



Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 3

Term : Autumn



Vocabulary

Define the word and include etymology if useful.



Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Support - To help

Contribute - To give something that becomes part of a larger whole. **From the Latin contribūtus, con- 'together'**

Safety/safe - The condition or feeling of being safe.

Rule - A regulation, law or guideline

Emotions - A person's internal state of being and response to an object or a situation

Identify – to name or establish the identity of someone or something

Cooperation - Active help from a person or organisation

Know how you can access support and some ways you can help other people

Know how to make other people feel welcome

Know what will help us to feel safer and to learn well in our class and school

Know who can I talk to when I need help

Understand what it feels like to be new or to start something new

Understand what helps me to feel like I belong and am valued in school

Understand what different rules we need in different places

Understand how can I manage my feelings and calm them down if necessary

be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class

be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school

be able to identify people at home, at school and in other contexts of their lives to include in their support networks.

Risk - The probability of a negative outcome to a decision or event

Emergency - A situation which poses an immediate risk and which requires urgent attention.

Emotions - A person's internal state of being and response to an object or a situation

Strategy

Decision - A choice or judgement

Safety/safe - The condition or feeling of being safe.

Know what risks are there to my safety, my friendships and my feelings

Know I can make decisions in risky situations

Know who would I ask for help if things went wrong

Understand how my friends might affect my decisions about risk

Understand how I feel and how my body react in risky situations

Understand what action is it okay for me to take in an emergency

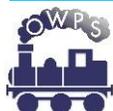
To give an example of a physical, a social and an emotional risk.

To be able to give an example of how their friends might affect their decisions about risky situations.

To be able to name some emotions they might feel in a risky situation and how these might affect their body.

To be able to explain a strategy they could use for decision making in risky situations.

									
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do						
Define the word and include etymology if useful.	Learning Remembering	Teaching Telling	Assessment Testing	Learning Practising	Teaching Coaching	Assessment Observing	Learning Reflecting	Teaching Facilitating	Assessment Evaluating
			<p>To be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.</p> <p>To be able to name some people they could ask for help in a risky situation.</p> <p>To be able to recognise an emergency and suggest suitable action.</p>						
<p>Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.</p> <p>Assertiveness - Boldly self-assured; confident without being aggressive</p> <p>Strategy - A plan of action intended to accomplish a specific goal.</p> <p>Technique - a method of achieving something or carrying something out, especially one requiring some skill or knowledge</p>	<p>Know what the key characteristics and forms of bullying are</p> <p>Know that bullying occurs when a person or group of people feel the need to have power over another person or group of people</p>	<p>Understand that bullying is deliberately hurtful behaviour and be able to give a range of examples of different forms of bullying including simple forms of cyberbullying</p> <p>Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life</p>	<p>To be able to describe the feelings of those involved in bullying including those who bully others.</p> <p>To be able to describe and demonstrate a number of assertiveness techniques when responding to bullying and be starting to show that they can support a child in a bullying situation.</p> <p>To be able to provide reasons for why bullying may occur in certain parts of the school and suggest a range of strategies to make the school a safer place where bullying is less likely to occur.</p>						
<p>Budget - The amount of money or resources available for a particular activity or time-frame.</p> <p>Manage - To direct or be in charge of.</p> <p>Effective - To produce a required outcome</p> <p>Debt - The state or condition of owing something to another.</p> <p>Charity - An organization, the objective of which is to carry out a charitable purpose. The goods or money given to those in need.</p>	<p>Know what different ways there are to earn and spend money</p> <p>Know that we receive money through a variety of means, including paid work.</p> <p>Know ways to keep money safe, including saving it.</p> <p>Know about the work of a charity and why we might need it</p> <p>Know that we make choices about spending for many different reasons.</p>	<p>Understand what saving, spending and budgeting mean</p> <p>Understand how to decide what to spend money on and choose the best way to pay</p> <p>Understand that some of the ways we use money can make it grow or involve risk.</p> <p>Understand that the choices we make affect us, our communities and the wider world.</p>	<p>To manage money effectively in real life situations.</p> <p>To make financial decisions based on your own financial situation and community need</p>						



									
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	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.				Understand that money may have different value and meaning to different people at different times and in different cultures					



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	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Individuality – characteristics that contribute to the differentiation or distinction of someone or something from a group of otherwise comparable identity.</p> <p>Special – Distinguished by a unique or unusual quality.</p> <p>Fear – A strong, uncontrollable, unpleasant emotion or feeling caused by actual or perceived danger or threat</p>	<p>Know what is special about me and other people</p> <p>Know how can I communicate my emotions</p> <p>Know how to cope with difficult emotions</p> <p>Know how to deal with fears and worries</p> <p>Know how my actions and emotions affect the way I and others feel</p>	<p>Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive</p> <p>Understanding the 'fight or flight' response and how this can affect behaviour.</p> <p>Understand how to care for other people's feelings</p> <p>Understand that there is a link between thoughts, feelings and behaviour.</p>	<p>To be able to recognise and communicate how they are feeling.</p> <p>To be able to recognise and describe feelings in others, using non-verbal as well as spoken cues.</p> <p>To demonstrate strategies to deal with their own strong emotions and with feeling overwhelmed.</p>						



