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

|  |
| --- |
| **Theme: Healthy and Safer Lifestyles: Relationships and Sex Education** |
| **Curriculum objectives** | **Vocabulary** | **Links across the curriculum** |
| 1. To know scientific names for male and female sexual parts and use them confidently. (BS)2. To understand times to talk about private body parts, how they change and identify trustworthy and approachable adults. (BS)3. To value their own body and recognise its uniqueness.4. To understand the value of carrying out regular personal hygiene routines. (HP)5. No Outsiders - Additional LearningThis is Our House - To understand what discrimination means | **Keyword** | **Definition** | **Keyword** | **Definition** | Relationships Education:Being Safe (BS)• how to report concerns or abuse, and the vocabulary and confidence needed to do so.Health Education:Health and Prevention (HP)• about personal hygiene and germs including bacteria, viruses, howthey are spread and the importance of handwashing. |
| penis, testicle | correct anatomical names for a male/boy’s private parts  | toiletries | things that you use when washing or taking care of your body, for example soap and toothpaste |
| vagina, vulva | correct anatomical names for a female/girl’s private parts  | deodorant | a substance that you can use on your body to hide or prevent the smell of sweat or body odour |
| unique | being the only existing one of its type or, more generally, unusual or special in some | personal hygiene | good personal hygiene is about keeping your body clean and healthy |
| trustworthy | reliable, responsible, and can be trusted completely | outsider | a person who does not belong to a particular group |
| thorax intestines humerus | the middle part of the body below the neck and above the waista long tube through which food travels from the stomach and out of the body while it is being digestedthe long bone in the upper half of your arm, between your shoulder and your elbow | discrimination | the treatment of a person or particular group of people differently, in a way that is worse than the way people are usually treated |
| **Prior Learning (Year 2)**In Year 2, children developed their understanding of how babies develop into children and then into adults and considered their own physical development. They learnt to explain that a baby human or animal grows inside its mother. They learnt what babies and young children need to stay healthy and safe. Children looked at; ‘the human life cycle’, ‘growing up’, ‘personal responsibilities’ and ‘parents, carers and families’. | **Future Knowledge (Year 4)**In year 4, children will develop their understanding of the human life cycle in more detail. They will learn that an egg and sperm join together to form a baby. They will consider what they think it means to be ‘grown up’. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are ‘the human lifecycle’, growing up’, ‘personal responsibilities’ and ‘parents, carers and families’. |
| **Lesson Sequence** | **Key Knowledge** | **Key Skills** |
| 1. How are male and female bodies different and what are the different parts called? (BS) | * Use body part names such as penis, vagina/vulva, testicle and breast confidently
* Give an example of one new thing they have learnt about the body.
 | * sharing
* listening respectfully to others’ ideas and opinions
* turn-taking
* communicating effectively with others
 |
| 2. When do we talk about our bodies, how they change and who do we talk to? (BS) | * Identify a trusted adult I can talk to about my body.
 |
| 3. What can my body do and how is it special? | * Recognise that each body is different
* Understand that our bodies are special and unique
 |
| 4. Why is it important to keep myself clean? (HP) | * Describe some basic personal hygiene routines relevant to me
* Explain why body parts should be kept clean.
 |
| **No Outsiders**5. Additional LearningThis is Our House – To understand what discrimination means | * I know how someone can feel like an outsider
* I know how to make sure that there are no outsiders in my school
 |