

Term / Key Question	Themes	Objectives/Skills	Links to Online Safety Units (NOS)	Safeguarding themes	In this unit of work, pupils will learn:	Resources (Quality Assured by the PSHE Association)
<p>Autumn 1</p> <p>What keeps us safe?</p>	<p>Emotional health and wellbeing (1)</p> <p>Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p>	<p>Know the difference between good and bad secrets.</p> <p>Know how to respond to minor first aid and what to do in an emergency.</p> <p>Recognise risks in their local community and how to keep safe.</p> <p>Describe how to respond to situations that make them feel uncomfortable.</p> <p>Recognise when it is good or ok to keep a secret</p>	<p>Health, well-being and lifestyle KS2 unit</p>	<p>PANTS – recap Road Safety</p>	<ul style="list-style-type: none"> • how to recognise hazards e.g. roads, railways (local context outside the home) that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe 	<p>https://www.think.gov.uk/resource/lesson-1-do-you-stop-look-listen-think/#comments</p>
		<ul style="list-style-type: none"> • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable (PANTS recap) • when they should keep secrets and promises, and when they should tell somebody about them. 			<p>NSPCC Pants (teaching resources)</p>	
		<ul style="list-style-type: none"> • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 			<p>St John’s Ambulance Lesson Plan – Emergencies Burns and Scolds Bites and Stings</p>	

Year 3: PSHE/RSE Medium Term Plan

		and when it is not.				
Autumn 2	Living in the Wider World (1)	Recognise different groups make diverse communities; differences should be respected and valued	NA	Prevent/ Radicalisation	<ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. Friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school 	PSHE Association – Preventing Radicalisation – Lesson 2
					<ul style="list-style-type: none"> • explain what is meant by a ‘diverse’ society in relation to the United Kingdom • explain the benefits of living in a diverse society • identify and demonstrate how they can value and celebrate diversity. 	Premier League Stars – Diversity
Spring 1	Relationships & Anti-bullying (1) Friendship; making positive friendships, managing loneliness, dealing with	Identify why friendships are important and ways they can be a good friend. Identify how to maintain friendships	NA	Wellbeing	<ul style="list-style-type: none"> • recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) • explain why friendship and having friends is valuable • identify how friends show they care for and value each other • describe what is most important in a friendship how to • identify what helps maintain friendships • describe feelings when disagreements and conflict occur • identify what can help and not help if there are friendship 	Medway Public Health Directorate -Primary RSE lessons (KS2 - Y3), ‘Friendship’ – 2 lessons

Year 3: PSHE/RSE Medium Term Plan

	arguments	<p>appropriate ways to resolve issues in a friendship.</p> <p>Recognise good strategies for dealing with disagreements and arguments with their peers.</p>			<p>problems • demonstrate strategies for solving arguments with peers</p>	
					<ul style="list-style-type: none"> recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	
Spring 2	<p>Relationships & Anti-bullying (2)</p> <p>Families; family life; caring for each other</p>	<p>Identify the common features of a positive family life within a diverse range of families.</p> <p>Explain what to do if a family relationship is making them feel worried or unsafe.</p>	NA	Different types of relationship	<ul style="list-style-type: none"> how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays how people within families should care for each other and the different ways they demonstrate this how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	

<p>Summer 1 / 2</p> <p>Why should we keep active and sleep well?</p> <p>Why should we eat well and look after our teeth?</p>	<p>Health and Wellbeing (2)</p> <p>Being healthy: keeping active, taking rest</p> <p>Links: Scrumdidlyumptious</p>	<p>Identify features of a healthy and unhealthy diet and the impact of tobacco and alcohol.</p>	<p>NA</p>	<p>Issues with lack of sleep and poor diet</p>	<ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health 	
		<p>Explain how to maintain good dental hygiene.</p>			<ul style="list-style-type: none"> • how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care • how tobacco and alcohol can affect your body and the law in relation to these drugs. 	
		<p>Describe the benefits of physical activity and the negative impact of a lack of exercise.</p> <p>Describe the impact of poor sleep.</p>			<ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance • time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing 	

Year 3: PSHE/RSE Medium Term Plan



					<ul style="list-style-type: none">• explain why sleep is important for a healthy lifestyle• describe bedtime routines that improve sleep• explain how sleep patterns and needs may change as we get older	PSHE Association – ‘Taking care of myself and getting a good night’s sleep’ – 1 lesson
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