



PSHE Year 3 – Spring term



Personal

We learn about our **feelings** and **emotions**, our **families**, our **behaviour** and its consequences.



Social

We learn about **healthy friendships**, how to work and play with others and what it means to be part of a **community**.



Health

Health – We learn about making **healthy choices** for both our **body** and **mind**. We learn about how to **be safe** at home, at school, in the wider world and **online**. We learn about how our **bodies change** as we grow.



Economic

Economic – We learn about different types of **jobs** and how to earn and look after our **money**.



Key vocabulary

- Community
- Rules
- Informal rules
- consequences
- Rights
- Responsibility
- Job
- sector
- Stereotype
- Interests
- Skills
- Achievements
- Goals
- Appropriate

Living in the wider world

Belonging to a community – Media literacy and digital resilience – Money and work

Useful Books

Little people Big Dreams – Trailblazing women
Boys are wonderful – Amber A Adams Girls are amazing – Annabelle Lindgreen
Worlds Coolest Jobs – Anna Brett

Useful Websites

NSPCC – Fake news <https://www.nspcc.org.uk/keeping-children-safe/online-safety/inappropriate-explicit-content/fake-news/>
Ceop - <https://www.ceop.police.uk/Safety-Centre/>
Internet matters - <https://www.internetmatters.org/report-issue/>

PSHE class charter.



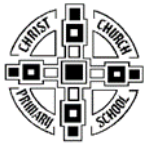
- 1.
- 2.
- 3.
- 4.
- 5.

I agree to follow these rules during my PSHE lessons.

We have all created our own class charters to use during our PSHE lessons.



Living in the wider world - Year 3



Belonging to a community – Key Facts

- A **community** is a group of people **living or working together** in the same area.
- People in **communities** might:
 - go to the **same** schools
 - shop in the same stores
 - do the same things
 - they also **help** each other and solve problems together



- We have **rules** in society to;
 - keep us **safe**
 - ensure our **rights**.



- Rules at school are **informal**. We are expected to **follow them** and there may be a minor consequence if we don't.
- **More important** rules are called **laws**.
- If we **break** them, there may be more **serious consequences**:
 - pay a **fine**
 - being **arrested**
- **Adults at work** have to follow certain rules so that;
 - they can do their job properly
 - that they are kept safe.
- **Children** have **rules** to follow at home, at school and elsewhere.
- These rules teach children:
 - the **difference** between **right and wrong**
 - how their **actions** can **affect** others



- A **right** that **all** people are born with is called a **human right**.
- **Many** people now **agree** that there are many **human rights**.
- Some of the most basic **rights** are the **right to live** and the **right to believe** what we choose.
- Many people think that a **government** should **protect** the human rights of all its people.
- With every **right** there is also a **responsibility**
 - the **right to an education** and the **responsibility** to learn.



Money and work – Key Facts



- People can have **jobs** from different **sectors**.
 - teachers - business - people - charity work.
- People can have **more than one job** at once or over their lifetime.
- If you **work hard** and remain focused you can do **any job** you set your mind to.
- It is important to **challenge stereotypes** and become a **role model** in different jobs.
- Are all Doctors men? Are all nurses women?
- The **interests, skills** and **achievements** you have can inform your future job.
- Sometimes your **hobby** can become your job too.
- Setting **goals** that you would like to **achieve** is a good way to;
 - learn a new **skill** - find a new **interest** - **improve**

Media literacy and digital resilience - Key Facts

- The **internet** can be used **positively** for:
 - leisure -for school - for work
- Some **images** and **information** online can be **altered** or **adapted**.
- Strategies to recognise whether something they see online is true or accurate.
- When **online** we need to decide whether a:
 - **game** is **suitable** to play - **website** is **age appropriate**.
- We need to make **safe, reliable choices** from search results.
- Remember the **SMART** rules.
- If something we **see** or **experience** online **concerns** us we must tell a **trusted adult**.
- We can get help in other places:
 - Childline (0800 1111)
 - Ceop

