



## Year 3 Ash Grove Academy PSHE Education Curriculum

Whenever relevant, PSHE lessons in Year 3 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

**Overarching objective:**

For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

**Start of autumn term:** Co-build class rules and Rights Respecting Class Charter

**To learn how they can contribute to the life of the classroom and school**

- 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

**Key questions:**

- *Why do you need rules?*
- *How do rules help keep communities safe?*
- *Why is it important to take responsibility in a school community?*
- *Why is it important that people care for their school community?*
- *How can someone show that they are contributing to their school community in a positive way?*

**First PSHE 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***

**Living in the Wider World – Belonging to a community; Money, work and aspirations**

**Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others**

**Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing**



**Autumn 1: Introducing the Zones of Regulation (6 lessons) - supporting resources can be found on SharePoint or in the Zones of Regulation handbook**

**Co-build a Zones of Regulation wall display in the classroom during this unit.**

Lesson 1	<p><i>AIM: Introduce the zones, students expand and develop emotions vocab</i></p> <p>Play some age-appropriate emotions games.</p> <p>Explain the colours/zones and how we might be moving/feeling in each zone.</p> <p>Ask ‘why do you think sorting your feelings into zones will help you?’ and ‘How will it help you to understand each other?’</p> <p>Finish with going through the ‘check-in’ process for the mornings.</p> <p><b>** Make sure ‘check-ins’ happen every day from now on, starting as soon after this lesson as possible. **</b></p>
Lesson 2	<p><i>AIM: Children increase emotions vocab, students increase recognition of facial expressions, deepen zones understanding</i></p> <p>Play an age-appropriate warm-up game.</p> <p>Recap zones.</p> <p>Play some age-appropriate games or role play to help children identify which emotion is being shown and which zone it would be in.</p> <p>Discuss and explore why it is important to read people’s facial expressions and body language to understand what zone they’re in.</p> <p>End with a game – eg Zones Bingo, or guess the emotion/zone</p>
Lesson 3	<p><i>AIM: Learn to identify the zones in others, students gain awareness of how others perceive people in different zones, students learn how the zone they are in can affect people around them, get better at observing and recognising the zones.</i></p> <p>Play a warm-up game.</p> <p>Recap zones.</p> <p>Question: Have you ever considered how the zone you are in can impact other people?</p> <p>Watch a section of a film (eg Monsters Inc, Inside Out, Zootropolis). During the clip, ask questions such as, What thoughts might this character be having? How do the other characters react to this character? Can this character interact with the other characters when they are in the red/yellow zone?</p> <p>Ask, What is an ‘unexpected’ behaviour? How does it change the way we feel or behave?</p> <p>Final questions: Did the characters all get along when they were in different zones? In which zone were the characters most successful? In what zone do you feel you get along best with others?</p>
Lesson 4	<p><i>AIM: Children gain increased awareness of how they feel and act in each zone, children improve their ability to identify the zone they are in.</i></p> <p>Warm up game – Blob Tree</p> <p>Quick scenarios game – which zone would you put this person in?</p> <p>Explain that we are learning how everyone moves through all of the zones every day. Ask ‘Do you think that our bodies give signals that help us know which zone we are in?’ Discuss.</p> <p>Support children to identify what puts them in each zone, how they feel and move in each zone, and how their body shows them which zone they are in.</p> <p>Check out: Why was that helpful today? Why is it helpful to you and others to know what zone you are in? How can that help support you communicate and ask for help when you need it?</p>
Lesson 5	<p><i>AIM: Understand the zone they are in and what strategies they can personally use to manage that; use these strategies to build an individual ‘toolbox’.</i></p> <p>Age-appropriate warm-up game</p>



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	<p>Ask ‘What would you find in a toolbox?’ ‘What do you use each of these tools for?’ listen and discuss.  <i>Looking for the idea that tools help us ‘fix’ things help us to ‘mend’ things helps you ‘solve a problem’. The emphasis on ‘you’.</i></p> <p>Ask ‘why do you need a variety of tools in a box?’  <i>Looking for, each tool does a different job and so you need many so you can solve each different problem.</i></p> <p>Talk about how we will be building a ‘toolkit’ that will be full of emotional tools for the <u>children to use to help themselves</u>. This will help them to regulate their feelings and what zone they are in.</p> <p>Support the children to identify what ‘tools’ they can personally use to support themselves whist in each zone.</p> <p>Finish with explaining this was their own toolkit, but next week we will create a class toolkit to support the whole class dynamic.</p>
Lesson 6	<p><i>AIM: To build a class toolkit, to be confident identifying the zones.</i></p> <p>Age-appropriate warm-up game.</p> <p>Play ‘Tools I-spy’ in pairs.</p> <p>Together co-build a class toolkit for each zone.</p> <p>Once built, re-cap everything we have learnt and demonstrate how they can use the toolkit to support them regulate their emotions in class.</p> <p><b>** Ensure class toolbox of strategies is regularly referred to throughout the school year to encourage and support children to take ownership and responsibility for regulating their emotions. **</b></p>

