

## Year 3 Medium Term Overview

Term	Topic	In this unit of work, children should learn:
<b>Autumn – Relationships</b>	<b>Families and friendships</b> What makes a family; features of family life <i>PoS Refs: R1, R6, R7, R8, R9</i>	<ul style="list-style-type: none"> <li>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</li> <li>that being part of a family provides support, stability and love</li> <li>about the positive aspects of being part of a family, such as spending time together and caring for each other</li> <li>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</li> <li>to identify if/when something in a family might make someone upset or <b>worried</b></li> <li>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</li> </ul>
	<b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour <i>PoS Refs: R19, R22, R24, R30</i>	<ul style="list-style-type: none"> <li>What is appropriate to share with friends, classmates, family and wider social groups including online</li> <li>about what privacy and personal boundaries are, including online</li> <li>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</li> <li><b>that bullying and hurtful behaviour is unacceptable in any situation</b></li> <li><b>about the effects and consequences of bullying for the people involved</b></li> <li><b>about bullying online, and the similarities and differences to face-to-face bullying</b></li> <li><b>what to do and whom to tell if they see or experience bullying or hurtful behaviour</b></li> </ul>
	<b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite <i>PoS Refs: R30, R31</i>	<ul style="list-style-type: none"> <li>to recognise respectful behaviours e.g. helping or including others, being responsible</li> <li>how to model respectful behaviour in different situations e.g. at home, at school, online</li> <li>the importance of self-respect and their right to be treated respectfully by others</li> <li>what it means to treat others, and be treated, politely</li> <li>the ways in which people show respect and courtesy in different cultures and in wider society</li> </ul>
<b>Spring – Living in the wider world</b>	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities <i>PoS Refs: L1, L2, L3</i>	<ul style="list-style-type: none"> <li>the reasons for rules and laws in wider society</li> <li>the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>what human rights are and how they protect people</li> <li>to identify basic examples of human rights including the rights of children</li> <li>about how they have rights and also responsibilities</li> <li>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</li> </ul>
	<b>Media literacy and Digital resilience</b> How the internet is used; assessing information online <i>PoS Refs: L11, L12</i>	<ul style="list-style-type: none"> <li>how the internet can be used positively for leisure, for school and for work</li> <li>to recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>strategies to recognise whether something they see online is true or accurate</li> <li>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>to make safe, reliable choices from search results</li> <li>how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>
	<b>Money and Work</b> Different jobs and skills; job stereotypes;	<ul style="list-style-type: none"> <li>about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>that people can have more than one job at once or over their lifetime</li> </ul>

	<p>setting personal goals <i>PoS Refs: L25, L26, L27, L30</i></p>	<ul style="list-style-type: none"> <li>• about common myths and gender stereotypes related to work</li> <li>• to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• about some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• to recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>
<p><b>Summer – Health and wellbeing</b></p>	<p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings <i>PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19</i></p>	<ul style="list-style-type: none"> <li>• <b>about the choices that people make in daily life that could affect their health</b></li> <li>• <b>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) – drinking water, 5 a day, breakfast</b></li> <li>• <b>what can help people to make healthy choices and what might negatively influence them</b></li> <li>• <b>about habits and that sometimes they can be maintained, changed or stopped</b></li> <li>• <b>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</b></li> <li>• <b>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</b></li> <li>• <b>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</b></li> <li>• <b>Positive body image, not worrying about losing weight (WPS)</b></li> <li>• <b>about the things that affect feelings both positively and negatively</b></li> <li>• <b>strategies to identify and talk about their feelings - worry</b></li> <li>• about some of the different ways people express feelings e.g. words, actions, body language</li> <li>• to recognise how feelings can change overtime and become more or less powerful</li> </ul>
	<p><b>Growing and changing</b> Personal strengths and achievements; managing and reframing setbacks <i>PoS Refs: H27, H28, H29</i></p>	<ul style="list-style-type: none"> <li>• <b>that everyone is an individual and has unique and valuable contributions to make</b></li> <li>• to recognise how strengths and interests form part of a person’s identity</li> <li>• how to identify their own personal strengths and interests and what they’re proud of (in school, out of school)</li> <li>• <b>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</b></li> <li>• <b>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</b></li> </ul>
	<p><b>Keeping safe</b> Risks and hazards; safety in the local environment and unfamiliar places <i>PoS Refs: H38, H39, H41</i></p>	<ul style="list-style-type: none"> <li>• how to identify typical hazards at home and in school</li> <li>• how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</li> <li>• about fire safety at home including the need for smoke alarms</li> <li>• the importance of following safety rules from parents and other adults</li> <li>• how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</li> </ul>

