

KFJS
PSHE Curriculum Map

In each learning journey children will: develop self-confidence and empathy; show consideration for other people’s feelings and learn how to stay safe.

Year 3

Unit	Relationships		Living in the Wider World		Health and wellbeing	
	Families and Friendships	Respecting Each Other (including bullying)	Rights and Responsibilities	Belonging	Staying Safe and Healthy	Growing and Changing
Key Question	How do people communicate their feelings?	What does kindness look like?	What are your rights and responsibilities at school?	What is meant by ‘belonging’?	What does a healthy lifestyle look like?	What is a family?
Essential understanding	To communicate feelings to others to recognise how others show feelings and how to respond.	To recognise when people are being unkind either to them or others To recognise different types of bullying and understand these are wrong and unacceptable.	To understand that people and other living things have rights and everyone has the responsibility to protect those rights – including being able to take turns, share and return things they have borrowed.	To identify which groups and communities they belong to and understand the importance of belonging.	To know how to maintain a healthy lifestyle, including activity, rest and healthy eating.	To explore different types of families and who to go to for help and support.
Objectives	To communicate their feelings to others, to recognise how others show feelings and how to respond To identify their special people (family, friends and carers) what makes them special and how special people should care for one another.	To recognise that their behaviour can affect other people and to recognise what is fair and unfair, kind and unkind, what is right and wrong To share their opinions on things that matter to them and explain their	To understand that people and other living things have rights and that everyone has the responsibility to protect those rights. To know how they contribute to life in the classroom and school. To understand why we have rules at school;	To understand ways in which we are the same as other people. To identify which groups and communities they belong to, such as school, family, brownies, cubs etc. To recognise ways in which the internet and social media can	To know how to maintain a healthy lifestyle, including activity, rest and healthy eating. Mental health – sleep, exercise, hobbies – mental ill health To learn about change and loss and the associated feelings.	To identify and name the differences between male and female bodies. To understand the importance of personal space. To know everyone has the right to say what they like and dislike. To explore different types of families and

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	To understand the importance of friendships; strategies for building positive relationships; how positive relationships support well-being	views through discussions with one other person and the whole class; to listen to other people, work cooperatively including strategies to resolve simple arguments To recognise when people are being unkind either to them or others; to recognise different types of teasing and bullying , to understand that these are wrong and unacceptable To resolve differences by looking at alternatives, seeing and respecting	consequences for not adhering to rules. To understand the importance of having compassion towards others; share responsibilities for caring for other people and living things; how to show care and concern for others. To know that people make different choices about how to save and spend money. To understand the difference between needs and wants; that some people may not always be able to have the things that they want.	be used both positively and negatively. To recognise positive things about themselves and their achievements. To set goals to help achieve personal outcomes.	To identify the importance of road safety and the responsibility they have in assessing and managing associated risks.	who to go to for help and support.

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		others' point of view, making decisions and explaining choices				
Skills	Name basic feelings and know what they look like, e.g. happy, sad, excited, scared Listen respectfully to others					
Assessment	Through discussion and role play activities; through observation	Through discussion and role play	Through pictures and discussion; through observation	Through class discussion	Through discussion	Through class discussions and role play
WTS	Children are able to name and identify own feelings and are beginning to identify feelings of others. Through discussion with an adult, identify a way to respond to others.	Children are able to recognise different types of bullying and with support, identify what to do if someone is being bullied	Children are able to identify their own rights and some responsibilities. Children may need help taking turns and/or sharing.	Children are able to identify groups they belong to and with support, can explain how it feels to belong in those groups	With support, children are able to identify ways to maintain a healthy lifestyle	With support, children are able to identify different types of family. Children can identify who to go to for help and support.

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EXS	Children are able to name and identify own and others' feelings	Children are able to explain what bullying is in all forms and what to do in a situation that involves bullying	Children are able to identify their own rights and explain their responsibilities for up-holding the rights of others. Children are able to take turns and share	Children are able to explain what it means to belong and the importance of belonging. Children can identify groups/communities they belong to	Children are able to identify ways to maintain a healthy lifestyle	Children are able to identify different types of family. Children can identify who to go to for help and support.
GDS	Children are able to name and identify own and others' feelings and suggest appropriate responses	Children are able to recognise the early stages of bullying and tell an adult	Children are able to identify their own rights and explain their responsibilities for up-holding the rights of others. Children are able to take turns and share without prompting	Children support those who feel unsure about where they belong and help them feel comfortable with who they are and where they belong without judgement	Children are able to explain the importance of maintaining a healthy lifestyle and give examples of how to achieve it	Children are able to identify different types of family. Children are able to explain who to go to for help and support and identify the importance of having a support network