Year 3

Whenever relevant, PSHE lessons will make explicit reference to linked **British Values** and to **'protective factors'** - the things that children have or can build in their lives that create a 'protective shield' against known risks. The **Resilience Framework** (*Hart & Blincow*) and associated activities may be useful additional resources. Both the protective factors and the resilience framework can be found at the end of this curriculum document. When appropriate, staff will signpost children to **further help and support**.

AUTUMN TERM *Living in the Wider World – Belonging to a community; Money, work and aspirations* November: Anti-Bullying Week

Overarching objective:
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.
- Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.
- PSHE discussions may use the structure A (Agree with the point made, saying why), B (Build on the point with further explanation), C (Challenge the point with a counter-argument).
- Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of autumn term:
* Explain PSHE – Personal, Social, Health (physical, mental and emotional), Economic education – and what each of these mean; add actions for each one to secure retrieval.
* Introduce the term *protective factors* and explain in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.
* Introduce the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.
   Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs   Respectful, Caring, Curious and Co-operative

What are our duties and responsibilities?			
	L1 To learn how they can contribute to the life of the classroom and school	• To give reasons for why it is a shared responsibility to contribute to the classroom and school life • identify the different contributions that pupils make and how this affects the classroom • explain how class/group rules help them to learn and make the classroom a safe place • identify what can happen if class/group rules are not followed	**British Values** **Ash Grove Values** ***Democracy*** ***Respectful*** ***Rule of law*** ***Caring*** ***Individual liberty*** ***Curious*** ***Mutual respect*** ***Co-operative*** ***Tolerance of faiths and beliefs*** *Key questions:* • *What are people's roles and responsibilities within their groups or community?* • *Why is it important to take responsibility in a community?* • *Why is it important that people care for their community?* • *How can someone show that they are contributing to their community in a positive way?*
	L7 To learn that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities	• To identify who is responsible for things at school, at home and in the environment • identify rights and responsibilities they have in the context of school, home and the environment and recognise the skills required to carry out these responsibilities • describe how it feels to be responsible • give suggestions of how they can make a difference to local and world-wide environment issues	• *What are our rights and responsibilities in school and at home?* • *How are we responsible for ensuring that everyone's rights are respected and met?* • *As you become more independent, how can you keep yourself safe?*

Online Safety - Media literacy and digital resilience

Self-image and Identity

H22 To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others

• To recognise there are rules to help keep people safe when online and that these should be followed whenever someone is online and give examples of these
• recognise why it is important not to share personal information online (such as passwords, where they live, private pictures of themselves or others)
• recognise that an image (or text) might be shared to many people, even though it was only sent to one person
• identify who to tell and how to report it if they see something upsetting or something feels unsafe when online

Online Safety Class Charter to be made and signed by whole class (including adults) during autumn term, and regularly referred to throughout the year.

British Values
Democracy
Rule of law
Individual liberty
Mutual respect
Tolerance of faiths and beliefs

Ash Grove Values
Respectful
Caring
Curious
Co-operative

Discussion may include themes such as, parental locks or limits put on screen time, ESafety rules at school, PEGI age restrictions on games and apps etc
See **Education for a Connected World** document, column 1
Pages 7 *Self image and identity*
         17 *Online reputation*
         33 *Health, wellbeing and lifestyle* – Explore and discuss some/all of these issues in the context of making choices for positive physical, emotional and mental health

Teach Computing:
• I can explain what is meant by the term 'identity'.
• I can explain how people can represent themselves in different ways online.
• I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.
• I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.

Why is it important to have a job?

L7 To learn about the role money plays in people's lives, and understand the link between employment and wages.

• To know how jobs help people earn money to pay for things they need and want
• about a range of different jobs, including those done by people they know or people who work in their community
• how people have different strengths and interests that enable them to do different jobs
• how people use the internet and digital devices in their jobs and everyday life

L16 To learn what is meant by enterprise and begin to develop enterprise skills

(work on a school fundraising Enterprise Project with Y6)

• To recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so
• give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events)
• describe or demonstrate some of the skills that are needed to help to raise / make money at these events

British Values
Democracy
Rule of law
Individual liberty
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Ash Grove Values
Respectful
Caring
Curious
Co-operative

• What would you like to achieve in this project/your life?
• What do you need to do to achieve your goals and aspirations?
• How can you demonstrate ways to achieve your goals and aspirations?
• Which characteristics help people achieve their goals and meet their aspirations?
• How can you develop the characteristics you need to achieve your goals and aspirations?

SPRING TERM *Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others*
February: Safer Internet Day

Overarching objective:

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.