**Autumn 2: Online Safety (6 lessons) – see Project Evolve units of work on separate document**

**Co-build an Online Safety Code of Conduct during this unit, using ‘Always’ and ‘Never’ statements. All parties to sign. Display in classroom all year for future reference.**

	<i>(Specific focus in November – ANTI BULLYING WEEK)</i>
	Privacy and security
	Online reputation
	Self-image and identity
	Online relationships



### SPRING TERM

**Overarching objective:**

For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class

**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***

***Living in the Wider World – Belonging to a community; Money, work and aspirations***

***Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others***

***Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing***

**Focus in February – CHILDREN’S MENTAL HEALTH WEEK; SAFER INTERNET DAY**

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?



How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media)

- describe what changes when ‘joking’ or ‘playful teasing’ becomes hurtful to another
- give a definition of ‘bullying’, including an understanding of discrimination
- identify how, where and when 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?
- How can you respond to discriminatory language or behaviour? (*apply to behaviour on- and offline*)
- What does inclusion mean?
- How can communities be inclusive?

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

To learn that their actions affect themselves and others

- 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 our own and others’ emotional responses?
- How can different responses make us feel about ourselves?

To develop strategies to solve disputes and conflict through negotiation and appropriate compromise

To give rich and constructive feedback and support to benefit others as well as themselves

- 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?

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

- 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

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

- 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

## SUMMER TERM

### Overarching objective:

For pupils to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class  
To learn what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating, and dental health

### 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.

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**Living in the Wider World – Belonging to a community; Money, work and aspirations**

**Relationships, including online – Families and friendships, Safe relationships, Respecting ourselves and others**

**Health and Wellbeing, including online – Healthy lifestyles & Keeping safe; Growing and changing**

**Focus on threading in transition work throughout summer term 2, and the changes, feelings and behaviours associated with this.**

To understand school rules about health and safety, basic emergency aid procedures, where and how to get help

- 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 is an emergency

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

- identify people who help them to stay healthy and stay safe
- give examples of how they are helped to stay healthy and stay safe in a variety of places and situations, including near roads, railways and water
- 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 of asking for help – including online
- identify appropriate people to tell or talk with about their concerns

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

- 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



**Key questions:**

- *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?*

To understand what positively and negatively affects their physical, mental and emotional health

- identify different ways to help maintain good health
- recognise what is meant by a 'balanced lifestyle'

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'

- 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

**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?*

For pupils to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals

- 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



*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?*
- *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?*

To work collaboratively towards shared goals

- 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

*Key questions*

- *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*

PROTECTIVE FACTORS	
<b>INDIVIDUAL FACTORS</b>	
<ul style="list-style-type: none"> <li>* A feeling of control over one's life</li> <li>* A sense of cohesion with others</li> <li>* A positive sense of self</li> <li>* Close relationships with competent adults</li> <li>* Connections to organisations that have positive outcomes for the individual</li> <li>* Tolerance of delayed gratification</li> <li>* A sense of humour</li> <li>* Emotional literacy – the ability to recognise your own emotions and those of others.</li> </ul>	
<b>FAMILY FACTORS</b>	
<ul style="list-style-type: none"> <li>* Good parenting skills</li> <li>* Trusting relationships</li> <li>* Well-defined family roles and responsibilities</li> <li>* Opportunities to learn to deal with criticism, rejection, boredom and silence</li> </ul>	
<b>COMMUNITY FACTORS, INCLUDING SCHOOL</b>	
<ul style="list-style-type: none"> <li>* Participation in school, work and community with a sense of belonging</li> <li>* A sense of making a positive contribution to school or the community</li> <li>* A social network of peers</li> <li>* An opportunity to learn to handle challenges and set-backs</li> <li>* Knowing how and where to seek support in times of need</li> </ul>	

Resilience Framework: adapted from Hart & Blincow 2007.

	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
	Enough money to live	Help child/YP understand their place in the world		Engage mentors for children/YP	
		Tap into good influences	Solving problems		Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going	Map out career or life plan		
	Access & transport	The more healthy relationships the better		Help the child/YP to organise her/himself	Fostering their interests
		Take what you can from relationships where there is some hope	Calming down & self-soothing		
	Healthy diet	Get together people the child/YP can count on	Highlight achievements	Remember tomorrow is another day	Help the child/YP take responsibility for her/himself
	Exercise and fresh air	Responsibilities & obligations		Develop life skills	
		Enough sleep	Focus on good times and places		Have a laugh
	Play & leisure	Make sense of where child/YP has come from	There are tried and tested treatments for specific problems, use them		
Being free from prejudice & discrimination	Predict a good experience of someone or something new				
	Make friends and mix with other children/YPs				
<b>NOBLE TRUTHS</b>					
ACCEPTING		CONSERVING		ENLISTING	

### The Mental Health Continuum Model