									
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<p>Worry – To be troubled; to give way to mental anxiety or doubt</p> <p>Non-verbal – communication in a form other than written or spoken words, such as gestures, facial expressions or body language.</p> <p>Assertive – Boldly self-assured; confident without being aggressive.</p> <p>Emotions – A person's internal state of being based on physical state</p> <p>Problem solving – Resolving a difficulty</p>	<p>Know what it feels and looks like to be assertive and when it might be appropriate.</p>		<p>To begin to use the problem solving process, sometimes independently, and have some strategies to solve a problem.</p>						
<p>Healthy –</p> <p>Unhealthy –</p> <p>Diet – The food and drink a person or animal consumes.</p> <p>Exercise – Activity intended to improve physical and mental, strength and fitness.</p> <p>Illness – A state of bad health or disease</p> <p>Disease – An abnormal condition of a human, animal or plant</p> <p>Spread – To become more widely present.</p> <p>Prevent - To anticipate the need to stop an outcome and act on it</p> <p>Hygiene – Those conditions and practices that promote and preserve health</p>	<p>Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</p> <p>Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others</p> <p>Know why dental hygiene is important and how they can look after their teeth.</p> <p>Know how males and females are different and what are the different bod parts are called.</p> <p>Know how different illnesses and diseases spread.</p>	<p>Understand some of the reasons people sometimes make unhealthy choices.</p> <p>Understand why our bodies need foods from each of the food groups.</p> <p>Understand the importance of dental hygiene</p> <p>Understand the difference between male and female bodies</p> <p>Understand how to prevent the spread of different illnesses and diseases. and what</p> <p>Understand that eating healthily, being active and sleeping all contribute to a healthy lifestyle.</p>	<p>To be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</p> <p>To be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</p> <p>To be able to name the different parts of males and females using scientific language. (penis, scrotum, testicles, vulva, vagina, breast)</p> <p>To be able to suggest daily menus or meals that form a balanced diet.</p> <p>To be able to explain how to prevent the spread of different illnesses and diseases.</p> <p>To be able to talk about some of the physical and mental benefits of exercise.</p>						



									
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<p>Well-being - A state of health, happiness</p> <p>Community - A group sharing a common understanding, and often the same language, law, manners, and/or tradition.</p> <p>Identity - The difference or character that marks off an individual from the rest of the same kind.</p> <p>Media - The journalists and other professionals who comprise the mass communication industry.</p> <p>Environment - The surroundings of, and influences on, a particular item of interest</p> <p>Welfare - Health, safety, happiness and; well-being</p> <p>Responsibility - A duty, obligation or liability for which someone is held accountable.</p> <p>Difference - A characteristic of something that means it is not the same as something else.</p> <p>Similarity - The closeness of appearance or shared properties to something else.</p>	<p>Know about groups and communities that exist locally, and the roles some people play in the community.</p> <p>Know what media is and some of how it works</p> <p>Know about the needs of animals, including pets, and the responsibilities of humans towards them.</p>	<p>Understand and recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</p> <p>Understand some different forms the media can take and some of what it does.</p> <p>Understand some of the needs of and how to care for the local environment and animals.</p>	<p>To be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others within the wider community.</p> <p>To be able to identify different types of media and some of what it does</p> <p>To be able to discuss responsibility, welfare and care of the environment and animals.</p>						
<p>Open question – a question cannot be answered using just yes or no.</p> <p>Persevere – To steadfastly continue at a task, journey, or goal, even if hindered by distraction, difficulty, obstacles, or discouragement.</p>	<p>Know how do I ask open questions</p> <p>Know how to share my views and opinions effectively</p> <p>Know how to persevere and overcome obstacles to my learning</p>	<p>Understand what am I good at and what are others good at</p> <p>Understand what new skills would I like or need to develop</p> <p>Understand how can different people contribute to a group task</p>	<p>To be able to identify their own strengths and skills and those of others.</p> <p>To be able to identify skills they would like to develop.</p> <p>To take part in a class learning challenges</p>						



