**PSHE/C Curriculum – Year 3 Autumn Term 1**

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| **Theme: Myself and My Relationships: Beginning and Belonging** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To contribute to approaches and activities for building collaborative relationships within their class. (CF)  2. To recognise the emotions involved in being in a new situation and learn coping strategies (MW)  3. -To know how to help new people feel welcome in the class and in the school. (RR)  and  -To learn strategies to help if they are in a new situation or learning something new. (MW)  4. To identify different people in their support networks and how to ask them for help. (BS)  5. No Outsiders – Beegu – To be welcoming | | **Keyword** | **Definition** | **Keyword** | **Definition** | | **Relationships Education**  Respectful Relationships (RR)  • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  • practical steps they can take in a range of different contexts to improve or support respectful relationships.  • the conventions of courtesy and manners.  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect to  others, including those in positions of authority.  Caring Friendships (CF)  • how important friendships are in making us feel happy and secure,  and how people choose and make friends.  • the characteristics of friendships, including mutual respect,  truthfulness, trustworthiness, loyalty, kindness, generosity, trust,  sharing interests and experiences and support with problems and  difficulties.  • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.  Being Safe (BS)  • where to get advice e.g. family, school and/or other sources.  • how to ask for advice or help for themselves or others, and to keep  trying until they are heard.  • how to report concerns or abuse, and the vocabulary and confidence  needed to do so.  **Health Education**  Mental Wellbeing (MW)  • that there is a normal range of emotions (e.g. happiness, sadness,  anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and  situations.  • how to recognise and talk about their emotions, including having a  varied vocabulary of words to use when talking about their own and  others’ feelings.  • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). | |
| peers | the other children in the class (pupils or classmates) | comfortable | feeling relaxed, happy, safe and free of pain | |
| accepted | generally agreed to be right | strategies/strategy | a detailed plan/plans for achieving success in situations or the skill of planning for such situations | |
| valued | useful and important | approaches | ways of dealing with something | |
| belongs | to feel happy or comfortable in a situation | coping | the fact of dealing successfully with problems or difficult situations | |
| tournament | a competition for teams or single players where a series of games is played, and the winners of each game play against each other until only one winner is left | artefacts | an object that has been made by a person, such as a tool or a decoration, especially one that is of historical interest | |
| Ukrainian | belonging to or relating to Ukraine, its people or its language | welcome/welcoming | to meet and speak with someone in a friendly way when they arrive – to be kind towards new people and help them to feel comfortable | |
| **Prior Learning (Year 2)**  The children in year two, the children looked at rules, rights and responsibilities in citizenship. They had the opportunity to identify their own responsibilities in familiar settings, both in and out of school. They discussed the areas of their lives for which adults are responsible and considered how this might change as they grow up. They created classroom school rules and spoke about why they have been made and what they mean in practice. They developed an understanding of democratic decisions and how these may affect their everyday lives. They experienced voting and its outcomes in the classroom. They learnt how to share their opinions, ensuring that they listen to those of others, take turns and show respect for each other. They developed these skills further by taking part in paired and class discussions about topical issues. | | | | **Future Knowledge (Year 4)**  In year 4, children will look at Rights, Rules and Responsibilities in Citizenship. In this unit, children will begin to identify the difference between their wants and needs. They will be introduced to the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child. They will learn that rights come with responsibilities and that these responsibilities affect their actions at home and at school. They will either create or reflect on existing classroom or school rules and talk about why they have been made and what they mean in practice. They will further develop their understanding of democratic decisions and how these affect their everyday lives, including experiencing voting and its outcomes in the classroom. They will develop their skills in sharing their opinions, ensuring that they listen to those of others, taking turns and showing respect for each other. They will develop these skills further by taking part in class discussions and debates about topical issues. They will discuss the role of the school council, elect class representatives and consider ways they can be actively involved in school decision making processes. