



# Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 3 - Health

Term : Autumn One



## 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

**Healthy** – Mentally and physically healthy

**Unhealthy** – Mentally and physically unhealthy

**Diet** – The food and drink a person or animal consumes.

**Exercise** – Activity intended to improve physical and mental, strength and fitness.

**Illness** – A state of bad health or disease

**Disease** – An abnormal condition of a human, animal or plant

**Spread** – To become more widely present.

**Prevent** - To anticipate the need to stop an outcome and act on it

**Hygiene** – Those conditions and practices that promote and preserve health

**Well-being** - A state of health, happiness

### PSHE

Know how to make informed decisions about health

Know the elements of a balanced, healthy lifestyle

Know choices that support a healthy lifestyle and recognise what might influence these

Know how to recognise that habits can have both positive and negative effects on a healthy lifestyle

Know what good physical health means; how to recognise early signs of physical illness

Know what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet, including obesity and tooth decay

Know how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle

Understand some of the reasons people sometimes make unhealthy choices.

Understand why our bodies need foods from each of the food groups.

Understand the importance of dental hygiene

Understand the difference between male and female bodies

Understand how to prevent the spread of different illnesses and diseases. and what

Understand that eating healthily, being active and sleeping all contribute to a healthy lifestyle.

To be able to state some of the influences on food choices and some of the persuasive methods used in advertising.

To be able to talk about the benefits of food for our bodies and plan and prepare simple healthy meals or snacks.

To be able to name the different parts of males and females using scientific language. (penis, scrotum, testicles, vulva, vagina, breast)

To be able to suggest daily menus or meals that form a balanced diet.

To be able to explain how to prevent the spread of different illnesses and diseases.

To be able to talk about some of the physical and mental benefits of exercise.

									
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>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><b>RSE</b></p> <p>Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem</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>Understand how to work well in a group</p> <p>Understand how to give constructive feedback and receive it from others</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> <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>						



## Orton Wistow Primary School – Curriculum Plan



Subject : PSHE &amp; RSE

Year : 3 - Bullying

Term : Autumn Two



## Vocabulary

Define the word and include etymology if useful.

Bullying – deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Assertiveness - Boldly self-assured; confident without being aggressive

Strategy - A plan of action intended to accomplish a specific goal.

Technique - a method of achieving something or carrying something out, especially one requiring some skill or knowledge

Individuality – characteristics that contribute to the differentiation or distinction of someone or something from a group of otherwise comparable identity.

Special – Distinguished by a unique or unusual quality.

Non-verbal – communication in a form other than written or spoken words, such as



## Knowledge

What children will know

**Learning**    **Teaching**    **Assessment**

Remembering

Telling

Testing

**PSHE**

Know the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing

Know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships

Know to recognise what it means to 'know someone online' and how this differs from knowing someone offline; the risks of communicating online with others who are not known in an offline capacity

**RSE**

Pupils know how their body and emotions may change as they grow and develop, how to care for their body and emotions and celebrate their uniqueness.



## Understanding

What children will understand

**Learning**    **Teaching**    **Assessment**

Practising

Coaching

Observing

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

Understand that sometimes people are bullied because of issues relating to their identity e.g. ethnicity, religion, culture or family life

Understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive

Understanding the 'fight or flight' response and how this can affect behaviour.

Understand how to care for other people's feelings



## Skills

What children will be able to do

**Learning**    **Teaching**    **Assessment**

Reflecting

Facilitating

Evaluating

To be able to describe the feelings of those involved in bullying including those who bully others.

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.

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.

To be able to recognise and communicate how they are feeling.

To be able to recognise and describe feelings in others, using non-verbal as well as spoken cues.

To demonstrate strategies to deal with their own strong emotions and with feeling overwhelmed.



									
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<b>Define the word and include etymology if useful.</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>	<b>Learning</b>	<b>Teaching</b>	<b>Assessment</b>
gestures, facial expressions or body language.  Emotions – A person’s internal state of being based on physical state	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
				Understand that there is a link between thoughts, feelings and behaviour.			To begin to use the problem-solving process, sometimes independently, and have some strategies to solve a problem.		