- *Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.*

- *PSHE discussions may use the structure* **A** *(Agree with the point made, saying why),* **B** *(Build on the point with further explanation),* **C** *(Challenge the point with a counter-argument).*

- Counter-arguments (rebuttals) will be made respectfully.

First lesson(s) of spring term:

* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.

* Revise the terms *physical health, emotional health, mental health* and what each of these mean.

* Revise the term *protective factors* in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.

* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

    Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs   *Respectful, Caring, Curious and Co-operative*

What is bullying?			
	R4 To recognise different types of relationship, including those between acquaintances, friends, relatives and families	• To identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc) • describe how people in different relationships show they care for and value each other • describe how people can make friends with others • identify what makes a friendship good and how they know **EMOTIONS WALL** to be co-created and displayed during Spring Term 1 and referred to throughout the year.	***British Values*** ***Ash Grove Values*** ***Democracy*** ***Respectful*** ***Rule of law*** ***Caring*** ***Individual liberty*** ***Curious*** ***Mutual respect*** ***Co-operative*** ***Tolerance of faiths and beliefs***
	R2 To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	• To identify elements of a positive, healthy relationship • describe responsibilities needed to maintain a healthy relationship • identify signs that a relationship is unhealthy or unsafe • explain strategies they can use if a relationship feels unsafe • identify ways to get help with resolving difficulties in a relationship	**Key questions:** • What are the signs of a healthy, positive relationship? • How should people treat one another in a relationship to ensure it stays healthy and positive? • How do you know if a relationship is unhealthy, or unsafe? • How can you resolve difficulties in or end a relationship? • Where can you get help if you are worried about a relationship?
	R18 How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)	• To describe what changes when 'joking' or 'playful teasing' becomes hurtful to another • give a definition of 'bullying' • identify how, where and when where hurtful teasing and bullying can happen (including online) • describe how teasing, bullying and aggression can make someone feel • describe some ways of responding if they experience or witness bullying	• What does discrimination mean? • What might people say or do if they are discriminating against someone? *(apply to on- and offline behaviour)* • Who might experience discrimination? Why? • How might people feel when they experience discrimination?

		• explain the importance of telling someone if they know (or think they know) this is happening	• How can you respond to discriminatory language or behaviour? *(apply to behaviour on- and offline)* • What does inclusion mean? • How can communities be inclusive?
	R8 To judge what kind of physical contact is acceptable or unacceptable and how to respond	• To identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us • explain that everyone has a right to have their 'body space' respected and that they should respect others body space • explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like • recognise physical contact that is aggressive or hurtful is not acceptable • explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused	

Online Safety- Media literacy and digital resilience

Online relationships and bullying	**H22** To develop strategies for keeping safe online
	R14 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)
	R18 How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)
	
	• describe choices that have positive consequences on their own and others' health, and those which may have a more negative effect.
	• describe what it means to 'know someone' online or to 'trust someone' online.
	• understand what it means to make positive choices online, including appropriate ways to behave towards other people.
	• identify who to tell and how to report it if they see something upsetting or something feels unsafe when online
		British Values *Ash Grove Values*
		Democracy *Respectful*
		Rule of law *Caring*
		Individual liberty *Curious*
		Mutual respect *Co-operative*
		Tolerance of faiths and beliefs
		Discussion may include themes such as, parental locks or limits put on screen time, online safety rules at school, PEGI age restrictions on games and apps etc
		See *Education for a Connected World* document, column 1
		Pages 12 *Online relationships*
		        22 *Online bullying*
		        33 *Health, wellbeing and lifestyle* – Explore and discuss some/all of these issues in the context of making choices for positive physical, emotional and mental health
		Teach Computing:
		• I can describe ways people who have similar likes and interests can get together online.
		• I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.
		• I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.
		• I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.
		• I can explain how someone's feelings can be hurt by what is said or written online.
		• I can describe appropriate ways to behave towards other people online and why this is important..
		• I can give examples of how bullying behaviour could appear online and how someone can get support.	