			
Vocabulary	Knowledge What children will know	Understanding What children will understand	Skills What children will be able to do
Define the word and include etymology if useful.	Learning Teaching Assessment	Learning Teaching Assessment	Learning Teaching Assessment
<p>Constructive – Carefully considered support which is meant to be helpful.</p> <p>Feedback – assessment of a process or activity.</p> <p>Colloaborate – To work together with others to achieve a common goal.</p> <p>Team – Any group of people involved in the same activity</p> <p>Evaluate - To draw conclusions from examining information; to assess.</p>	<p>Remembering Telling Testing</p> <p>Know how different people can contribute to a group task</p> <p>Know how to show they are listening using their body, express opinions confidently and ask open questions</p>	<p>Practising Coaching Observing</p> <p>Understand how to work well in a group</p> <p>Understand how to give constructive feedback and receive it from others</p>	<p>Reflecting Facilitating Evaluating</p> <p>To be able to work as a group to make decisions and solve a problem.</p> <p>To be able to persevere at a task.</p> <p>To be able to evaluate a group task, including giving and receiving feedback.</p>



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Define the word and include etymology if useful.	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
<p>Strengths - The strongest part of something; that on which confidence or reliance is based.</p> <p>Skills - Capacity to do something well</p> <p>Persevere - To persist steadfastly in pursuit of an undertaking, task, journey, or goal, without allowing any distraction.</p> <p>Cooperative - Ready to work with another person or in a team.</p> <p>Feedback - Critical assessment of a process or activity or of their results.</p> <p>Respectful - an attitude of consideration or high regard</p> <p>Decision - A choice or judgement</p>	<p>Know your own strengths and areas of development</p> <p>Know that decisions can be solve as part of a cooperative group</p> <p>Know the difference between an open and closed question</p> <p>Know how different people can contribute to a group task.</p> <p>Know what good listening looks like</p>			<p>Understand how to take part in a class learning challenges</p> <p>Understand what you are good at and what are others good at</p> <p>Understand how to persevere and overcome obstacles to learning</p> <p>Understand the benefits of working cooperatively</p> <p>Understand the importance of persevering in relation to success</p> <p>Understand how self-evaluation can support self-development</p>			<p>To be able to identify their own strengths and skills and those of others.</p> <p>To be able to identify skills they would like to develop.</p> <p>To be able to work as a group to make decisions and solve a problem.</p> <p>To be able to persevere at a task.</p> <p>To be able to evaluate a group task, including giving and receiving feedback</p> <p>To be able to express opinions confidently, listen to others respectfully and to ask open questions.</p>		
<p>Care - The state of being cared for by others</p> <p>Need - A requirement for something to stay alive or out of poverty</p> <p>Difference – something that is not the same</p>	<p>Know what stereotypes are, including those used in media, and how to challenge them</p> <p>Know about groups and communities that exist locally, and the roles some people play in the community.</p>			<p>Understand some different forms the media can take and some of what it does.</p> <p>Understand some of the needs of and how to care for the local environment</p> <p>Understand the needs of animals and our responsibility to care for them</p>			<p>To be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</p> <p>To be able to recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</p>		



									
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Similarity – a shared common attribute or characteristic	Know about the needs of animals, including pets, and the responsibilities of humans towards them						To be able to discuss animals needs and care responsibilities		
<p>Rules – A regulation, law, guideline.</p> <p>Safe/safety –</p> <p>Accident – An unexpected event usually with negative consequences</p> <p>Preventable – Something which can be stopped in advance of it happening</p> <p>Unintentional – Not on purpose or deliberate</p> <p>Responsibility - Having the duty of taking care of something or of getting a job done</p>	<p>Know that rules are in place to keep us safe</p> <p>Know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic</p> <p>Know some safety rules for beaches and inland waterways and other public areas</p>			<p>Understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take.</p> <p>Understand their responsibility in staying safe at home, school on outings and in public areas</p> <p>Understand that some accidents are preventable</p>			<p>To be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip.</p> <p>To be able to describe preventable and unintentional accidents.</p>		
<p>Responsibility - Having the duty of taking care of something or of getting a job done</p> <p>Benefit – An advantage; help or aid from something.</p> <p>Healthy – Wellness of body, mind, or spirit</p> <p>Lifestyle - A style of living that reflects the attitudes and values of a person or group.</p>	<p>Know that they can make choices which are healthy or unhealthy and reflect on their own lifestyle.</p> <p>Know that eating healthily, being active and sleeping all contribute to a healthy lifestyle</p> <p>Know that a healthy lifestyle involves choosing a range of activities, some of which will be more active than others</p> <p>Know why dental hygiene is important and how they can look after their teeth.</p>			<p>Understand some of the reasons people sometimes make unhealthy choices</p> <p>Understand why our bodies need foods from each of the food groups and be able to suggest daily menus or meals</p> <p>Understand the responsibility for your own lifestyle choices and how are they influenced</p>			<p>To be able to talk about some of the physical and mental benefits of exercise</p> <p>To be able to state some of the influences on food choices and some of the persuasive methods used in advertising.</p> <p>To be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.</p>		