# Orton Wistow Primary School – Curriculum Plan



Subject : PSHE

Year : 3 – Keeping Safe

Term : Spring One



			
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
	Remembering    Telling    Testing	Practising    Coaching    Observing	Reflecting    Facilitating    Evaluating
<p><b>Risk</b> - The probability of a negative outcome to a decision or event</p> <p><b>Emergency</b> - A situation which poses an immediate risk and which requires urgent attention.</p> <p><b>Emotions</b> - A person's internal state of being and response to an object or a situation Strategy</p> <p><b>Decision</b> - A choice or judgement</p> <p><b>Safety/safe</b> - The condition or feeling of being safe.</p> <p><b>Rules</b> – A regulation, law, guideline.</p> <p><b>Accident</b> – An unexpected event usually with negative consequences</p> <p><b>Preventable</b> – Something which can be stopped in advance of it happening</p> <p><b>Unintentional</b> – Not on purpose or deliberate</p> <p><b>Responsibility</b> - Having the duty of taking care of something or of getting a job done</p>	<p>Know what risks are there to my safety, my friendships and my feelings</p> <p>Know I can make decisions in risky situations</p> <p>Know who would I ask for help if things went wrong</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 how my friends might affect my decisions about risk</p> <p>Understand how I feel and how my body react in risky situations</p> <p>Understand what action is it okay for me to take in an emergency</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 give an example of a physical, a social and an emotional risk.</p> <p>To be able to give an example of how their friends might affect their decisions about risky situations.</p> <p>To be able to name some emotions they might feel in a risky situation and how these might affect their body.</p> <p>To be able to explain a strategy they could use for decision making in risky situations.</p> <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>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>



									
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<p><b>RSE – My Relationships</b></p> <p><b>Friendship</b> - A relationship based on kindness and respect</p> <p><b>Positive</b> - Not negative or neutral.</p> <p><b>Change</b> - To become something different</p>	<p>Begin to know what a positive relationship consists of</p> <p>Know how to listen to and support my friends</p> <p>Know how to cope when relationships change</p> <p>Know some of the similarities and differences between me and my classmates</p> <p>Know who they can talk to if they need help and how to ask for it.</p>	<p>Understand that relationships change.</p> <p>Understand that difference is positive.</p> <p>Understand that there are different family patterns</p> <p>Understand who is in their network of special people, and how they we affect each other</p> <p>Understand the behaviours that form a positive friendship</p>	<p>To be able to describe some of the qualities of positive relationships</p> <p>To be able to recognise some similarities and differences between them and other children</p> <p>To be able to demonstrate skills in making friends.</p> <p>To be able to use learnt strategies for coping when they have friendship problems.</p> <p>To be able to describe what is special about their own family and its members, and about other people they know.</p>						



# Orton Wistow Primary School – Curriculum Plan



**Subject : PSHE & RSE**

**Year : 3 – Economic Wellbeing**

**Term : Spring Two**



## Vocabulary

**Define the word and include etymology if useful.**

Budget - The amount of money or resources available for a particular activity or time-frame.

Manage - To direct or be in charge of.

Effective - To produce a required outcome

Debt - The state or condition of owing something to another.

Charity - An organization, the objective of which is to carry out a charitable purpose. The goods or money given to those in need.

Savings - A reduction in cost or expenditure. Something (usually money) that is kept for the future.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

Know what different ways there are to earn and spend money

Know that we receive money through a variety of means, including paid work.

Know ways to keep money safe, including saving it.

Know about the work of a charity and why we might need it

Know that we make choices about spending for many different reasons.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand what saving, spending and budgeting mean

Understand how to decide what to spend money on and choose the best way to pay

Understand that some of the ways we use money can make it grow or involve risk.

Understand that the choices we make affect us, our communities and the wider world.

Understand that money may have different value and meaning to different people at different times and in different cultures



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

To manage money effectively in real life situations.

To make financial decisions based on your own financial situation and community need

## RSE – My Beliefs

Individuality – characteristics that contribute to the differentiation or distinction of someone or something from a group of otherwise comparable identity.

Community - A group sharing a common understanding, and often the same language, law, manners, and/or tradition.

Know about groups and communities that exist locally, and the roles some people play in the community.

Know that people identify with different genders and that is part of their uniqueness and individuality

Know what media is and some of how it works

Understand and recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.

Understand some different forms the media can take and some of what it does.

Understand some of the needs of and how to care for the local environment and animals.

To be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others within the wider community.

To be able to identify different types of media and some of what it does

To be able to discuss responsibility, welfare and care of the environment and animals.



<p>Identity - The difference or character that marks off an individual from the rest of the same kind.</p> <p>Gender - either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female.</p>	<p>Know about the needs of animals, including pets, and the responsibilities of humans towards them.</p>	<p>Understand that not all people identify with male or female and that is acceptable</p>	<p>To be able to sensibly discuss how people may express their individuality and gender – without referring to stereotypes.</p>
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# Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 3 - Rules

Term : Summer One



## Vocabulary

Define the word and include etymology if useful.

