

Medium Term Plan: 2021-22

Year 3:

Theme	Topic	In this unit of work, students learn...	Key Questions:
Autumn- Relationships	<p>Families and friendships What makes a family; features of family Life</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: R1. To recognise that there are different types of relationships (e.g. friendships, family, relationships, romantic relationships, online relationships) R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>	<ul style="list-style-type: none"> to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents that being part of a family provides support, stability and love about the positive aspects of being part of a family, such as spending time together and caring for each other about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty to identify if/when something in a family might make someone upset or worried what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>How do people show they value and care for each other?</p> <p>How do we feel when we fall out with our special people?</p> <p>What strategies can we use to solve problems in our relationships?</p>

<p>Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p>Suggested number of sessions: 1-5</p> <p>PoS Refs: R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>Why are there online safety rules? Who or what helps keep us safe online? If a person tried to make you do something you feel is unsafe, what could you do? Who can we ask for help? What do people need or want to keep private? When do people tend to prefer privacy, or to keep something to themselves? How can people explain to others that something is private?</p> <p>How do we recognise bullying? How might the words we use make someone feel bullied? How could being bullied affect someone and the people around them? What could we do if we think bullying is happening, even if we are not sure?</p>
<p>Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<p>How can we show that we value and respect people? How do we listen respectfully? What can we do if someone says something we don't agree with?</p>

	<p>R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/ or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring- Living in the wider world</p>	<p>Belonging to a community The value of rules and laws; rights, freedoms and responsibilities</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: L1. To recognise reasons for rules and laws; consequences of not adhering to rules and laws L2. To recognise there are human rights, that are there to protect everyone L3. About the relationship between rights and responsibilities</p>	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>Why do we have rules (in school/ at home/ elsewhere)? Why are there laws? What could happen if people don't follow the rules/ laws? What rules are important for us in different places (e.g. in class, on the football pitch, on the roads)?</p> <p>What is a basic human right? Why are human rights important? Why do children have special human rights?</p> <p>How, at home or school, are we increasingly responsible for ourselves? How do we feel about our responsibilities? How should people behave about their rights and responsibilities?</p>
	<p>Media literacy and Digital resilience How the internet is used; assessing information online</p> <p>Suggested number of sessions: 1-2</p>	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens 	<p>Are all photographs true to life? Are all adverts true to life? What do different images make people think or feel? How do we find out information?</p>

	<p>PoS Refs: L11. Recognise ways in which the internet and social media can be used both positively and negatively L12. How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<ul style="list-style-type: none"> • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	<p>Is it always 'true', 'correct', 'accurate'?</p> <p><i>Safer Internet day 2021- Tuesday 9th February</i></p>
	<p>Money and Work Different jobs and skills; job stereotypes; setting personal goals</p> <p>Suggested number of sessions: 1-2</p> <p>PoS Refs: L25. To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. That there is a broad range of different jobs/ careers that people can have; that people often have more than one career/ type of job during their life L27. About stereotypes in the workplace and that a person's career aspirations should not be limited by them L30. About some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>What do people say that girls/ boys like/ don't like to do? Are all girls/ boys like that? Is it true only boys do some things and girls do others? What jobs would we like to do when we are older? Why do we need to challenge stereotypes?</p> <p>What have we achieved that we are most proud of? How do we celebrate achievements? How does it feel to try something new? How does it feel to do something difficult? How does it feel to make a mistake? What would we like to achieve by the end of this school year?</p>
<p>Summer- Health & Well-</p>	<p>Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) 	<p>What does a balanced diet look like? What do we know about healthy eating and how it can help keep our bodies healthy?</p>

<p>Suggested number of sessions: 1-4</p> <p>PoS Refs:</p> <p>H1. How to make informed decisions about health</p> <p>H2. About the elements of a balanced, healthy lifestyle</p> <p>H3. About choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay</p> <p>H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H17. To recognise that feelings can change over time and range in intensity</p> <p>H18. About everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways</p>	<ul style="list-style-type: none"> • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful 	<p>Who makes the choices for us about what we eat and drink?</p> <p>What choices are we able to make for ourselves?</p> <p>Are these always the right choices?</p> <p>What helps us to choose?</p> <p>How many ways can we describe different feelings?</p> <p>How can we describe feeling not so good, feeling very good, feeling somewhere in between?</p> <p>How do different feelings feel in our bodies?</p> <p>Can we feel different emotions all at once?</p> <p>How can we acknowledge our feelings?</p> <p>What can we do to feel better when we have not so good feelings?</p> <p>Can habits be good or not so good for us?</p> <p>How can habits make us feel?</p> <p>Can habits be stopped?</p>
<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<ul style="list-style-type: none"> • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity 	

<p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H27. To recognise their individuality and personal qualities H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth H29. About how to manage setbacks/ perceived failures, including how to reframe unhelpful thinking</p>	<ul style="list-style-type: none"> • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
<p>Keeping safe Risks and hazards; safety in the local environment and unfamiliar places</p> <p>Suggested number of sessions: 1-4</p> <p>PoS Refs: H38. How to predict, assess and manage risk in different situations H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, road, water) and firework safety; safe use of digital devices when out and about</p>	<ul style="list-style-type: none"> • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	<p>How do we keep safe? What does unsafe or uncertain feel like? Who is responsible for us at school? Why are there rules at school and why do we need to adhere to them? What are our responsibilities for keeping safe at school? What should we do if we feel unsafe or uncertain at school? What is an emergency? Where do we get help from?</p> <p>What do people do to keep safe- near roads, railways, water, where there is fire/ fireworks? Who or what helps keep us safe in different places?</p>