

This document gives an overview of the learning covered in Year 3 PSHE sessions

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SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
Me and My Relationships	
As a rule	<ul style="list-style-type: none"> ● Explain why we have rules; ● Explore why rules are different for different age groups, in particular for internet-based activities; ● Suggest appropriate rules for a range of settings; ● Consider the possible consequences of breaking the rules.
Looking after our special people	<ul style="list-style-type: none"> ● Identify people who they have a special relationship with; ● Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	<ul style="list-style-type: none"> ● Rehearse and demonstrate simple strategies for resolving given conflict situations.
Tangram team challenge (OPTIONAL)	<ul style="list-style-type: none"> ● Define and demonstrate cooperation and collaboration; ● Identify the different skills that people can bring to a group task; ● Demonstrate how working together in a collaborative manner can help everyone to achieve success.
Friends are special	<ul style="list-style-type: none"> ● Identify qualities of friendship; ● Suggest reasons why friends sometimes fall out; ● Rehearse and use, now or in the future, skills for making up again.
'Thanks'	<ul style="list-style-type: none"> ● Express opinions and listen to those of others; ● Consider others' points of view;

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	<ul style="list-style-type: none"> ● Practice explaining the thinking behind their ideas and opinions.
Dan's dare	<ul style="list-style-type: none"> ● Explain what a dare is; ● Understand that no-one has the right to force them to do a dare; ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
My special pet (OPTIONAL)	<ul style="list-style-type: none"> ● Explain some of the feelings someone might have when they lose something important to them; ● Understand that these feelings are normal and a way of dealing with the situation.
Valuing Difference	
Respect and challenge	<ul style="list-style-type: none"> ● Reflect on listening skills; ● Give examples of respectful language; ● Give examples of how to challenge another's viewpoint, respectfully.
Family and friends	<ul style="list-style-type: none"> ● Recognise that there are many different types of family; ● Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
My community	<ul style="list-style-type: none"> ● Define the term 'community'; ● Identify the different communities that they belong to; ● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Our friends and neighbours	<ul style="list-style-type: none"> ● Explain that people living in the UK have different origins; ● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; ● Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Let's celebrate our differences	<ul style="list-style-type: none"> ● Recognise the factors that make people similar to and different from each other; ● Recognise that repeated name calling is a form of bullying; ● Suggest strategies for dealing with name calling (including talking to a trusted adult).
Zeb	<ul style="list-style-type: none"> ● Understand and explain some of the reasons why different people are bullied; ● Explore why people have prejudiced views and understand what this is.

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Keeping safe	
Safe or unsafe?	<ul style="list-style-type: none"> ● Identify situations which are safe or unsafe; ● Identify people who can help if a situation is unsafe; ● Suggest strategies for keeping safe.
Danger or risk?	<ul style="list-style-type: none"> ● Define the words danger and risk and explain the difference between the two; ● Demonstrate strategies for dealing with a risky situation.
The Risk Robot	<ul style="list-style-type: none"> ● Identify risk factors in given situations; ● Suggest ways of reducing or managing those risks.
Super Searcher	<ul style="list-style-type: none"> ● Evaluate the validity of statements relating to online safety; ● Recognise potential risks associated with browsing online; ● Give examples of strategies for safe browsing online.
Help or harm?	<ul style="list-style-type: none"> ● Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> ● Identify some key risks from and effects of cigarettes and alcohol; ● Know that most people choose not to smoke cigarettes; (Social Norms message) ● Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Raisin Challenge (1) (OPTIONAL)	<ul style="list-style-type: none"> ● Demonstrate strategies for assessing risks; ● Understand and explain decision-making skills; ● Understand where to get help from when making decisions.
Rights and Respect	
Helping each other to stay safe	<ul style="list-style-type: none"> ● Identify key people who are responsible for them to stay safe and healthy; ● Suggest ways they can help these people.
Recount task	<ul style="list-style-type: none"> ● Understand the difference between 'fact' and 'opinion'; ● Understand how an event can be perceived from different viewpoints; ● Plan, draft and publish a recount using the appropriate language.
Our helpful volunteers	<ul style="list-style-type: none"> ● Define what a volunteer is; ● Identify people who are volunteers in the school community;

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	<ul style="list-style-type: none"> Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Can Harold afford it?	<ul style="list-style-type: none"> Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for them; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.); Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Earning money	<ul style="list-style-type: none"> Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
Harold's environment project	<ul style="list-style-type: none"> Define what is meant by the environment; Evaluate and explain different methods of looking after the school environment; Devise methods of promoting their priority method.
Let's have a tidy up (OPTIONAL)	
Being My Best	
Derek cooks dinner!	<ul style="list-style-type: none"> Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; Explain what is meant by the term 'balanced diet'; Give examples what foods might make up a healthy balanced meal.
Poorly Harold	<ul style="list-style-type: none"> Explain how some infectious illnesses are spread from one person to another; Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; Suggest medical and non-medical ways of treating an illness.
Body team work	<ul style="list-style-type: none"> Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); Describe how food, water and air get into the body and blood.

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For or against?	<ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.
I am fantastic!	<ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Top talents	<ul style="list-style-type: none"> • Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Getting on with your nerves! (OPTIONAL)	<ul style="list-style-type: none"> • Demonstrate how working together in a collaborative manner can help everyone to achieve success; • Understand and explain how the brain sends and receives messages through the nerves.
Growing and Changing	
Relationship Tree	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
Body space	<ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Secret or surprise	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

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My changing body	<ul style="list-style-type: none">● Recognise that babies come from the joining of an egg and sperm;● Explain what happens when an egg doesn't meet a sperm;● Understand that for girls, periods are a normal part of puberty.
Basic first aid	<ul style="list-style-type: none">● See link to external resources for further information

