

Year 3 PSHE Termly Overview - Summer

Theme: Health and Wellbeing

Sub-themes: Physical Health and Mental wellbeing
Growing and Changing
Keeping Safe

Core Substantive Knowledge

Key Vocabulary

Key Questions

Physical Health and Mental wellbeing

Children will learn:

- 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)
- 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

carbohydrates, calories, ultra-processed, sugar, sweeteners, vitamins, active, aerobic, habits, inactive, mental, mobility, feeling, emotion, health, body, mind, good, not so good, mind, express,, intense

- What is a healthy diet?
- What are the benefits of physical activity?
- How can feelings change?
- How do I express my feelings?

Growing and Changing

Children will learn:

- 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

Attributes, characteristics, identity, influence, tools, build, self-esteem, resilience,

- What makes me an individual?
- Why is it positive to build positive self-esteem?

<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 	reframe, setback, personal qualities, interests, self-worth	<ul style="list-style-type: none"> • How can I bounce back from a difficult situation? • What is personal identity?
<p>Keeping Safe Children will learn:</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 	Risk, consequence, hazard, peer influence, reservoir, waterways, lock, quayside, hazard, peer influence, sparklers, fireworks, bonfires, age restrictions, road safety, pelican crossing, zebra crossing, hazard, risk, peer influence, electrified, peer pressure	<ul style="list-style-type: none"> • How do I manage risk at home? • How do I identify hazards near water? • How do I keep myself safe near fireworks? • How can I be responsible near roads? • What are the risks near a railway?