

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To understand that the body needs different types of food to maintain a healthy lifestyle



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Food Groups	<ul style="list-style-type: none"> • Introduce children to the main food groups – carbohydrates, proteins and fats • Discuss the importance of a balanced and nutritious diet <p>Activities could include:</p> <ul style="list-style-type: none"> • Food Sorting • Food plate • Healthy Diet menu • Food diary • Food from different cultures. 	<ul style="list-style-type: none"> • To enable pupils to understand the importance of an adequate and varied diet for health. 	<p>3a) Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>5d) Pupils should be taught the knowledge, skills and understanding through opportunities to make real choices and decisions (for example, about issues affecting their health and wellbeing).</p>	<p>2l) Keeping healthy – exercise, diet, the immune system.</p> <p>2x) Making healthy choices regarding food, exercise and drugs.</p> <p>2cc) Can talk about actions and consequences.</p> <p>3i) Making decisions – knowing what influences personal decision-making.</p> <p>3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poisons)</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p>	<p>2.1a) Pupils should be taught that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2.2b) Pupils should be taught about the need for food for activity and growth and about the importance of an adequate and varied diet for health.</p>	<p>English/ Literacy</p> <ul style="list-style-type: none"> • Food diary <p>Design & Technology</p> <ul style="list-style-type: none"> • Food Technology <p>Geography</p> <ul style="list-style-type: none"> • Food from different sources <p>Art</p> <ul style="list-style-type: none"> • Balanced meal plate <p>Maths</p> <ul style="list-style-type: none"> • Simple fractions on the food plate 	<p>School Cook</p> <p>School meals services</p> <p>School Nurse</p>

School Resources:

Insert text here if applicable.

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Healthy Lifestyles

Intended Outcome: To see the importance of hygiene and to know the consequences of poor hygiene habits



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Dental Hygiene	<ul style="list-style-type: none"> Discuss the functions of teeth Learning how to brush teeth correctly (consult school nurse or dental health) Discuss the factors that contribute to tooth decay 	<ul style="list-style-type: none"> To increase children's awareness of dental hygiene and their responsibilities in maintaining oral hygiene. To demonstrate the correct method of brushing teeth To list factors which prevent dental decay. 	<p>3a) Pupils should be taught what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices.</p> <p>3b) Pupils should be taught that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread.</p> <p>5d) Pupils should be taught the knowledge, skills and understanding through opportunities to make real choices and decision (for example, about issues affecting the health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</p>	<p>2l) Keeping healthy – exercise, diet and the immune system.</p> <p>2x) Making healthy choices regarding food, exercise, and drugs.</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	<p>2.2a) Pupils should be taught about the function and care of teeth.</p> <p>2.2b) Pupils should be taught about the need for food and activity and growth, and about the importance of an adequate and varied diet for health.</p> <p>2.5f) Pupils should be taught that micro-organisms are living organisms that are often too small to be seen, and that they may be beneficial (for example, in the breakdown of waste, in making bread or harmful (for example, in causing disease, in causing food to go mouldy)</p>	<p>Numeracy</p> <ul style="list-style-type: none"> How many teeth? child/adult <p>Literacy/Science</p> <ul style="list-style-type: none"> Names of different teeth 	<p>Dental Health</p> <p>Dentists</p> <p>Eureka</p>
Health & Hygiene	<ul style="list-style-type: none"> Discuss factors which contribute to a healthy and happy lifestyle. What and who do we need to keep us healthy? Draw/write about all the things you need to keep healthy including food, exercise and personal hygiene. Discuss the role of medicines in maintaining good health. 	<ul style="list-style-type: none"> To raise pupil's awareness of the factors that contribute to a healthy lifestyle. To become aware of health issues such as the role of medicines and importance of exercises 	<p>1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>3a) Pupils should be taught what makes a health lifestyle, including the benefits of exercise and healthy eating, what affects mental health and how to make informed choices.</p> <p>3d) Pupils should be taught which commonly available substances and drugs are legal and illegal, their affects and risks.</p> <p>3g) Pupils should be taught school rules about health and safety, basic emergency aid procedures and where to get help.</p> <p>5d) Pupils should be taught the knowledge, skills and understanding through opportunities to make real choices and decisions (for example, about issues affecting their health and wellbeing such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities)</p>	<p>2l) Keeping healthy – exercise, diet and the immune system.</p> <p>2r) Making decisions about a range of issues.</p> <p>2x) Making healthy choices regarding food, exercise and drugs.</p> <p>2cc) Can talk about actions and consequences.</p> <p>2dd) Cause and effect thinking.</p> <p>3k) Decision-making and risk taking.</p> <p>3q) Things that go into the body that help (e.g. good food, some drugs) and harm (e.g. some drugs, cigarette smoke, poison).</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p> <p>1c) Different types of medicines (both prescribed and over-the counter), legal and illegal drugs including their form, their effects and their associated risks.</p> <p>2d) Decision-making and assertiveness in situations relating to drug use.</p> <p>2f) Safety procedures when using medicines.</p> <p>3b) Attitudes and beliefs about different drugs and people who may use or misuse them.</p> <p>3d) Taking responsibility for one's own safety and behaviour.</p>	<p>2.1a) Pupils should be taught that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>2.2b) Pupils should be taught about the need for food for activity and growth, and about the importance of any adequate and varied diet for health.</p> <p>2.2g) Pupils should be taught about he effects on the human body of tobacco, alcohol and other drugs and how these relate to their personal health.</p> <p>2.2h) Pupils should be taught about the importance of exercise for good health.</p>	<p>Food technology</p> <p>P.E</p> <p>Effective exercise.</p>	<p>Chemist/Health Centre</p> <p>School Nurse</p>

School Resources: Insert text here if applicable.

