



BRACKENHILL PRIMARY SCHOOL
CREATIVE CURRICULUM - MEDIUM TERM PLANNING



Year group: Year 3 PSHE

Term:	By the end of Autumn term	
Topic & key Learning Challenge	Health and Wellbeing (Core theme 1)	
Safe, online safety zone.	Using computers at Brackenhill	Year 3 LESSON 1: Self-Image and Identity <ul style="list-style-type: none">• I can explain what is meant by the term 'identity'• I can explain how I can represent myself in different ways online• I can explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media)



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British Values	Rule of Law	Democracy
Dimension objectives.	Themes	Success steps for pupils to achieve the outcome:
	<p>Core Theme 1 Unit 1 Health LESSON 1: Physical, Emotional and Mental 1 I Am Who I Am!</p> <p>Core Theme 1 Unit 1 Health LESSON 2: Physical, Emotional and Mental 2 Hearts and Minds</p> <p>Core Theme 1 Unit 1 Health LESSON 3: Physical, Emotional and Mental 3 Three in One</p> <p>Core Theme 1 Unit 7 Growing and Changing LESSON 1: Before Puberty You've Grown!</p>	<ul style="list-style-type: none"> • Know that mental well-being is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental • I can recognise and respect similarities and differences between people • I can recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health • I can self-assess, understanding how this will help my future actions • I can develop strategies for managing and controlling strong feelings and emotions • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • I can begin to make informed lifestyle choices <ul style="list-style-type: none"> • Become more self-aware • I can develop strategies for managing and controlling strong feelings and emotions • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • I can begin to make informed lifestyle choices <ul style="list-style-type: none"> • Understand why setting goals is important • I can recognise and respect similarities and differences between people • I can listen to, reflect on and respect other people's views and feelings • I can set goals, prioritise and manage time and resources, understanding how this will help my future actions • I can develop strategies for managing and controlling strong feelings and emotions • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy Lifestyle <ul style="list-style-type: none"> • Understand that the rate at which we grow differs from person to person • I can recognise and respect similarities and differences between people • I can listen to and show consideration for other people's views • I can show awareness of changes that take place as I grow



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	<p>Core Theme 1 Unit 7 Growing and Changing LESSON 2: Visible Changes Mind the Gap</p> <p>Core Theme 1 Unit 8 First Aid LESSON 1: How to Help Who to Call</p> <p>Core Theme 1 Unit 8 First Aid LESSON 2: Emergency Calls Calling 999</p> <p>Core Theme 1 Unit 8 First Aid LESSON 3: Emergency Calls Ambulance, Now!</p> <p>Core Theme 1 Unit 2 Healthy Lifestyles LESSON 4: Sleep Sweet Dreams</p>	<ul style="list-style-type: none">• Know and understand how to look after our teeth• Understand what happens when we lose teeth as we grow up and why this happens• I can recognise and respect similarities and differences between people• I can listen to and show consideration for other people's views• I can show awareness of changes that take place as I grow <ul style="list-style-type: none">• I can recognise the importance of local organisations in providing for the needs of the local community• I can make decisions, giving consideration to the impact they may have on others• I can recognise and manage risk in everyday activities• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency• I can extend strategies to cope with risky situations• I can behave safely and responsibly in different situations <ul style="list-style-type: none">• Know how to make a clear and efficient call to emergency services if necessary• I can recognise the importance of local organisations in providing for the needs of the local community• I can make decisions, giving consideration to the impact they may have on others• I can recognise and manage risk in everyday activities• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency• I can extend strategies to cope with risky situations• I can behave safely and responsibly in different situations <ul style="list-style-type: none">• I can recognise the importance of local organisations in providing for the needs of the local community• I can make decisions, giving consideration to the impact they may have on others• I can recognise and manage risk in everyday activities• I can take responsibility for my own safety and the safety of others and be able to seek help in an emergency• I can extend strategies to cope with risky situations• I can behave safely and responsibly in different situations <ul style="list-style-type: none">• Know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn• I can begin to make responsible choices and consider consequences• I can begin to make informed lifestyle choices
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	<p>Core Theme 1 Unit 2 Healthy Lifestyles LESSON 1: A Balanced Approach Define: Healthy</p> <p>Core Theme 1 Unit 2 Healthy Lifestyles LESSON 2: Physical Exercise Active Kids</p> <p>Core Theme 1 Unit 2 Healthy Lifestyles LESSON 3: Lifestyle Choices It's your Choice</p>	<ul style="list-style-type: none"> • Understand the meaning of the word 'healthy' • I can negotiate and present my own views • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle • I can begin to make informed lifestyle choices <ul style="list-style-type: none"> • Know the risks associated with an inactive lifestyle (including obesity) • Know the recommended guidelines for physical activity and understand the reasons for these • I can recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health • I can begin to make responsible choices and consider consequences <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • I can identify the difference between needs and wants • I can recognise the factors influencing opinion and choice, including the media • I can recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health • I can begin to make responsible choices and consider consequences • I can explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle
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Subject Term:	By the end of Spring term	
Topic & key Learning Challenge	Relationships (Core theme 2)	
Safe, online safety zone.	<p align="center">Year 3 LESSON 2 Part 1: Online Relationships</p> <ul style="list-style-type: none"> • I can describe ways in which people who have similar likes and interests can get together online • I can give examples of technology-specific forms of communication (e.g. emojis acronyms, text speak) • I can explain some risks of communicating online with others I don't know very well • I can explain why I should be careful who I trust online and what information I can trust them with 	<p align="center">Year 3 LESSON 3 : Online Reputation and Managing Online Information</p> <p>Online Reputation</p> <ul style="list-style-type: none"> • I can search for information about myself online • I can recognise that I need to be careful before I share anything about myself or others online • I can give examples of what anyone may or may not be willing to share about themselves online • I know who I should ask if I am not sure if I should put something online <p>Managing Online Information</p>