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How can we build relationships in our class and how does this benefit me? (CF) | * Able to communicate their name with others – *using a circle time and rolling a soft ball along the ground to someone else and they say their own name – repeat until everyone has been included and everyone has had a turn at rolling the ball* * Able to recognise other children’s names in the class – *repeat above activity – this time each child has to say the name of the person they are rolling to, rather than their own name* * Recognise some similarities and differences between themselves and their peers - *play ‘Islands’ game with the whole class. Place A3 sheets of paper around the room with sentence stems on, such as Something I like to do at weekends; Something I like eating; An animal I like; People I like to spend time with outside school; Something I am looking forward to; A place I like; Something I have enjoyed watching etc. Children to place their foot on the edge of one ‘island’, until there are about 4 – 6 people at each one. They then take it in turns around the group to give their response to the sentence stem. Wait until every group has finished, then call ‘Change’ and the children all move to a different ‘island’ and try to talk to some different people. Repeat so that each child experiences 3 to 5 ‘islands’ - at the end of the activity, invite the children to share what they have found out that they have in common with someone else in the class that they did not know before.* * Identify one new thing they have learnt about somebody else in their class * Understand that we all have things in common with other people, even if we do not know them so well, and that we all have differences between us as well * Able to share with the rest of the class an interest they have, or things they would like to tell the class about their family, or their home, their way of life, a place they have visited or a particular person they know (in 10-minute ‘soap box’ slots) * Able to book their own ‘soap box’ slot - *make a list of times available, that children can sign up to ‘book’ - Encourage them to bring in pictures, artefacts or props to help illustrate their talk, and it may be appropriate to enable them to use Powerpoint or other electronic methods to support their presentation (although it is important to emphasise that it does not need to be formal or polished – just to talk about themselves is fine)* * Able to recall something interesting about themselves and talk about this confidently – presenting this to whole class *- they may want to make a video at home which they could show if they prefer not to stand up and talk in front of the class* * Understand new information about their peers * Able to listen carefully and respectfully to other people * Able to ask relevant questions - for the child presenting to answer | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. What does it feel like to be new or to start something new? (MW) | * Recognise when they or someone their age might be in a new situation, e.g. in a new school, a new home, at a new club, having a new baby in the family, in a new country, staying at a friend’s house for the first time etc - *make a list of the situations.* * Identify the feeling associated with being in a new situation for the first time – using a Circle of Feelings about being in a new situation * Identify a situation that applies to them from the list generated in the last activity *- if not, they may know someone who has experienced one or more of those situations* * Able to share their Circle of Feelings with a partner, and if they are happy to, to share about the situation in which they were new as well. * Identify 3 feelings that were in common (from above activity) in their circle of feelings, and then to share those with another pair in a group of 4 - br*ing these together into a whole class Circle of Feelings about being in a new situation* * Understand the emotions that the main characters are feeling in their new situation – using the story ‘What’s Ukrainian for Football?’ * Recognise the new situations that Nika finds herself in (both before and during the story), e.g. living in a new country; going to a new school; joining the football club; going on a trip to the seaside for the first time; playing in an English football tournament * Identify one new situation from the story, such as going away from home for the first time and recognise which of the feelings on their Circle of Feelings Nika might also have been feeling in that situation * Understand that feelings can change e.g. when we start something new we might feel worried or scared, but after we have been confident and had a go we might feel happy and proud * Identify Nika’s feelings at the end of the story – using a Circle of Feelings for when she feels accepted and valued and that she belongs | | | | |
| 3. -How can I help children and adults feel welcome in school? (RR)  and  -What helps me manage a new situation or learn something new? (MW) | * Understand how Nika felt when she went away to the football tournament – using the story ‘What’s Ukrainian for Football?’ * Identify things that happened or that people did or said that were helpful for Nika (e.g. having friends to sit with at the welcome talk) * Identify things that were unhelpful for Nika (e.g. people using slang words that she didn’t understand) * Understand how a new person starting the class might feel * Identify things that would be helpful for a new person * Identify things that would be unhelpful for a new person * Able to contribute their ideas into a class Wiki (or start a class discussion forum online) about how to help new people feel welcome - *encourage them to think about adults and children, and to extend their thinking to how they could help new people who arrive in other classes as well as in their own* * Understand some ways that they could help a new person feel welcome and comfortable at school * Recall what was helpful and what was unhelpful for Nika in the story * Able to add their own suggestions and any ideas that they think would work in different situations, including ones they have been or might be in themselves * Recognise which ideas in the ‘helpful’ list could be useful to them if they were in a new situation – *note them down* * Identify strategies and approaches they might use when they are coping in a new situation - *individually, to complete a comic strip showing a situation in which they are new, and how they cope with it - they can choose to depict a real situation they have already experienced, or one that they might possibly experience in the future. In the pictures, and through the speech bubbles and the script written under the pictures,* *they need to show strategies and approaches that they might find helpful based on the lists developed earlier.* | | | | |
