing Adolescent Body

Building on Key Stage 1, pupils should have the opportunity to learn:

H1. what positively and negatively affects their physical, mental and emotional health (Positive Panda) (simple self care techniques, inc. the importance of rest) (risks associated with poor diet e.g. obesity)

H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' (the importance of good quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn)

H3. to recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet

H5. to reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals

H6. to deepen their understanding of good and not so good feelings (happiness, sadness, anger, fear, surprise, nervousness), to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others

H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience (**road safety & smart scooting**)

H15. school rules about health and safety, basic emergency aid procedures, where and how to get help

H20. about taking care of their body (age appropriate), understanding that they have the right to protect their body from inappropriate and unwanted contact;

H21. strategies for keeping physically and emotionally safe including road safety, (**smart scooting**)

H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

RELATIONSHIPS

Families and people who care for me
Respectful Relationships

Caring Friendships
Being Safe

R1. to recognise and respond appropriately to a wider range of feelings in others

R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships

R3. to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support

R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families

R5. that civil partnerships and marriage are examples of a public demonstration of commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment.

R7. that their actions affect themselves and others

R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view

R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including use of prejudice-based language and how to respond and ask for help)

R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership

R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy

LIVING IN THE WIDER WORLD (ECONOMIC WELLBEING AND BEING A RESPONSIBLE CITIZEN)

Rights and Responsibilities
Economic wellbeing

Respect - people and environment
Diversity and Equality

L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules

L9. what being part of a community means, and about the varied institutions that support communities locally and nationally

L11. to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom

L12. to consider the lives of people living in other places, and people with different values and customs

L16. what is meant by enterprise and begin to develop enterprise skills

Successful lifelong learning

- o Discuss and learn techniques to improve the SIX areas of SLL
- o Study **role models** who have achieved success
- o Study those who have lost success and relate this to the SIX areas of SLL

Key Skills:

Emotional Aspect of Learning



Readiness to Learn

- Positive self-talk
- I can try to think of oneself as lucky and say what I am grateful for
- I can acknowledge, recognise and accept that emotions go up and down
- I can think of ways to calm myself down so that I am ready to learn

Cognitive

To imagine



- I can share lots of ideas
- I can show enthusiasm for the ideas of others
- I am curious by asking questions to develop ideas
- I can make links with what I already know

Social

To understand others and work together



- I can listen to others, showing attention
- I can think of the effect of behaviour on others before acting

To concentrate



- I can focus and give full concentration by becoming absorbed
- I can 'tune out' and manage distractions
- I can find my 'flow' - and keep noticing when time passes really quickly
- I can understand techniques and methods that aid concentration
- I can observe closely to notice patterns and details

To persevere and help myself



- I can show determination to keep going even when challenged
- I can show willingness to overcome fears and reflect upon the emotions felt afterwards
- I can listen to others who encourage and help, thanking them for advice
- I know that learning can be tricky and can push myself to keep going



- I can understand people have different opinions
- I can imitate/adopt methods and habits from my friends
- I know when it's appropriate to work on my own & with others
- I am able to talk about strengths/weaknesses in team work tasks

Reflective/Strategic



To plan and review my work

- I can plan my learning
- I can correct mistakes, revise and adapt my work to make it better
- I am beginning to know myself as a learner
- I know my strengths and areas for improvement
- I can select the best resources to help my learning