

Year 3 PSHE Long Term Plan

Autumn 1

Me and My Relationships (SCARF) Meet your Brain (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
ISH4	As a rule	<ul style="list-style-type: none"> - Explain why we have rules; - Explore why rules are different for different age groups, in particular for internet-based activities; - Suggest appropriate rules for a range of settings; - Consider the possible consequences of breaking the rules.
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> - Explain some of the feelings someone might have when they lose something important to them; - Understand that these feelings are normal and a way of dealing with the situation.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> - Identify people who they have a special relationship with; - Suggest strategies for maintaining a positive relationship with their special people.
	Meet your Brain Lesson 1	<ul style="list-style-type: none"> - How our brain and mind work together - Learning what neuroplasticity is
	Meet your Brain Lesson 2	<ul style="list-style-type: none"> - Learning about Team H-A-P - Learning about the role of the amygdala
	Meet your Brain Lesson 3	<ul style="list-style-type: none"> - How to train your brain - Why the amygdala behaves in the way it does
	Meet your Brain Lesson 4	<ul style="list-style-type: none"> - How the brain is structured - Learning what neurons and neural pathways are
	Meet your Brain Lesson 5	<ul style="list-style-type: none"> - How to look after our brains - Happy breathing is a key way to look after our brains
BS1	Dan's dare	<ul style="list-style-type: none"> - Explain what a dare is; - Understand that no-one has the right to force them to do a dare; - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
RR1, RR2, RR3	Thunks	<ul style="list-style-type: none"> - Express opinions and listen to those of others; - Consider others' points of view; - Practice explaining the thinking behind their ideas and opinions.

Autumn 2

Valuing Difference (SCARF) Celebrate (My Happy Mind)		
DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes

FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> - Recognise that there are many different types of family; - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> - Reflect on listening skills; - Give examples of respectful language; - Give examples of how to challenge another's viewpoint, respectfully.
RR1 FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Our friends and neighbours Let's celebrate our differences	<ul style="list-style-type: none"> - Explain that people living in the UK have different origins; - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. - Recognise the factors that make people similar to and different from each other; - Recognise that repeated name calling is a form of bullying; - Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> - Understand and explain some of the reasons why different people are bullied; - Explore why people have prejudiced views and understand what this is.
	Celebrate Lesson 1	<ul style="list-style-type: none"> - Learning what character is - Learning where characters comes from - Character strengths we have
	Celebrate Lesson 2 Celebrate Lesson 3	<ul style="list-style-type: none"> - Learning which strengths we use the most and why it is important to use them
	Celebrate Lesson 4	<ul style="list-style-type: none"> - How you use your strengths in difficult situations - How we grow our strengths

Spring 1

Keeping Myself Safe (SCARF)

Appreciate (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> - Identify situations which are safe or unsafe; - Identify people who can help if a situation is unsafe; - Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> - Define the words danger and risk and explain the difference between the two; - Demonstrate strategies for dealing with a risky situation.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> - Identify some key risks from and effects of cigarettes and alcohol - Know that most people choose not to smoke cigarettes; (Social Norms message) - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge	<ul style="list-style-type: none"> - Demonstrate strategies for assessing risks; - Understand and explain decision-making skills; - Understand where to get help from when making decisions.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> - Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

	Appreciate Lesson 1 Appreciate Lesson 2	<ul style="list-style-type: none"> - What appreciation means - Why gratitude is important - Develop an attitude of gratitude - How it feels to give and receive gratitude
	Appreciate Lesson 3	<ul style="list-style-type: none"> - Think about gratitude and build our habits - Which hormones get released when we give or receive gratitude
	Appreciate Lesson 4	<ul style="list-style-type: none"> - How we appreciate ourselves - How we can use our character strengths

Spring 2

Rights and Respect (SCARF)

Relate (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
MW5	Our helpful volunteers	<ul style="list-style-type: none"> - Define what a volunteer is; - Identify people who are volunteers in the school community; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
OR4, ISH6	Recount task	<ul style="list-style-type: none"> - Understand the difference between 'fact' and 'opinion'; - Understand how an event can be perceived from different viewpoints; - Plan, draft and publish a recount using the appropriate language.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it? Earning Money (please refer to this, not entire lesson)	<ul style="list-style-type: none"> - Understand the terms 'income', 'saving' and 'spending'; - Recognise that there are times we can buy items we want and times when we need to save for them; - Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); - Explain that people earn their income through their jobs; - Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.) <p>Explain that people earn their income through their jobs;</p>
	Relate Lesson 1	<ul style="list-style-type: none"> - Learn how to understand and celebrate our differences - Learn what 'stop', 'understand' and 'consider' means and how it can help
	Relate Lesson 2	<ul style="list-style-type: none"> - Learning how to better understand differences - Learning how to see things from a different perspective
	Relate Lesson 3	<ul style="list-style-type: none"> - What makes a good friend - How friends help us solve problems
	Relate Lesson 4	<ul style="list-style-type: none"> - Active listening and how it helps us to relate to others

Summer

Being My Best (SCARF)

Engage (My Happy Mind)

DfE Statutory Requirements	Lesson Plan Title	Lesson Plan Learning Outcomes
	Engage Lesson 1	- Learning about what activities we engage in and how to feel good
	Engage Lesson 2	- How we can feel good and do good - Learn what big dream goals are
	Engage Lesson 3	- How perseverance and resilience can help us - How to keep focussed on our goals
	Engage Lesson 4	- Recap everything that we have learnt about ourselves this year - Reflect on how positive habits help us to be at our best
HP5, HP6	Poorly Harold	- Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; - Suggest medical and non-medical ways of treating an illness.
RR1, RR2, RR3	For or against?	- Develop skills in discussion and debating an issue; - Demonstrate their understanding of health and wellbeing issues that are relevant to them; - Empathise with different viewpoints; - Make recommendations, based on their research.
OR1	I am fantastic!	- Identify their achievements and areas of development; - Recognise that people may say kind things to help us feel good about ourselves; - Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	- Demonstrate how working together in a collaborative manner can help everyone to achieve success; - Understand and explain how the brain sends and receives messages through the nerves.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	- Explain some of the different talents and skills that people have and how skills are developed; - Recognise their own skills and those of other children in the class.

Additional Notes:

During Internet Safety Week, please refer to the following SCARF Lessons:

OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	- Evaluate the validity of statements relating to online safety; - Recognise potential risks associated with browsing online; - Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; - Recognise and describe appropriate behaviour online as well as offline; - Identify what constitutes personal information and when it is not appropriate or safe to share this; - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.