How do we recognise our own and others' feelings?	**R1** To be able to recognise and respond appropriately to a wider range of feelings in others	• To give examples of a wider range of feelings (building on learning in years 1 and 2) • identify how people's bodies and faces can show their feelings • describe how different feelings can make people behave • suggest how to respond to others to help them with their feelings • identify when someone might need help with their feelings and who to talk to	*British Values* *Ash Grove Values* *Democracy* *Respectful* *Rule of law* *Caring* *Individual liberty* *Curious* *Mutual respect* *Co-operative* *Tolerance of faiths and beliefs* **Key questions:** • What are your 'early warning signs' when you feel uncomfortable, anxious or stressed? • How do you know if someone is feeling a certain way? • How can you respond to someone's feelings in a way that will help them? • What is empathy? • How can you demonstrate empathy towards others?
	R7 To learn that their actions affect themselves and others	• To describe how one person's actions can affect another person, or a group of people • identify actions that would affect others positively • identify actions that would affect others negatively • describe how a person's actions can affect the person themselves • identify why it is important to 'think before we act' • identify peaceful ways to solve problems that might arise in friendships	• How can your feelings affect the way you behave or respond to a situation? • What are some examples of emotional responses? • What are some healthy/unhealthy ways of coping with emotional responses? • How can different responses make us feel about ourselves?
	R12 To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves	• To give examples of causes of arguments in the classroom, playground or other • describe feelings when disputes and conflicts occur • identify what can help and not help when trying to resolve arguments • demonstrate strategies for solving arguments with peers • give examples of when they have given useful feedback or support to others	• What is constructive feedback? • How is constructive feedback different from criticism? • How does constructive feedback help us improve and develop? • How can you feed back to others in a constructive way to help them improve and develop? How can you use feedback from others to help you improve and develop?

SUMMER TERM *Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing*
May: Mental Health Awareness Week

Overarching objective:

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.

- *Develop the oracy skills of formal debating by making a point, explaining the point and providing evidence to back up the point.*
- *PSHE discussions may use the structure* **A** *(Agree with the point made, saying why),* **B** *(Build on the point with further explanation),* **C** *(Challenge the point with a counter-argument).*
- *Counter-arguments (rebuttals) will be made respectfully.*

First lesson(s) of summer term:

* Revise PSHE – Personal, Social, Health, Economic education – and what each of these mean.

* Revise the terms *physical health, emotional health, mental health* and what each of these mean.

* Revise the term *protective factors* in terms of a 'protective shield' of things in our lives that help us stay safe, happy and healthy.

* Revise the five British Values with a brief explanation of what they are and what they mean; make explicit link to the four school values.

   Democracy, rule of law, individual liberty, mutual respect, tolerance of faiths and beliefs *Respectful, Caring, Curious and Co-operative*

How can we stay physically, mentally and emotionally healthy?	**H1** To understand what positively and negatively affects their physical, mental and emotional health **H2** To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'	• To identify different ways to help maintain good health • recognise what is meant by a 'balanced lifestyle' • describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives • describe choices that have positive consequences on health and those which may have more negative effect • describe what helps people to make a positive choice	***British Values*** ***Ash Grove Values*** ***Democracy*** ***Respectful*** ***Rule of law*** ***Caring*** ***Individual liberty*** ***Curious*** ***Mutual respect*** ***Co-operative*** ***Tolerance of faiths and beliefs*** ***Key questions:*** • *What sorts of choices do you make?* • *What choices have you made this year/this week/today etc?* • *How do you make your choices?* • *What do you need to know to make a choice?* • *How do you know if a choice is a good one?*
	H6 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 **H7** For pupils to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these	• To describe a range of different feelings (good and not so good) • use a scale of intensity to help describe different feelings • describe how different feelings are experienced in their bodies • recognise that people can also have lots of different feelings all at once (such as at times of change) • recognise the importance of sharing their feelings and identify some positive ways of doing this	
	H15 To understand school rules about health and safety, basic emergency aid procedures, where and how to get help	• To identify school rules about health and safety and give reasons for having these rules • describe what could happen if health and safety rules are not followed • explain what an emergency is • explain where and how to get help if they feel a situation is unsafe or in an emergency • To identify people who help them to stay healthy and stay safe	• *How might someone feel if …?* • *How might someone show that they are feeling this way?* • *How can someone manage their emotional responses to a situation so that they feel better able to deal with/approach it?* • *How can someone get help with managing their emotional responses if they need it?*

	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	• give examples of how they are helped to stay healthy and stay safe in a variety of places and situations • give examples of how they help to keep themselves (or others) safe • recognise that they should always report things that mean they or others may not be safe • identify different ways asking for help – including online • identify appropriate people to tell or talk with about their concerns	

Online Safety- **Media literacy and digital resilience**

Health and wellbeing
 	
16 PROTECTION OF PRIVACY
 	
36 PROTECTION FROM EXPLOITATION
	H1 To understand what positively and negatively affects their physical, mental and emotional health
	H2 To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
	