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Myself and Others

Intended Outcomes: To explore different types of greetings.
To recognise that there are a variety of family settings.



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Appropriate touches & greetings	<ul style="list-style-type: none"> Exploring different types of greeting both spoken and physical Explore how different cultures greet each other – possible use of internet Discuss appropriate ways of showing feelings and emotions such as <ul style="list-style-type: none"> Affection Approval Disappointment Anger 	<ul style="list-style-type: none"> To recognise and deal with appropriate/inappropriate contact. To appropriately express when something is acceptable/not acceptable To explore a wider range of feelings in self and others 	<p>1c) Pupils should be taught to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>2a) Pupils should be taught to research, discuss and debate topical issues, problems and events.</p> <p>2e) Pupils should be taught to reflect on spiritual, moral, social and cultural issues using imagination to understand other people's experiences.</p> <p>2i) Pupils should be taught to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>4a) Pupils should be taught that their actions affect themselves and others to care about other people's feeling and to try and see things from their points of view.</p> <p>4b) Pupils should be taught to think about the lives of people living in other places and times and people with different values and customs.</p> <p>4f) Pupils should be taught that differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.</p> <p>5g) Pupils should be taught the knowledge, skill and understanding through opportunities to consider social and moral dilemmas that they come across in life (for example encouraging respect and understanding between different races and dealing with harassment)</p>	<p>2c) Expressing when something is acceptable and when it is not.</p> <p>2k) Better able to see another person's perspective.</p> <p>2m) More sensitive to other's feelings.</p> <p>2n) Being able to describe another's experience.</p> <p>2s) Coping with difference</p> <p>2w) Behave in a socially acceptable ways.</p> <p>3j) Varied lifestyles in the class and in the community – differences in others and how we feel about the difference.</p> <p>3s) Knows what is socially acceptable.</p>	<p>1e) People who can help children when they have questions or concerns.</p> <p>2a) Identifying risks.</p> <p>2b) Coping with peer influences.</p> <p>2c) Communicating with adults.</p> <p>2e) Giving and getting help.</p> <p>3a) Valuing oneself and other people.</p> <p>3d) Taking responsibility for one's safety and behaviour.</p>	N/A	<p>Drama</p> <ul style="list-style-type: none"> Role-play exploring responses to appropriate/inappropriate contact <p>RE</p> <ul style="list-style-type: none"> Different cultures <p>English/ Literacy</p> <ul style="list-style-type: none"> Greetings from different cultures <p>Art</p> <ul style="list-style-type: none"> Cultural differences in <ul style="list-style-type: none"> dress customs greetings <p>Geography</p> <ul style="list-style-type: none"> Our World <p>I.T</p> <ul style="list-style-type: none"> Use of Internet 	<p>Members of local ethnic communities</p> <p>Visit an ethnic establishment</p>

Social and Emotional Aspects of Learning (SEAL)		
Key Domains Addressed	Key Themes	Subsidiary Themes
• Managing feelings	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings	6) Changes
• Empathy	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings	7) Bullying
• Self-awareness	2) Getting on and falling out 4) Feels good 5) Uncomfortable feelings	6) Changes
• Social skills	3) Going for goals! 6) Changes	

School Resources: Insert text here if applicable.

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcome: To recognise differences and similarities in humans



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Similarities and Differences	<ul style="list-style-type: none"> Recap on Year 2 'Diversity and Difference' Explore the similarities and differences of physical features that are common to all humans. Discuss aspects of physical disabilities. 	<ul style="list-style-type: none"> To enable pupils to recognise that there are similarities and differences between humans. To raise pupils awareness of disability. 	4f) That differences and similarities between people arise from a number of factors including cultural, ethnic, racial and religious diversity, gender and disability.	2s) Coping with difference. 3c) Body changes in self and others. 3e) How babies grow... 3o) Differences and similarities in people; sexuality – what is it and what words describe it. 3p) Body changes in boys and girls – why they happen.	N/A	N/A	Art <ul style="list-style-type: none"> We are all different – class collage of different class members. Maths <ul style="list-style-type: none"> Graphs of class surveys on <ul style="list-style-type: none"> eye colour hair colour heights and understanding different graphical ways of representing different data. 	

School Resources: Insert text here if applicable.

