


# ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

<b>SUBJECT: PSHE</b> 	<b>YEAR 3</b>	<b>SPRING TERM</b> <b>UNIT 3:</b> 3a LWW – Respecting difference 3b E/PHW – Internet safety	<b>UNIT 4:</b> 4a EHW – Goals 4b R – Getting along
<b>Knowledge Focus</b>	<b>Core Theme 1: Health and Wellbeing</b> (Emotional Health & Wellbeing Physical Health & Wellbeing)	<b>Core Theme 2: Relationships</b>	<b>Core Theme 3: Living in the Wider World</b>
<u>PSHE Education Primary Toolkit 2020</u>  Relationships R1 – H34  Health and Wellbeing H1 – H50  <i>Living in the Wider World L1 – H32</i>	<p>Self-improvement (including through constructive self-reflection, seeking and utilising constructive feedback and goal-setting)</p> <p>Developing and maintaining a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect)</p> <p>Enterprise skills and attributes (e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks).</p>	<p>Self-regulation (including promotion of positive, growth mindset and managing strong emotions and impulses).</p> <p>Empathy and compassion (including impact on decision-making and behaviour)</p> <p>Managing feelings.</p> <p>How we should we treat others people?</p> <p>How does our behaviour and choices impact on others?</p>	<p>Empathy and compassion (including impact on decision-making and behaviour).</p> <p>Build and maintain healthy relationships of all kinds.</p> <p>Self-regulation (including promotion of a positive, growth mindset and managing strong emotions and impulses).</p> <p>Identification, assessment (including prediction) and management of positive and negative risk to self and others.</p> <p>Respect for others' right to their own beliefs, values and opinions, Making decisions.</p> <p>Identifying unhelpful 'thinking traps' (e.g. generalisation and stereotyping)</p> <p>Valuing and respecting diversity</p> <p>Identify links between values and beliefs, decisions and actions</p>
<b>Year 3 Spring 1</b>	<p><b>Internet Safety</b></p> <p><i>Pupils should know</i></p> <ul style="list-style-type: none"> <li>• <i>that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</i></li> <li>• <i>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</i></li> <li>• <i>How information and data is shared and used online.</i></li> </ul>		<p><b>Respecting Difference</b></p> <ul style="list-style-type: none"> <li>• To give a definition what 'community' means and give examples of different communities I belong to.</li> <li>• To know that many people living in the UK come from different origins.</li> <li>• To know some of the different religious and ethnic identities of people living in the UK.</li> <li>• To compare examples of their own family/community customs or traditions to those of people in other places and say how they are similar or different (i.e. traditions that relate to birth, growing up and food).</li> <li>• To identify how we show respect for the views and beliefs of others.</li> </ul>

## ALDER COPPICE PRIMARY SCHOOL UNIT INFORMATION

<b>Year 3</b> <b>Spring 2</b>	<b>Goals</b> <ul style="list-style-type: none"><li>• To know what they are good at</li><li>• To explain what they are learning / getting better at</li><li>• To know what they need help with</li><li>• To set simple targets</li><li>• To know ways of celebrating achievements and how this feels</li></ul>	<b>Getting Along</b> <ul style="list-style-type: none"><li>• To know how to get along with other people.</li><li>• To know that a difference of opinion doesn't have to lead to disagreement.</li><li>• To know how to resolve a difference of opinion in a positive way.</li></ul>	
----------------------------------	---	---	--