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	<ul style="list-style-type: none"> • I can explain how my, and other people's, feelings can be hurt by what is said or written online • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried • I can explain what it means to 'know someone' online and why this might be different from knowing someone in real life • I can explain what is meant by 'trusting someone online'. I can explain why this is different from 'liking someone online' and what it is important to be careful about who to trust online including what information and content they are trusted with • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing offline e.g. sharing images and videos <p align="center">Year 3 LESSON 2 Part 2: Online Bullying</p> <ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important • I can give examples of how bullying behaviour could appear online and how someone can get support 	<ul style="list-style-type: none"> • I can demonstrate how to use key phrases in search engines to gather accurate information online • I can explain what autocomplete is and how to choose the best suggestion • I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online e.g. in videos, memes, posts, news stories etc. • I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed) • I can describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or Frightened <p align="center">Year 3 LESSON 4: Health, Well-being and Lifestyle</p> <ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on me; I can give examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video) • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites)
BV	Mutual respect	Individual liberty
	Themes	Success steps for pupils to achieve the outcome:



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Dimension objectives.	<p>Core Theme 2 Unit 5 Healthy Relationships LESSON 1: Friendship Best Features</p> <p>Core Theme 2 Unit 5 Healthy Relationships LESSON 2: Friendship Circles Time</p> <p>Core Theme 2 Unit 5 Healthy Relationships LESSON 3: Friendship Falling Out</p> <p>Core Theme 2 Unit 5 Healthy Relationships LESSON 4: Friendship BAFAs</p> <p>Core Theme 2 Unit 1 Communication LESSON 1: Clear Messages Dot Dot Dash</p> <p>Core Theme 2 Unit 1 Communication LESSON 2: How to Listen Listen Up!</p>	<ul style="list-style-type: none">• Know and understand the features of a good friend• Understand why it is important to be positive in relationships with others• I can work co-operatively, showing fairness and consideration to others• I can talk about my views on issues that affect me and my class• I can empathise with another viewpoint <ul style="list-style-type: none">• Know how important friendships are in making us feel happy and secure, and how people choose and make friends• Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• Know and understand the features of a good friend• Understand why it is important to be positive in relationships with others• I can work co-operatively, showing fairness and consideration to others• I can talk about my views on issues that affect me and my class <ul style="list-style-type: none">• Know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)• I can form and maintain appropriate relationships with a range of different people <ul style="list-style-type: none">• Know and understand the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• Understand why it is important to be positive in relationships with others• I can work co-operatively, showing fairness and consideration to others• I can talk about my views on issues that affect me and my class <ul style="list-style-type: none">• Recognise that there are many ways to communicate• Understand the need to communicate clearly• I can work co-operatively, showing fairness and consideration to others• I can face new challenges positively and know when to seek help <ul style="list-style-type: none">• Understand why it is important to listen to others• I can work co-operatively, showing fairness and consideration to others• I can talk about my views on issues that affect me and my class• I can empathise with another viewpoint
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	<p>Core Theme 2 Unit 2 Collaboration LESSON 3: Shared Goals Better Places</p>	<ul style="list-style-type: none"> • Know how to identify ways to improve the environment • Know how to spot problems and find ways of dealing with them • I can work co-operatively, showing fairness and consideration to others • I can suggest how I can contribute to a range of activities that help me to become more enterprising
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Subject Term:	By the end of Summer term	
Topic & key Learning Challenge	Living the Wider World (Core theme 3)	
Safe, Online Safety zone	<p align="center">Year 3 LESSON 5: Privacy and Security</p> <ul style="list-style-type: none"> • I can give reasons why I should only share information with people I choose to and can trust • I can explain that if I am not sure or feel pressurised, I should ask a trusted adult • I understand and can give reasons why passwords are important • I can describe strategies for creating and keeping passwords private • I can describe how connected devices can collect and share my information with others 	<p align="center">Year 3 LESSON 6: Copyright and Ownership</p> <ul style="list-style-type: none"> • I can explain why copying someone else's work from the internet without permissions can cause problems • I can give examples of what those problems might be



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Top up Theme	Rule of law	Acceptance
	Themes	Success steps for pupils to achieve the outcome:
Dimension objectives.	Core Theme 3 Unit 2 Diversity LESSON 1: Different Communities My Community	<ul style="list-style-type: none">• Understand why it is important to be part of a community• I can show awareness of issues affecting communities and groups• I can recognise the importance of local organisations in providing for the needs of the local community• I can reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally• I can work independently and in groups, taking on different roles and collaborating towards common goals



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