



Thomas Harding Year 3 Long Term PSHE Planning

AUTUMN TERM Core theme 1: Health and Wellbeing		SPRING TERM Core theme 2: Relationships		SUMMER TERM Core theme 3: Living in the wider world	
PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives	PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives	PSHE Association KS2 Programme of Study Learning opportunities covered	PSHE Association Primary Planning Toolkit Topics / Y3 learning objectives
H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet H16. To learn what is meant by the term 'habit' and why habits can be hard to change	Healthy lifestyles • about what makes up a balanced diet • about opportunities they have to make their own choices about food • about what influences their choices about food • about what is meant by a habit • how habits can be hard to change	R1. To be able to recognise and respond appropriately to a wider range of feelings in others	Feelings and emotions • about different types of behaviour and how this can make others feel • that bodies and feelings can be hurt	L1. For pupils to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people L9/L10. To learn what being part of a community means, and about the varied institutions that support communities locally and nationally. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing	Rights and responsibilities • about group and class rules and why they are important • about respecting the needs of ourselves and others • about groups and communities that they belong to • about the people who work in their community • how to get their help, including in an emergency
H5. For pupils to reflect on and celebrate their achievements, identify their strengths, areas	Growing and changing • to recognise their achievements and set	R2/R4. To recognise what constitutes a positive, healthy relationship and	Healthy relationships • about listening to others and playing cooperatively	L7. To learn that they have different kinds of responsibilities, rights and duties at home, at	Environment • about looking after the local environment



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for improvement, set high aspirations and goals H6/H7. For pupils to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.	personal targets for the future • about a wider range of feelings, both good and not so good • that people can experience conflicting feelings at the same time • about describing their feelings to others	develop the skills to form and maintain positive and healthy relationships. To recognise different types of relationship, including those between acquaintances, friends, relatives and families R7. To learn that their actions affect themselves and others R11. To work collaboratively towards shared goals	• about appropriate and inappropriate touch • that hurtful teasing and bullying is wrong • what to do if teasing and bullying is happening	school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	
H15. To understand school rules about health and safety, basic emergency aid procedures, where and how to get help H23. To recognise people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	Keeping safe • about the importance of school rules for health and safety • about how to get help in an emergency • about people who help them stay healthy and safe	R14/R18. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language, 'trolling', how to respond and ask for help). How to recognise bullying and abuse in all its forms (including prejudice-	Valuing difference • to share their views and opinions with others • about the importance for respect for the differences and similarities between people	L16. To learn what is meant by enterprise and begin to develop enterprise skills	Money • about where money comes from and what it is used for • about spending and saving money (how to use money) • about how to keep money safe



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		based bullying both in person, online and through social media)			
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