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Body Awareness

Intended Outcome: To become familiar with the functions of the brain



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Functions of the Brain	<ul style="list-style-type: none"> • Discuss the five senses • Carry out touch, feel, taste experiments. • Identify words such as rough, smooth, sweet, bitter. • Make a wall display of the 5 senses. • Sensations travelling through nerves to brain (visual & brain chain game) • Visit by School Nurse – importance of hearing and sight tests. (Visual and auditory) - explaining how these tests can be carried out. • The importance of sleep for concentration and alertness. • Disability awareness including visual and hearing impairment 	<ul style="list-style-type: none"> • To be able to identify and name the five senses. • To realise that the brain controls body functions, movements etc. • To raise awareness of visual and hearing impairment. 	<p>4g) Pupils should be taught where individuals, families and groups can get help and support.</p>	<p>2n) Be able to describe another's experience.</p>	<p>1b) More detailed information about the body, how it works and how to take care of it.</p>	<p>4.3d) that we see things only when light from them enters our eyes.</p> <p>4.3g) that vibrations from sound sources require a medium (for example, metal, wood, glass, air) through which to travel to the ear.</p>	<p>Art</p> <ul style="list-style-type: none"> • Wall display of 5 senses <p>Literacy</p> <ul style="list-style-type: none"> • Descriptive Words using the senses (e.g. touch-rough, taste - bitter etc) • Story of Helen Keller • Listening to music <p>Science</p> <ul style="list-style-type: none"> • How the ear works (sound, vibrations) • How the eye works 	<p>School Nurses Eureka</p>

School Resources:

Insert text here if applicable.

Year 3 – PSHCE Curriculum Planning Matrix

Focus: Local Environment

Intended Outcome: To explore ways of safeguarding the environment



Theme	Suggested Classroom Topics & Activities	Objectives	Curriculum Links to Theme				Other Curriculum Areas	Visits and Visitors
			PSHCE	SRE	Drug Education	Science		
Recycling • Paper • Bottles • Household Goods	<ul style="list-style-type: none"> • Make models using household waste • Plan a trip out to look at the local environment e.g. recycling plant. • Discuss environmental issues e.g. graffiti, litter. What can we do about it? • Initiate a recycling project • Explore the use of a composter • Make a wormery. • Discuss why burning is not the solution – Pollution consequences. 	<ul style="list-style-type: none"> • To raise pupils awareness of environmental issues. • To be able to contribute to maintaining and improving their own environment. 	<p>1a) Pupils should be taught to talk and write about their opinions, and explain their views, on issues that effect themselves and society.</p> <p>1e) Pupils should be taught about the range of jobs carried out by people they know and to understand how they can develop skills to make their own contribution in the future.</p> <p>2a) Pupils should be taught to research, discuss and debate topical issues, problems and events.</p> <p>2b) Pupils should be taught why and how rules and laws are made and enforced, why different situations and how to take part in making and changing rules.</p> <p>2d) Pupils should be taught that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other.</p> <p>2j) Pupils should be taught that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.</p> <p>4a) Pupils should be taught that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view.</p> <p>5a) Pupils should be taught the knowledge, skills and understanding through opportunities to take responsibility (for example for planning and looking after the school environment; for the needs of others, such as by acting as a peer supporter, as a befriender, or as a playground mediator for younger pupils; for looking after animals properly; for identifying safe, healthy and sustainable means of travel when planning their journey to school)</p> <p>5d) Make real choices and decisions (for example, about issues affecting their health and well- being such as smoking; on the use of scarce resources; how to spend money, including pocket money and contributions to charities.</p> <p>5e) Meet and talk with people (for example, people who contribute to society through environmental pressure groups or international aid organisations; people who work in the school and the neighbourhood, such as religious leaders, community police officers)</p>	<p>1a) Value:</p> <ul style="list-style-type: none"> • Freedom • Justice • Rights • Rules • Laws <p>1b) Appreciate and safeguard natural features and processes.</p> <p>2w) Behave in socially acceptable ways.</p> <p>cc) Can talk about actions and consequences.</p> <p>bb) Cause and effect thinking.</p> <p>3s) Knows what is socially acceptable in a variety of situations.</p>	N/A	<p>2.5a) Pupils should be taught about ways in which living things and the environment need protection.</p> <p>3.2g) Pupils should be taught that burning materials (for example, wood, wax, natural gas) results in the formation of new materials and that this change is not usually reversible.</p> <p>5.2b) Pupils should be taught to recognise that there are hazards in living things, materials and physical processes, and assess risks and take action to reduce risks to themselves and others.</p>	<p>Art</p> <ul style="list-style-type: none"> • Building models <p>Design and Technology</p> <ul style="list-style-type: none"> • Using different materials <p>I.T./Literacy</p> <ul style="list-style-type: none"> • Letters to local councillor, MPs <p>Music</p> <ul style="list-style-type: none"> • An anti-litter song <p>Numeracy</p> <ul style="list-style-type: none"> • Volumes of recycled materials 	<p>Environmental Health Officer</p> <p>Trip to recycling plant</p>

School Resources: Insert text here if applicable.