	• To identify different ways to help maintain good health and recognise what is meant by a 'balanced lifestyle'
		British Values *Ash Grove Values*
		Democracy *Respectful*
		Rule of law *Caring*
		Individual liberty *Curious*
		Mutual respect *Co-operative*
		Tolerance of faiths and beliefs
		Discussion may include themes such as, parental locks or limits put on screen time, ESafety rules at school, PEGI age restrictions on games and apps etc
		See *Education for a Connected World* document, column 1
		Pages 7 *Self image and identity*
		        12 *Online relationships*
		        17 *Online reputation*
		        22 *Online bullying*
		        33 *Health, wellbeing and lifestyle* – Explore and discuss some/all of these issues in the context of making choices for positive physical, emotional and mental health
		
		• *I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged*
		• *I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).*	

What strengths, skills and interests do we have?	**H5** For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals	• To recognise their worth by identifying positive things about themselves and what they are proud of • identify aspirations for the end of term/school year • identify personal strengths that will help them achieve their goals • identify what personal actions they can take to improve • describe how learning from mistakes and working with others can help them to achieve their goals	*British Values* *Ash Grove Values* *Democracy* *Respectful* *Rule of law* *Caring* *Individual liberty* *Curious* *Mutual respect* *Co-operative* *Tolerance of faiths and beliefs* *Key questions:* • *What would you like to achieve in this project/your life?* • *What do you need to do to achieve your goals and aspirations?* • *How can you demonstrate ways to achieve your goals and aspirations?*

29 AIMS OF EDUCATION	**R11** To work collaboratively towards shared goals	*Ongoing work this half term around transition/move up day etc and the feelings and behaviours associated with this.* • To describe what a shared goal means in terms of group and class shared goals • give examples of skills needed by individuals to co-operate when working with others in groups • demonstrate essential attributes that are needed to work collaboratively	• *Which characteristics help people achieve their goals and meet their aspirations?* • *How can you develop the characteristics you need to achieve your goals and aspirations?* • *What is collaboration?* • *What are some examples of collaborative skills?* • *How does collaboration help our friendships and relationships?* • *What kinds of goals can be achieved when people collaborate?* • *How can you develop and improve your collaboration skills?*

Protective factors from *Department for Education: Mental Health and Behaviour in schools* 2018

PROTECTIVE FACTORS
INDIVIDUAL FACTORS
* A feeling of control over one's life * A sense of cohesion with others * A positive sense of self * Close relationships with competent adults * Connections to organisations that have positive outcomes for the individual * Tolerance of delayed gratification * A sense of humour * Emotional literacy – the ability to recognise your own emotions and those of others.
FAMILY FACTORS
* Good parenting skills * Trusting relationships * Well-defined family roles and responsibilities * Opportunities to learn to deal with criticism, rejection, boredom and silence
COMMUNITY FACTORS, INCLUDING SCHOOL
* Participation in school, work and community with a sense of belonging * A sense of making a positive contribution to school or the community * A social network of peers * An opportunity to learn to handle challenges and set-backs * Knowing how and where to seek support in times of need

Resilience Framework: adapted from Hart & Blincow 2007 www.boingboing.org.uk   See also pack of related resources linked to five areas.

	BASICS	BELONGING	LEARNING	COPING	CORE SELF
SPECIFIC APPROACHES	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world		Being brave	
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Solving problems	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going			
		The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	Take what you can from relationships where there is some hope		Fostering their interests	
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Calming down & self-soothing	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations			
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Lean on others when necessary	
	Play & leisure	Predict a good experience of someone or something new	Develop life skills	Have a laugh	There are tried and tested treatments for specific problems, use them
	Being free from prejudice & discrimination	Make friends and mix with other children/YPs			
	NOBLE TRUTHS				
	ACCEPTING	CONSERVING	COMMITMENT	ENLISTING	

The Mental Health Continuum Model

HEALTHY	REACTING	INJURED	ILL
• Normal fluctuations in mood	• Nervousness, irritability, sadness	• Anxiety, anger, pervasive sadness, hopelessness	• Excessive anxiety, easily enraged, depressed mood
• Normal sleep patterns	• Trouble sleeping	• Restless or disturbed sleep	• Unable to fall or stay asleep
• Physically well, full of energy	• Tired/low energy, muscle tension, headaches	• Fatigue, aches and pains	• Exhaustion, physical illness
• Consistent performance	• Procrastination	• Decreased performance, presenteeism	• Unable to perform duties, absenteeism
• Socially active	• Decreased social activity	• Social avoidance or withdrawal	• Isolation, avoiding social events