



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan  
We live with love and compassion, seeking help in times of need

**Curriculum Map: Personal, Social and Health Education Year 3**

	<b>Autumn 1 Being me in my world</b>	<b>Autumn 2 Celebrating Difference</b>	<b>Spring 1 Dreams and Goals</b>	<b>Spring 2 Healthy Me</b>	<b>Summer 1 Relationships</b>	<b>Summer 2 Changing Me</b>
<b>Content</b> Declarative Knowledge 'I know'	<p>Understand that they are important • Know what a personal goal is • Understanding what a challenge is • Know why rules are needed and how these relate to choices and consequences • Know that actions can affect others' feelings • Know that others may hold different views • Know that the school has a shared set of values</p> <ul style="list-style-type: none"> <li>• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in</li> </ul>	<ul style="list-style-type: none"> <li>• Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences</li> </ul>	<ul style="list-style-type: none"> <li>• Know about specific people who have overcome difficult challenges to achieve success • Know what dreams and ambitions are important to them • Know how they can best overcome learning challenges • Know that they are responsible for their own learning • Know what their own strengths are as a learner • Know what an obstacle is and how they can hinder achievement • Know how to take steps to overcome obstacles • Know how to evaluate their own learning progress and</li> </ul>	<ul style="list-style-type: none"> <li>• Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of</li> </ul>	<p>Know that different family members carry out different roles or have different responsibilities within the family • Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc • Know some of the skills of friendship, e.g. taking turns, being a good listener • Know some strategies for keeping themselves safe online • Know how some of the actions and work of people around the world help and influence my life • Know that they and all children</p>	<p>Know that in animals and humans lots of changes happen between conception and growing up • Know that in nature it is usually the female that carries the baby • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child</p>

	<p>themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively</p>		<p>identify how it can be better next time</p>		<p>have rights (UNCRC) • Know the lives of children around the world can be different from their own</p>	
<p><b>Skills</b> Procedural Knowledge 'I know how to'</p>	<ul style="list-style-type: none"> <li>• Recognise self-worth • Identify personal strengths • Be able to set a personal goal • Recognise feelings of happiness, sadness, worry and fear in themselves and others • Make other people feel valued • Develop compassion and empathy for others • Be able to work collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise other people's achievements in overcoming difficulties • Imagine how it will feel when they achieve their dream / ambition • Can break down a goal into small steps • Recognise how other people can help them to achieve their goals • Can manage feelings of frustration linked to facing obstacles • Can share their success with others • Can store feelings of success (in their internal treasure chest) to be used at another time</li> </ul>	<ul style="list-style-type: none"> <li>• Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do</li> </ul>	<ul style="list-style-type: none"> <li>• Can identify the responsibilities they have within their family • Can use Solve-it-together in a conflict scenario and find a win-win outcome • Know how to access help if they are concerned about anything on social media or the internet • Can empathise with people from other countries who may not have a fair job/less fortunate • Understand that they are connected to the global community in many different ways • Can identify similarities in children's rights around the world • Can identify their own wants and needs and how these may be similar or</li> </ul>	<ul style="list-style-type: none"> <li>• Can express how they feel about babies • Can describe the emotions that a new baby can bring to a family • Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry • Can identify changes they are looking forward to in the next year • Can suggest ways to help them manage feelings during changes they are more anxious about</li> </ul>

					different from other children in school and the global community	
<b>Vocabulary</b>	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Nutrients, Survive, Love, Affection, Care, Control, Male, Female, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy.
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What would your 'nightmare school' look, sound and feel like?</li> <li>• What would</li> </ul>	<ul style="list-style-type: none"> <li>• What is the 'Solve it together' technique?</li> <li>How can it help solve a disagreement</li> </ul>	Can you tell me about someone who overcame an obstacle to achieve	<ul style="list-style-type: none"> <li>• How does exercise affect your body?</li> <li>• What do your heart and lungs do?</li> <li>• What</li> </ul>	<ul style="list-style-type: none"> <li>• What jobs do I / mummy / daddy do around the house?</li> <li>• What makes a good</li> </ul>	<ul style="list-style-type: none"> <li>• Can you tell me about some of the changes that happen to a puppy / kitten /</li> </ul>

	<p>your 'dream school' look, sound and feel like? • What are emotions? Can you name some different ones? • Can you give some examples of positive (helpful) choices that could lead to a reward? • Why is making someone feel welcome an important skill?</p>	<p>between two people? • What is a bystander in a bullying situation? (A bystander is a witness not directly involved). • How could a bystander make a bullying situation worse or better? • What types of bullying do you know about? • Where can someone get help if they were being bullied or witnessed bullying? • How does it fee</p>	<p>their goal. • What ambition is important to you? • What can you do if something is difficult? • How does it feel to be stuck? • How can I help you to achieve your goal? • What might it feel like when you achieve your goal? • Describe how it felt when you achieved your goal? • How can you use this feeling the next time you are stuck?</p>	<p>drugs do you know about? How do you feel about drugs? • Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? • Can you tell me about a time when you felt unsafe? • Can we talk about how we keep each other safe in our family?</p>	<p>friend? • Can you tell me about a time when you were really good at sharing / taking turns / listening? • How can you stay safe online? What should our rules be? • What would you do if you saw or heard something online that made you feel worried? • What rights do children have? • How could we use the Solve-it-together technique at home?</p>	<p>baby as they grow up? • Can we talk about some of the changes that are going to happen to you as you grow up? How do you feel about these changes? • Do you have any questions about the changes that are going to happen to you as you grow up?</p>
<b>Assessment</b>	<p>I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g. Solve It Together or asking for help.</p>	<p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. I can express how being anxious/ scared and unwell feels.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>

<b>Cross Curricular Links/Character Education</b>	Our Scheme of Work Jigsaw combines PSHE, emotional literacy, mindfulness, social skills and spiritual development. SMSC opportunities have been mapped across all lessons as shown <a href="#">here</a> . The British values have also been mapped across lessons and can be found <a href="#">here</a> .
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