

PSHE/SMSC Overview

Year 3

Connaught Values – Caring, Committed, Confident

	Connaught Curriculum Drivers	PSHEC and British Values	SMSC
Aut 1 and 2 WW2	<p>Enterprise: Be looking at how people during WW2 had to be enterprising and resourceful when times were hard.</p> <hr/> <p>Global Citizens: Be considering the impact of the war on citizens around the world, not just in Britain.</p> <hr/> <p>Wellbeing: Be thinking about the</p>	<p>Children should be taught:</p> <ul style="list-style-type: none"> - what is meant by a healthy lifestyle <i>Healthy Eating- Science</i> - how to manage risks to physical and emotional health and wellbeing - <i>PHSEC lessons and Individual Responsibility and Liberty</i> - ways of keeping physically and emotionally safe – Road safety and E-safety <i>PHSEC and ICT lessons and The Rule of Law</i> - how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' <i>Healthy Eating - Science and The Rule of Law</i> <p>Children should have the opportunity to learn:</p> <ul style="list-style-type: none"> - to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet – <i>Healthy Eating Science and Individual Responsibility and Liberty</i> - about managing change, transition – <i>Transition from Infant Schools</i> - about change, including transitions (between key stages and schools) - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts <i>PSHE in the weeks during settling into CIS and Mutual Respect</i> - how to recognise risky or negative relationships including all forms of bullying and abuse <i>Anti-bullying lessons, Mutual Respect and Tolerance for those of different Cultures, Faiths and Beliefs as British Values.</i> - about where money comes from, keeping it safe and the 	<p>Social</p> <p>Christmas Production – inviting in of elderly residents and local infant school.</p> <p>Rainforest topic- creating own charity</p> <p>Charity Days in Summer Term</p> <p>British Values Lessons and assemblies</p> <p>High levels of interaction encouraged through group work and role cards.</p> <p>Pupil Parliament</p> <p>Children allocated responsibility roles in class.</p> <p>Raising money for and giving books to charities, eg Sri Lanka</p> <p>Anti-bullying lessons</p> <p>Shoe boxes for the homeless at Christmas.</p> <p>Moral</p> <p>Development of class rules</p> <p>Consistent use of behaviour ladders.</p> <p>RE syllabus – parables in Christianity.</p> <p>PSHEC Curriculum and Connaught Drivers</p> <p>2 Core Values</p> <p>Think, Pair, Share</p> <p>Fairtrade lessons during 'Saving the Rainforest' topic</p> <p>Spiritual</p> <p>Daily reflections on learning</p> <p>RE Syallbus - Christianity and Judaism</p> <p>PSHEC Curriculum</p> <p>Personal timelines – chronology</p> <p>Learning about other cultures and beliefs during 'Rainforest' topic</p> <p>Cultural</p> <p>Ancient Greeks – establishing democracy and debate.</p> <p>Pupil Parliament elections</p>

	<p>impact of the war on jobs , lifestyle, morale and people's wellbeing.</p>	<p>importance of managing it effectively <i>WW2 Rationing</i> - how money plays an important part in people's lives <i>WW2 Rationing, make do and mend</i></p> <p>- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience – <i>Science, Light/ WW2 blackouts, reflective materials and The Rule of Law</i></p> <p>- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships Mutual Respect</p> <p>- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support. <i>PHSEC, friendships from infant schools, anti-bullying</i></p> <p>- that their actions affect themselves and others <i>YOYOB and Mutual Respect.</i></p> <p>- to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities Anti-bullying, The Rule of Law and Tolerance for those of different Cultures, Faiths and Beliefs</p>	<p>RE syllabus – Judaism Respecting other cultures – Rainforest topic WW2 – appreciating and respecting Britishness-valuing freedom.</p>
	<p>Communities: Be learning about how people in communities relied on each other during the war, and we will be taking part in our own VE Day celebration.</p>		

