**PSHE/C Curriculum – Year 3 Autumn Term 2**

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| **Theme: Myself and My Relationships – Family and Friends** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To develop more strategies for managing friendship challenges, repairing friendships and supporting others. (CF)  2. To empathise with another person in a disagreement, and to use this in resolving conflict. (CF)  3. To understand that healthy families protect and care for each other in difficult times (FP)  4. To identify people, other than family members, who are special to them now and to recognise how they affect and support each other (FP)  5. No Outsiders – We’re all Wonders | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education  Families and People who care for me (FP)  • that families are important for children growing up because they can give love, security and stability.  • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.  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, 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.  • that most friendships have ups and downs, and that these can  often be worked through so that the friendship is repaired or even  strengthened, and that resorting to violence is never right.  • how to recognise who to trust and who not to trust, how to judge  when a friendship is making them feel unhappy or uncomfortable,  how to manage these situations and how to seek help or advice from others, if needed. | |
| conflict | an active disagreement between people with opposing opinions or principles (argument) | disagreement | an argument or a situation in which people do not have the same opinion | |
| patience | the ability to wait, or to continue doing something despite difficulties | compromising | reaching an agreement in an argument in which people involved reduce their demands or change their opinion in order to agree | |
| tension | an anxious situation of anger and lack of trust between two groups of people  a feeling of anger or fear between two people | resolve | to solve or end a problem or difficulty | |
| misunderstandings | disagreements, arguments or fights | valued | feeling useful and important | |
| tolerant | willing to accept behaviours and beliefs that are different from your own, although you might not agree with or approve of them | unique | being the only existing one of its type or, more generally, unusual, or special in some way | |
| empathise | to be able to relate to someone else and have an understanding of how they might be feeling | bystander | a person who is standing near and watching something that is happening but is not actively taking part in it – usually something bad | |
| **Prior Learning (Year 2)**  In Year 2, the children developed their understanding of their own emotions and those of others. They identified a basic range of emotions, developed a language to describe them, and considered what prompts different feelings in themselves and others. They explored how emotions affect how we think, feel and behave, including impulsive and  considered behaviours. They considered ways to deal with different emotions, including being assertive, and using strategies to calm down and relax. | | | | **Future Knowledge (Year 4)**  In Year 4, children will develop their understanding and recognition of their own emotions and those of others, including how we might express those feelings. It builds on the work done in the equivalent unit for years 1 and 2. The children will identify an increasing range of emotions, developing a language to describe them, and consider what prompts different feelings in themselves and others. They will explore how those emotions affect how we think, feel and behave, including how their bodies might respond to strong emotions, and the impact their resulting behaviour may have on those around them. They will explore ways to deal with different emotions. They will learn how they might manage very strong emotions and how they  might cope with feeling overwhelmed. They will explore assertiveness and develop how to use strategies to calm and relax themselves or help themselves feel better. They will revisit their networks of special people, identifying those they can talk to about their feelings and considering when and how they might do this. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How can I help to resolve disagreements positively by listening and compromising? (CF) | * Able to explain peaceful ways of resolving friendship problems. | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Can I empathise with other people in a disagreement? (CF) | * Describe some emotions which might be felt by people who are falling out * Understand some ways that strong emotions can affect what we say and do when responding to a friendship challenge | | | | |
| 3. How do my family members help each other to feel safe and secure even when things are tough? (FP) | * Describe some ways that people in families can support each other * Describe some ways people in families can affect each other’s feelings. | | | | |
| 4. Who is in my network of special people now and how do we affect and support each other? (FP) | * Know examples of how people outside their family are special to them and care for them | | | | |
| **No Outsiders**  5. We’re all Wonders – To understand what a bystander is | * I know that everyone has differences * I know what unique means * I know how people feel hurt * I know what a bystander is * I know what to do if I see someone being unkind | | | | |