



Y3 PSHE overview 2021-22

PSHE Activity	Desired Skills	Approaches to Developing Skills	Desired Knowledge and Understanding	Approaches Developing Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Listening	Debating	Reflecting
						Exploring	Evaluating	
Listening	<ul style="list-style-type: none"> To take it in turns when speaking To actively listen to classmate's contributions 	<ul style="list-style-type: none"> Class guidance Teacher led input Positive reinforcement 	<ul style="list-style-type: none"> Knowledge of school rules and an understanding why we have them Knowing that mental health and wellbeing is a normal part of daily life, in the same way as physical health The ability to talk about emotions and how to respond appropriately in different situations To be able to name different strategies and behaviours to support mental health and wellbeing To know what constitutes a healthy diet and the risks of eating too much sugar To know about the benefits of regular exercise and good oral hygiene To be able to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices To have an awareness that people's decisions can affect others and the environment e.g. Fairtrade, buying single-use plastics, giving to charity To understand what a positive, healthy relationship looks like and to develop the skills to form and maintain positive and healthy relationships To recognise appropriate and inappropriate physical contact and understand the need to seek and give permission (consent) in different situations To understand it means to feel safe, and explore and recognise different early warning signs we have that tell us we might not be feeling safe e.g. stress signals such as increased heart rate, sweating, feeling flushed, muscle tension etc. 	<ul style="list-style-type: none"> Class teacher led presentations Group work-writing/drawing school rules together Role playing and modelling kind play Class differentiated tasks Concrete resources available to support understanding Use of outdoors when suitable 	TERM1 Emotions and feelings Peer influence/pressure Me and my community TERM2: Healthy Lifestyles Safe Relationships Where do things come from? TERM3: Drug Education - Smoking & Basic First Aid Keeping safe Different Families Aspirations Managing money	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Debating	<ul style="list-style-type: none"> To be able to actively listen to contributions and comment For children to be able to form their own opinion 	<ul style="list-style-type: none"> Class guidance Role play Partner work 						
Reflecting	<ul style="list-style-type: none"> To be able to think about similarities and differences between self and others To reflect on certain emotions and feelings 	<ul style="list-style-type: none"> Class activities Videos Social stories 						
Exploring	<ul style="list-style-type: none"> To be able to think of questions relating to a certain topic To recognise how their behaviour affects other people To be able to recognise and name different feelings 	<ul style="list-style-type: none"> Variety of visual stimulus Hands on activities Role Play Partner Work Group Work 						
Critically Evaluating	<ul style="list-style-type: none"> Critically evaluating choices and behaviour 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 						
SMSC	<ul style="list-style-type: none"> Exploring different faiths and cultures Resolving conflicts should they arise Working with others from a variety of different religious, ethnic and socioeconomic backgrounds Use of imagination and creativity 	<ul style="list-style-type: none"> Plan in collaboration, teamwork, problem-solving and investigating opportunities Provide opportunities for children to research in pairs Planned opportunities for cross curricular exploration Opportunities for reflection and discussion Resources displaying diversity 						

