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| PSHE | Year 3 | Theme: Drugs, alcohol and tobacco education – tobacco is a drug |
| What will I know by the end of this topic? | Vocabulary | |
| <ul style="list-style-type: none"> • What we mean by a “drug”. • When a drug can be harmful to us. • That tobacco is a type of drug. • The effects that smoking has on our bodies. • That we can be affected if we are near somebody when they smoke – (second-hand smoking). • We have laws about smoking to help us stay healthy. • Some things that people can do to help them stop smoking. • That it can be hard to stop smoking once a person has started. | <ul style="list-style-type: none"> • Drug – a medicine or other substance that has an effect on our bodies • Harmful – when something is dangerous for our bodies • Risk – when something involves danger • Cigarette – a rolled paper with tobacco inside it which people smoke • Tobacco – dried leaves which contain the drug nicotine (they are then smoked) • Smoking – breathing in and breathing out tobacco • Second-hand smoking – when we have the negative effects of smoking caused by someone smoking near to us | |
| Reflective questions | | |
| <p>What might make someone want to start smoking? Why can it be hard to stop smoking? Are all drugs bad for us?</p> | | |



| PSHE | Year 3 | Theme: Keeping safe, managing behaviour and risk – bullying, see it, say it, stop it |
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| <p>What will I know by the end of this topic?</p> | <p>Vocabulary</p> | |
| <ul style="list-style-type: none"> • To say what bullying means. • To identify the difference between falling out and bullying. • How bullying can make people feel. • To name different types of bullying. • To identify the different ways that bullying can happen. • What to do if you, or someone else, is being bullied. • Understand the role which bystanders play in stopping bullying. • Know who to report concerns about bullying to. | <ul style="list-style-type: none"> • Bullying – to hurt someone (physically or emotionally) on purpose. • Bystander – someone who stands by and watches something happen. • Cyber bullying – bullying that takes place online. • Racism – bullying that focusses on a persons race or skin colour. • Sexism – bullying that focuses on whether someone is a male or female. • Disablism – bullying that focuses on someone’s disability. • Ageism – bullying that focusses on someone’s age. | |
| <p style="text-align: center;">Reflective questions</p> | | |
| <p>How do you think it would feel to be bullied? Why do you think people might bully others? Does being bullied make you a bad person?</p> | | |



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| <p>PSHE</p> | <p>Year 3</p> | <p>Theme: Mental health and wellbeing, strengths and challenges</p> |
| <p>What will I know by the end of this topic?</p> | <p>Vocabulary</p> | |
| <ul style="list-style-type: none"> • How it feels to be challenged. • How to plan towards achieving a goal. • How to celebrate the successes, strengths, skills and attributes of yourself and of others. • The difference between a “put-up” and a “put-down.” • To recognise what is special about yourself. • How it feels to have a set back in your life. • How to deal with setbacks and move on from them. • To recognise that everyone will have setbacks at some point in their lives. • That we can't control the set back but that we can control how we respond to them. | <ul style="list-style-type: none"> • Challenge – a task or situation that tests your abilities. • Set-back – when things don't go to plan and you stop making progress towards your goal. • Put-up – to help someone feel better about themselves and help them towards their goals. • Put-down – to make someone feel bad about themselves and put them off achieving their goals. • Attribute – a quality that someone has. | |
| <p style="text-align: center;">Reflective questions</p> | | |
| <p>Think about a time when you overcame a challenge and were successful. How did it make you feel? Think about a time when you found something very challenging. How did it make you feel? What did you do to make sure that you carried on trying?</p> | | |



St Austin's R.C. Primary School – PSHE



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| PSHE | Year 3 | Theme: Identity, society and democracy – celebrating difference. |
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| What will I know by the end of this topic? | Vocabulary |
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| <ul style="list-style-type: none"> • That similarities and differences between people can come from lots of different places including family, culture, age, gender, beliefs, personal interests. • That we have shared interests and experiences with others around us as well as within our world. • That people in your class might be similar or different to you but that you can still play and work together. • What it means to be a part of a community. • To recognise some groups or communities that you belong to. | <ul style="list-style-type: none"> • Similarity – something that is the same as. • Difference – something that is different from. • Culture – the ideas and beliefs that certain people have which changes the way they behave • Community – a group of people who live or work together towards a common goal. |
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Reflective questions

Can you think of any benefits of being part of a community?
 Are you part of any communities? (Think about clubs too)
 Are there any differences within your own family that you appreciate?



St Austin's R.C. Primary School – PSHE



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| PSHE | Year 3 | Theme: Careers, financial capability and economic wellbeing – saving, spending and budgeting. |
| What will I know by the end of this topic? | Vocabulary | |
| <ul style="list-style-type: none"> • To understand that manufactures and shops use special tricks to make us spend our money. • How it feels to be pressurised to spend your money. • To make a decision about whether something is “value for money”. | <ul style="list-style-type: none"> • Value for money – if something is worth the cost that needs to be paid to buy it. • Manufacturer – a person or company that makes things to sell. • Advertising – a way to make people know about a product and persuade them to buy it. • Persuade – to make someone believe something. • Luxury – something that would be nice to have but is not needed. • Essential – something that is needed to live a healthy and happy life. | |
| Reflective questions | | |
| <p>Can you think of any luxury items that you or your family members have bought recently?</p> <p>Have you ever wanted something and changed your mind because it was too expensive or not value for money?</p> | | |



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| PSHE | Year 3 | Theme: Physical health and wellbeing – what helps me choose? |
| What will I know by the end of this topic? | Vocabulary | |
| <ul style="list-style-type: none"> • To use the Eatwell guide to make informed choice about what you eat or drink. • To understand what influences the choices you make about food and drink. • To be able to explain why people are attracted to different brands. • To identify a range of activities which help the body. | <ul style="list-style-type: none"> • Eatwell guide – a guide set out by the NHS which helps us to eat a balanced, healthy diet. • Healthy choice – a choice which is good for our bodies. • Unhealthy choice – a choice which is bad for our bodies. | |
| Reflective questions | | |
| <p>Is there such a thing as being on a diet? How do you feel after you have eaten something which could be considered unhealthy? How do you feel when you have eaten something which could be considered healthy? How does your mind feel after you have completed a physical activity? How does your body feel after you have completed a physical activity?</p> | | |