

| PSHE Curriculum Overview | |
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| (All aspects will be covered within the year groups as stated, however the actual order of delivery within a year group maybe subject to change due to external factors) | |
| Year 3 | Year 3 |
| Autumn 1 | <p>PSHE Essential Skills</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> To enable pupils to understand a range of skills To raise pupil's awareness of emotional well being To be able to use essential skills throughout everyday activities |
| Autumn 2 | <p>Food groups + Healthy Lifestyle</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> To enable pupils to understand the importance of an adequate and varied diet for health. To raise pupil's awareness of the factors that contribute to a healthy lifestyle. To become aware of health issues such as the role of medicines and importance of exercises |
| Spring 1 | <p>Appropriate Touches and Greetings</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> To recognise and deal with appropriate/inappropriate contact in person and online. To appropriately express when something is acceptable/not acceptable To explore a wider range of feelings in self and others. |
| Spring 2 | <p>Recycling</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> To raise pupils awareness of environmental issues. To be able to contribute to maintaining and improving their own environment. |
| Summer 1 | <p>Similarities and Differences</p> <p>During this PSHE unit the pupils will be taught:</p> <ul style="list-style-type: none"> To enable pupils to recognise that there are similarities and differences between humans. To raise pupils awareness of disability. |
| Summer 2 | <p>Similarities and Differences</p> <ul style="list-style-type: none"> 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 to work collaboratively towards shared goals that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010) to recognise and challenge stereotypes to understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom to consider the lives of people living in other places, and people with different values and customs |