| 4. Who are the different people in my network who I can ask for help? (BS) - (6.1 – 7.6) | * Understand what a Network of Support is * Understand that sometimes children need help when they are trying to stay safe and happy * Understand that if they are frightened, worried or upset about something, there are usually people they know well, and can trust, who they can talk things over with – these are people in their Network of Support * Understand that occasionally they may need help from people they don’t know, for example if they get lost or in an emergency * Recognise that some people in their network of support may have changed (e.g. changed year groups and have a new class teacher or don’t go to Scouts anymore etc) * Identify who is in their Network of Support –using *guidance and resources in Personal Safety unit* * Understand who is in a ‘Network of Support’ for a fictional character: adding one adult from home on the thumb, and 4 other adults from different aspects of their life on each of the other fingers - e.g. an adult from school, an adult from after school club, an adult in their family who they don’t live with, a neighbour. * Identify adults who can help them – by creating their own Network of Support *\*if a child does not have an adult they live with on that they would choose to include in their Network of Support the thumb should be left blank* * Identify who might be the people in the character’s ‘Network of Support’ – using Nika from the story ‘What’s Ukrainian for Football?’ or Allie in ‘Allie Finkle’s Rules for Girls’ * Recognise whatsort of support the character’s Networks of Support might have been able to offer them (using above texts) * Identify how the character did ask for help and/or get support in the book (using above texts) * Understand the best ways that they can ask for help * Recognise that there are different ways of getting help with things - e.g. there are some situations (green) that they will probably be able to deal with safely themselves, some (amber) they may have a go at dealing with themselves, but may need a friend’s help and/or may need to tell an adult what has happened, and some (red) where they definitely need to tell an adult. * Identify whether a scenario that requires help is a green, amber or red situation – using Resource 2 Case Study ‘Asking for help’ - *which is based on an evening at home, when Alex and Sam’s mother is busy working. When they reach each situation on the worksheet, they need to work with a partner to decide whether they think it is a red, amber or a green situation.* * Recognise that in some situations there may be differences in opinion and understand reasons why this might be so * Identify some scenarios at school where they might need help * Identify whether the school scenarios would be Red, Amber or Green situations * Understand some examples of ‘green’ situations in school and know some appropriate ways for them to deal with problem themselves * Recognise what makes asking for help easier e.g. - the person has helped me before (easier); I know the right words to use (easier) * Recognise what makes asking for help more difficult - e.g. lots of people are asking for help at the same time (more difficult); I’m embarrassed to ask for help (more difficult) * Understand some different scenarios which may happen at school and identify some ways of dealing with them – (red, amber and green) * Able to share ideas and create a class list of real-life situations that need different types of help * Understand the importance of getting adult help in a ‘red’ situation – using Resource 2 ‘Case Study’ - *focus on the situations the children identified as Red. For each situation, ask the children what would make it easier to ask for help, and what they think would be the best ways to do that. Then ask them whether the same approaches can be used in school. Use some of the situations they identified in previous activity to explore this.* * Understand what would make it easier to ask for help in a ‘red’ situation * Understand the best way of getting help in a ‘red’ situation * Know what to do to get help in an ‘amber situation’ - (in partners - imagining that they are in that situation) - *giving more detail, if they are able to, about what has happened and what they are concerned about. The second child suggests a strategy they could use to address the problem, including ways in which they could help their partner if appropriate. They can then discuss and agree a way forward, including considering whether they would need to involve or inform an adult from their ‘Network of Support’.* * Recognise appropriate ways that they could help each other in ‘amber’ situations * Understand that there are times when we should involve a trusted adult in an ‘amber’ situation | | | | |
| **No Outsiders**  5. Beegu – To be welcoming | * I know what welcoming means * I know the behaviour that makes someone feel like an outsider * I know how to make someone feel welcome | | | | |