<p>Spr 1 The Living Rainforest</p>	<p>Enterprise: be planning our own Rainforest charities to raise awareness of the issues facing the rainforest.</p>	<p>Children should be taught:</p> <ul style="list-style-type: none"> - how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts <i>Safer Internet Day and Tolerance for those of different Cultures, Faiths and Beliefs</i>
	<p>Global Citizens: be looking at our place in the world and how climate affects our lives and those of the people living in the rainforests.</p>	<ul style="list-style-type: none"> - how to respond to risky or negative relationships and ask for help <i>PHSEC lessons, promotion of fostering good friendships</i>
	<p>Wellbeing: be finding out about how medicines that have originated from the rainforest are important to our physical well being.</p>	<p>Children should be given the opportunity to learn:</p> <ul style="list-style-type: none"> - that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment <i>Save the Rainforest</i>
	<p>Communities: be considering how we can work together as a year group community to support a local charity</p>	<ul style="list-style-type: none"> - about different groups and communities – Rainforests - about the importance of respecting and protecting the environment – Rainforest charity - strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety), and safety online(including social media, the responsible use of ICT and mobile phones) – <i>Safer Internet day, Science Light, Road Safety and The Rule of Law</i> - the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others – <i>Safer Internet Day and The Rule of Law</i>
<p>Spr 2 Save the Rainforest</p>	<p>Enterprise: Be marketing and selling products to raise money for a local charity.</p>	<p>Children should be taught:</p> <ul style="list-style-type: none"> - a basic understanding of enterprise. <i>Rainforest charity – planning, creating and selling a product to raise money for charity.</i>
	<p>Global Citizens: Be considering what we can do to support the fight against the destruction of the rainforest.</p>	<p>Children should be given the opportunity to learn to:</p> <ul style="list-style-type: none"> - to think about the lives of people living in other places, and people with different values and customs. <i>The Tribes People of the Amazon and Tolerance for those of different Cultures, Faiths and Beliefs</i>
	<p>Wellbeing: Be thinking about the impact the loss of the rainforests has on the people of the world.</p>	
	<p>Communities: Be working together as a year group to</p>	

	<p>involve the parent community in raising awareness of environmental issues.</p>	<p>- about enterprise and the skills that make someone 'enterprising' <i>Rainforest charity – planning, creating and selling a product to raise money for charity.</i></p>	
<p>Sum 1 Heroes</p>	<p>Enterprise: Explore the work of heroic figures from history and consider how we too can be inspired to achieve great things.</p> <p>Global Citizens: Find out about what legacy these heroes leave behind for us and those from around the world.</p> <p>Wellbeing: Explore the qualities and characteristics of heroes, hearing stories of bravery, perseverance and talent that have benefitted and inspired others.</p> <p>Communities: Be exploring our own personal heroes and how they can make us better people as school and community citizens.</p>	<p>Children should be taught:</p> <p>- how to respond in an emergency <i>Heroes, visit from Fire Brigade</i></p> <p>to respect equality and to be a productive member of a diverse community <i>Heroes, qualities of a hero and</i> Tolerance for those of different Cultures, Faiths and Beliefs</p> <p>- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals <i>Heroes and reflecting on their own personal heroes</i></p> <p>- to recognise their increasing independence brings increased responsibility to keep themselves and others safe <i>Captain Independence, Heroes,</i> The Rule of Law and Individual Responsibility and Liberty</p>	
<p>Sum 2 The Ancient Greeks</p>	<p>Enterprise: Research a Greek god and persuade others that this is the best Greek god in the form of a balloon debate.</p> <p>Global Citizens: Find out about what legacy the Greeks left behind e.g. The Olympics, democracy, food and language.</p> <p>Wellbeing: Aim to live and work by the Olympic Creed, knowing that taking part is as important as triumph.</p> <p>Communities: Be looking at the roles of women, children and slaves in an Ancient Greek community.</p>	<p>Children should be taught:</p> <p>- about managing change, transition <i>Transition from Infant Schools, Transition programme.</i></p> <p>- about change, including transitions (between Key Stages and schools),</p> <p>Children should be given the opportunity to learn:</p> <p>- why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <i>Ancient Greeks and the birth of Democracy, Democracy and</i> The Rule of Law <i>as British Values</i></p> <p>- to understand that everyone has human rights, 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. <i>Ancient Greeks and the birth of Democracy and Democracy and</i> Tolerance for those of different Cultures, Faiths and Beliefs <i>as British Values.</i></p>	

RSE

3.1 – Knowing that we are growing and changing

Being able to feel good about ourselves.

3.2 – know that we are growing and changing

Know the names for parts of the body

Know the difference between males and females

3.3 – looking forward to growing up

Being able to feel good about ourselves.