**PSHE/C Curriculum – Year 3 - Spring Term 1**

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| **Theme: Citizenship – Diversity and Communities** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. -To understand about the breadth of cultures, traditions and beliefs of people in their locality. (RR)  and  -To understand the importance of valuing difference and diversity. (RR)  2. To understand what stereotypes are, their negative effects and ways to challenge them. (RR)  3. To be able to describe some groups and communities around them and the benefits of being part of these. (MW)  4. To understand how to care for the local environment and the benefits for individuals.  5. No Outsiders – Planet Omar: Accidental Trouble Magnet – To consider living in Britain today | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Respectful Relationships (RR)  • 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  • practical steps they can take in a range of different contexts to improve or support respectful relationships.  • 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.  • what a stereotype is, and how stereotypes can be unfair, negative or destructive.  Health Education:  Mental Wellbeing (MW)  • the benefits of physical exercise, time outdoors, community  participation, voluntary and service-based activity on mental  wellbeing and happiness. | |
| traditions | a belief, custom, or way of doing something that has existed for a long time among a particular group of people | Britain | an informal name for Great Britain, the island consisting of England, Scotland, and Wales | |
| stereotype | an often unfair and untrue belief that many people have about all people or things with a particular characteristic | predictions/  outcomes | to say what you think will or might happen in the future | |
| locality | a small area of a country or city | prejudice | an unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another | |
| diversity | Diversity involves the deliberate inclusion in a group or activity of people who are, for example, of different races, genders, and religions | story development | unfolding the plot of the story | |
| community | the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality | environment | the natural world or physical surroundings in general | |
| contribute | to help to cause an event or situation - to provide a part of the whole (to help achieve or provide something) | character | the way someone thinks, feels, and behaves | |
| **Prior Learning (Year 2)**  In Year 2, children developed lifelong skills in communication and working with others. It also helped them to identify and value their own strengths, gifts and talents and to understand how these, along with others’ skills and strengths can contribute to the success of a group task. Children learnt that they will continue to learn new skills throughout their lives. They were given the opportunity to plan for and learn a new skill, breaking their learning down into small steps and recognising the feelings  and challenges that they may encounter throughout the process. Through discussion and practice, children developed their communication and group work skills, such as listening, turn taking, negotiation and co-operation. They were given the opportunity to carry out one or more group tasks, applying the skills that they had learnt and using their understanding of their own strengths and skills to contribute to the process. After each task, they were given tools to evaluate how their group worked together at the process of completing the task as well as the final result. | | | | **Future Knowledge (Year 4)**  In year 4, children will begin to develop lifelong skills in communication and working with others. It also helps them to identify and value their own strengths, gifts and talents and to understand how these, along with others’ skills and strengths can contribute to the success of a group task. Children will be introduced to the idea that they will continue to learn throughout their lives. They will choose a skill individually and as a class which they would like to work on and decide how they would like to develop that skill and if there are people they may need to involve. They will learn to reflect on the process of learning a new skill and think about areas for improvement. Through discussion and practice, children will develop their communication and group work skills, such as listening, expressing opinions, questioning, problem solving and decision making. They will then have the opportunity to carry out one or more group tasks,  applying the skills they have learnt. They will also use their understanding of their own and others’ strengths and skills to contribute to the process. Children will learn to persevere at a task, developing resilience when faced with a range of problems. They will evaluate their own and others’ work and give and receive feedback sensitively. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. -Do people who live in my locality have different traditions, cultures and beliefs? (RR)  and  -How does valuing diversity benefit everyone? (RR) | * Describe aspects of the identity of children from a range of different groups * Know about some different communities that live in the UK * Identify things I have in common with children from different groups and differences between us * Recognise that difference is positive and describe some of the benefits that diversity brings | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. Why are stereotypes unfair and how can I challenge them? (RR)  6.1 – 6.6 | * Able to describe a negative consequence of stereotyping * Suggest ways in which to challenge stereotypes | | | | |
| 3. How do people in my locality benefit from being part of different groups? (MW) | * Identify different groups I belong to in school and in the community * Describe some other groups that exist in the community * Understand how different groups meet the needs of different people | | | | |
| 4. How can we care for the local environment and what are the benefits? | * Able to recognise positive and negative aspects of where I live * Understand what actions can help the environment and how I can contribute | | | | |
| **No Outsiders**  5. Planet Omar: Accidental Trouble Magnet – To consider living in Britain today | * I know what Britain is * I know where I live * I know lots of different people live in Britain today * I know why some people are scared of difference | | | | |