Term	Topic	In this unit of work, children should learn:
Autumn – Relationships	<b>Families and friendships</b> Positive friendships, including online <i>PoS Refs: R10, R11, R12, R13, R18</i>	<ul style="list-style-type: none"> <li>• about the features of positive healthy friendships such as mutual respect, trust and sharing interests</li> <li>• strategies to build positive friendships</li> <li>• how to seek support with relationships if they feel lonely or excluded</li> <li>• how to communicate respectfully with friends when using digital devices</li> <li>• how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know</li> <li>• what to do or whom to tell if they are worried about any contact online</li> </ul>
	<b>Safe relationships</b> Responding to hurtful behaviour; managing confidentiality; recognising risks online <i>PoS Refs: R20, R23, R27, R28</i>	<ul style="list-style-type: none"> <li>• <b>to differentiate between playful teasing, hurtful behaviour and bullying, including online</b></li> <li>• <b>how to respond if they witness or experience hurtful behaviour or bullying, including online</b></li> <li>• recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li> <li>• how to manage pressures associated with dares</li> <li>• when it is right to keep or break a confidence or share a secret</li> <li>• how to recognise risks online such as harmful content or contact</li> <li>• how people may behave differently online including pretending to be someone they are not</li> <li>• how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li> </ul>
	<b>Respecting ourselves and others</b> Respecting differences and similarities; discussing difference sensitively <i>PoS Refs: R32, R33</i>	<ul style="list-style-type: none"> <li>• to recognise differences between people such as gender, race, faith</li> <li>• to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</li> <li>• about the importance of respecting the differences and similarities between people</li> <li>• a vocabulary to sensitively discuss difference and include everyone</li> </ul>
Spring – Living in the wider world	<b>Belonging to a community</b> What makes a community; shared responsibilities <i>PoS Refs: L4, L6, L7</i>	<ul style="list-style-type: none"> <li>• the meaning and benefits of living in a community</li> <li>• to recognise that they belong to different communities as well as the school community</li> <li>• about the different groups that make up and contribute to a community</li> <li>• about the individuals and groups that help the local community, including through volunteering and work</li> <li>• how to show compassion towards others in need and the shared responsibilities of caring for them</li> </ul>
	<b>Media literacy and Digital resilience</b> How data is shared and used <i>PoS Refs: L13, L14</i>	<ul style="list-style-type: none"> <li>• that everything shared online has a digital footprint</li> <li>• that organisations can use personal information to encourage people to buy things</li> <li>• to recognise what online adverts look like</li> <li>• to compare content shared for factual purposes and for advertising</li> <li>• why people might choose to buy or not buy something online e.g. from seeing an advert</li> <li>• that search results are ordered based on the popularity of the website and that this can affect what information people access</li> </ul>
	<b>Money and Work</b> Making decisions about money; using and keeping money safe <i>PoS Refs: L17, L19 L20, L21</i>	<ul style="list-style-type: none"> <li>• how people make different spending decisions based on their budget, values and needs</li> <li>• how to keep track of money and why it is important to know how much is being spent</li> <li>• about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>• that how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>
Summer –	<b>Physical health and Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• <b>to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally</b></li> </ul>

<p><b>Health and wellbeing</b></p>	<p>Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11</p>	<ul style="list-style-type: none"> <li>• what good physical health means and how to recognise early signs of physical illness</li> <li>• that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary</li> <li>• how to maintain oral hygiene and dental health, including how to brush and floss correctly</li> <li>• the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health</li> </ul>
	<p><b>Growing and changing</b> Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34</p>	<ul style="list-style-type: none"> <li>• how to identify external genitalia and reproductive organs</li> <li>• about the physical and emotional changes during puberty – <b>positive body image</b></li> <li>• key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams</li> <li>• strategies to manage the changes during puberty including menstruation</li> <li>• the importance of personal hygiene routines during puberty including washing regularly and using deodorant</li> <li>• how to discuss the challenges of puberty with a trusted adult</li> <li>• how to get information, help and advice about puberty</li> </ul>
	<p><b>Keeping safe</b> Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46</p>	<ul style="list-style-type: none"> <li>• the importance of taking medicines correctly and using household products safely</li> <li>• to recognise what is meant by a ‘drug’</li> <li>• that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing</li> <li>• to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</li> <li>• to identify some of the risks associated with drugs common to everyday life</li> <li>• that for some people using drugs can become a habit which is difficult to break</li> <li>• how to ask for help or advice</li> </ul>