

Year Group	Subject	Half-term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	PSHE	Unit of learning	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
		<i>Unit content</i>	What do I know about myself and my friends? What would my nightmare school be like? What would my dream school be like? What are our class rules? What are my rights and responsibilities?	How are the members in my family important to me? What happens when they don't get on? What behaviour have I seen that I didn't like? What happened? How did it make me feel? How can words hurt people?	What are my ambitions? How can I stay focused on these and not give up when things get tough? How do I cope with new challenges?	What are my major organs? Why are they important? How can I look after them? What do I know about drugs? What are my safe places and people? How do I stay safe at home?	What do I expect from my family members? Is it the same for the men and women in my family? What makes a good friend? What makes a good global citizen?	How do babies grow, what do they need? Who can have babies? Who can look after babies? What stereotypes are there around family roles? What am I looking forward to in Year 4?
		<i>Knowledge</i>		Know that everybody's family is different and important to them Know that differences and conflicts sometimes happen among family members Know what it means to be a witness to bullying Know that witnesses can make the situation better or worse by what they do Know that some words are used in hurtful ways Know about a time when my words affected someone's feelings and what the consequences were	Know my dreams and ambitions Know my challenges and working out the best ways for me to achieve them Know obstacles which might hinder my achievement and know how to overcome them Know how to evaluate my own learning process and how it can be better next time	Know important organs such as heart, lungs Know how exercise affects my body and know why heart and lungs are important Know about good and bad drugs Know things, people and places that I need to be safe from Know strategies for keeping myself safe including who to go for help Know how complex my body is and how important it is to take care of it	Know the roles and responsibilities of each member of my family Know some of the skills of friendship Know and can use some strategies for keeping myself safe Know my needs and rights Know how some of the actions and work of people around the world help and influence my life Know how to express my appreciation to my friends and family	Know how babies grow and develop Know what baby needs to live and grow Know that boys and girls' bodies need to change so that when they grow up their bodies can make babies Know and recognise stereotypical ideas I might have about parenting and family role Know what I am looking forward to when I am in Year 4
		<i>Vocabulary</i>	welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, dream, fairness, choices, challenge, group dynamics, team work, belong,	family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, difference, similarity	perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, team work, enterprise, cooperation, strengths, motivated, enthusiastic, excited, efficient, responsible, frustration, strengths, success, self-review, celebrate, evaluate	oxygen, heartbeat, lungs, heart, fitness, challenge, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, safe, harmful, medicines, substances, complex, appreciate, body	men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, safe, unsafe, dangers, dangerous, hazards, risks, safety, rules, worried, concerned, scared, anxious, relieved, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, United Nations, equality, justice, happiness, celebrating, relationships, friendship, family, thank you, appreciation	changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive, love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum / ova, vagina, stereotypes, roles, challenge, looking forward, excited, nervous, anxious, happy

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		<i>Progression standards</i>	Learn why and how rules and laws that protect themselves and others are made and enforced Understand that everyone has human rights Know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment Appreciate the range of national, regional, religious and ethnic identities in the UK	Appreciate the range of national, regional, religious and ethnic identities in the UK Research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Think about the lives of people living in other places, and people with different values and customs	Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals	Recognise opportunities to make their own choices about food / a balanced diet Understand that bacteria and viruses can affect health and following simple routines can reduce their spread Understand school rules about health and safety, basic emergency aid procedures and where and how to get help Learn about taking care of their body and the right to protect their body from inappropriate and unwanted contact Develop strategies for keeping physically and emotionally safe - including online safety Differentiate between the terms 'risk', 'danger' and 'hazard' Recognise when and how to ask for help and use basic techniques for resisting pressure	Recognise and respond appropriately to a wider range of feelings in others Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view Appreciate the range of national, regional, religious and ethnic identities in the UK Research, discuss and debate topical issues, problems and events concerning the environment and offer their recommendations Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing Think about the lives of people living in other places, and people with different values and customs Learn why and how rules and laws that protect themselves and others are made and enforced Understand that everyone has human rights Know that universal human rights are there to protect everyone and have primacy over both national law and family and community practices	Learn about change including transitions, loss, separation, divorce and bereavement Learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours Listen and respond respectfully to a wide range of people, feel confident to raise their own concerns, recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view