**Rule - a set of understood regulations or principles governing conduct or procedure within a particular area of activity**

**Responsibility - Responsibility - the state or fact of having a duty to deal with something or of having control over someone**

**Want - have a desire to possess or do (something)**

**Need – things that are a necessity**

**Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives**

**Representative - people chosen to act and speak on behalf of a wider group**

**Opinion - a view or judgement formed about something, not necessarily based on fact or knowledge**



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing

To understand the difference between rights, wants and needs.

To understand that rights come with responsibilities and how these affect their home and school life.

To understand why rules are needed at home and at school.

To be able to participate in making and changing rules.

To understand how democratic decisions can be made in school.

To develop skills to contribute to democratic decision-making in school.

To understand how children might be democratically elected at school to represent or act on behalf of others.

To take part in simple debating and voting.



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing

Understand the difference between rights, wants and needs.

Understand that rights come with responsibilities and how these affect their home and school life.

Understand why rules are needed at home and at school.

Understand how to participate in making and changing rules.

Understand how democratic decisions can be made in school.

Understand and develop skills to contribute to democratic decision-making in school.

Understand how children might be democratically elected at school to represent or act on behalf of others.

Understand how to take part in simple debating and voting.



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Explain the difference between rights, wants and needs.

Explain that rights come with responsibilities and how these affect their home and school life.

Identify why rules are needed at home and at school.

Participate in making and changing rules.

Explain how democratic decisions can be made in school.

Contribute to democratic decision-making in school.

Identify how children might be democratically elected at school to represent or act on behalf of others.

Participate in simple debating and voting.



									
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<p><b>Rights - a moral or legal entitlement to have or do something</b></p> <p><b>Responsibilities - Responsibility - the state or fact of having a duty to deal with something or of having control over someone</b></p> <p><b>Unwanted - not or no longer desired</b></p>	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Pupils understand the right to protect their body from unwanted touch.	Understand the right to protect their body from unwanted touch.			Explain the right to protect their body from unwanted touch.					



# Orton Wistow Primary School – Curriculum Plan



Subject : PSHE & RSE

Year : 3 – Sense of Self

Term : Summer Two

																					
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<p><b>Identity - the fact of being who or what a person or thing is</b></p> <p><b>Perception - the way in which something is regarded, understood, or interpreted</b></p> <p><b>Influence - the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself</b></p> <p><b>Ethnicity - the quality or fact of belonging to a population group or subgroup made up of people who share a common cultural background or descent</b></p> <p><b>Community - a group of people living in the same place or having a particular characteristic in common</b></p>	<p>To explore what makes up their identity and that of other people.</p> <p>To know some of the different views, lifestyles and beliefs people have.</p> <p>To know about different national, religious and ethnic communities that exist in the UK.</p> <p>To understand how to value difference and respect diversity.</p> <p>To understand what stereotypes are and know some ways to challenge them.</p> <p>To be able to describe what groups and communities exist around them and which they are part of.</p>	<p>Understand what makes up their identity and that of other people.</p> <p>Understand some of the different views, lifestyles and beliefs people have.</p> <p>Understand different national, religious and ethnic communities that exist in the UK.</p> <p>Understand how to value difference and respect diversity.</p> <p>Understand what stereotypes are and know some ways to challenge them.</p> <p>Understand what groups and communities exist around them and which they are part of.</p>	<p>Explain what makes up their identity and that of other people.</p> <p>Describe some of the different views, lifestyles and beliefs people have.</p> <p>Explain about different national, religious and ethnic communities that exist in the UK.</p> <p>Identify how to value difference and respect diversity.</p> <p>Define what stereotypes are and know some ways to challenge them.</p> <p>List what groups and communities exist around them and which they are part of.</p>																		
<p><b>Help - make it easier or possible for (someone) to do something</b></p> <p><b>Secret - something that is kept or meant to be kept unknown or unseen by others</b></p>	<p>Pupils can identify the difference between secrets and surprise, knowing when to break confidence and share a secret.</p>	<p>Understand the difference between secrets and surprise, knowing when to break confidence and share a secret.</p>	<p>Identify the difference between secrets and surprise, knowing when to break confidence and share a secret.</p>																		



																					
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<b>Surprise - an unexpected or astonishing event, fact, etc</b>																					