

MEDIUM TERM PLAN

TERM: Autumn 1		YEAR GROUP: Year 3		SUBJECT: PSHE – Family and Relationships				
WEEK 1 DATE: 02.09.24	WEEK 1 DATE: 02.09.24 Healthy Families	WEEK 2 DATE: 09.09.24 Friendship conflict	WEEK 3 DATE: 16.09.24 Friendship: conflict vs bullying	WEEK 4 DATE: 23.09.24 Effective communication	WEEK 5 DATE: 30.09.24 Learning who to trust	Week 6 DATE: 06.10.24 Respecting differences in others	Week 7 DATE: 13.10.24 Stereotyping: Gender	Week 8 DATE: 20.10.24 Stereotyping: Age
<p>LO: To recap what the subject of PSHE is and how we can help everyone to learn in these lessons</p> <p>Success Criteria: I can explain some things I learnt in PSHE in Year 2.</p> <p>I can identify which activities I enjoy and help me to learn.</p> <p>I can explain why rules can help everyone feel safe in PSHE lessons.</p> <p>Main event: Discuss special rules children have had for PSHE.</p> <p>Discuss and record the rules children want this year.</p> <p>Support: May need support remembering what they learned about in Year two and understanding why rules are particularly important in PSHE.</p> <p>Challenge: Should be challenged to explain the potential consequences of not following the rules.</p>	<p>LO: To understand that families love and support each other but sometimes problems can occur and help is available if needed</p> <p>Success Criteria: I understand that all families are different.</p> <p>I can explain ways in which families support each other.</p> <p>I know there are people who can help if I am worried about anything in my family.</p> <p>Main event: Use the Activity: Family worksheet, children to discuss the family setups in small groups. Write down/discuss how families support each other and problems they may have. Children swap sheets to look at different families.</p> <p>Support: May need additional support with writing about the experiences and issues that the family may be experiencing. Ask them to focus first on the issues that the children may be experiencing as these will be more familiar to them. These children could be placed together in a group and work with you or another adult.</p> <p>Challenge: Can support their peers with the activity by scribing and asking questions to develop responses. They could also look at problems and grade them for seriousness, for example, quick to resolve and soon forgotten or more complex and might need additional help.</p>	<p>LO: To understand that friendships have ups and downs and that problems can be resolved.</p> <p>Success Criteria: I understand that I may experience problems with my friends and this is normal.</p> <p>I can explain some steps I can take to resolve problems with my friends.</p> <p>I understand that violence is never the right way to solve a problem</p> <p>Main event: In groups, give children Activity: Friendship problems and discuss.</p> <p>Support: can use the Activity: <i>Problem page letters support version</i>, which offers a writing structure to support them with their responses.</p> <p>Challenge: Give a more in depth response to the letters including getting the problem setter to think about how their friend might be feeling.</p>	<p>LO: To begin to understand the impact of bullying</p> <p>Success Criteria: I understand what bullying is. I can explain some of the possible effects of bullying. I can explain some of the possible effects of bullying</p> <p>Main event: In groups, children to develop a role-play scene to show someone taking their advice in a bullying scenario. Class to discuss the advice groups have given.</p> <p>Support: Could be grouped together and discuss possible solutions and outcomes with you or another adult.</p> <p>Challenge: Should be challenged to also show what happens to the bully as well as to Lara in their role play.</p>	<p>LO: To listen and communicate effectively</p> <p>Success Criteria: I understand that there are different ways to communicate. I can communicate assertively. I can listen and show that I'm listening. I know how to be a good listener</p> <p>Main event: In groups, children to practise being assertive in different given scenarios. Next, provide each group with Activity: Good Listening, children will take turns to talk, listen and observe. The observer will mark the listener.</p> <p>Support: Would benefit from working in with more able pupils to support them.</p> <p>Challenge: Should be asked to give specific examples of things a good listener would say or do.</p>	<p>LO: To understand why trust is an important part of positive relationships</p> <p>Success Criteria: I understand what trust is.</p> <p>I can identify people I trust and why. I can explain what I can do if I don't trust someone or they break my trust.</p> <p>Main event: Give everyone Activity: comic book story and children will write a comic book story about a trust issue and how it is resolved.</p> <p>Support: Can use the Activity: <i>Comic book ideas</i> resource for support.</p> <p>Challenge: Should explore more complex trust issues within their stories.</p>	<p>LO: To begin to understand the differences between people and why it is important to respect these differences</p> <p>Success Criteria: I can identify similarities and differences between people</p> <p>I understand how I should treat people who are different to me</p> <p>Main event: Look at and discuss the physical/unseen similarities and differences of different people.</p> <p>Support: Might focus on visible similarities and differences with their partner.</p> <p>Challenge: Could identify more similarities and differences and focus on things that are not visible. They might also begin to think about how differences can be an advantage, for example, different skills help to achieve tasks.</p>	<p>LO: To recognise that stereotypes are present in everyday life</p> <p>Success Criteria: To understand that toys can reinforce gender stereotypes.</p> <p>To explain how these stereotypes can be challenged.</p> <p>To begin to understand why stereotypes are negative.</p> <p>Main event: Use Activity: Toy Sheet to look at different toys and discuss who they think they are aimed at and why. Children to create an advert for a toy that will appeal to everyone.</p> <p>Support: Select pictures that have very obvious stereotypes for children to look at in the main event activity.</p> <p>Challenge: Instead of creating an advert, children could write a letter to a toy manufacturer or shop to suggest how they could avoid stereotypes in their products.</p>	<p>LO: To recognise that stereotypes exist based on a number of factors</p> <p>Success Criteria: I understand that stereotypes can be based on different factors. I can explain some stereotypes that exist about older people.</p> <p>I can explain why stereotypes are unfair.</p> <p>Main event: Children to think about older people they know and write down how this person shows that stereotypes about older people are not right.</p> <p>Support: Have some examples of older people who defy stereotypes e.g. David Attenborough, The Queen, Paul McCartney, Esther Rantzen, Captain Tom Moore.</p> <p>Challenge: Look at more than one person who defies age stereotypes perhaps someone they know and someone who is famous.</p>

