**Year 3 PSHE 3/4 Grove**

| **Me and my Relationships** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Session 1** | **Session 2** | **Session 3** | **Session 4** | **Session 5** | **Session 6** |
| **Question** | Who are our helpful volunteers? | How do I help others to stay safe? | Is it a fact or an opinion? | What do we mean by the environment? | What is money? | What do we mean by earning money? |
| **Content LO:** | To identify people who are volunteers in the school community | To identify key people who are responsible for them to stay safe and healthy | To understand the difference between 'fact' and 'opinion | To define what is meant by the environment. | To understand the terms ‘income’, ‘saving’ and ‘spending’. | To understand that the amount people get paid is due to a range of factors. |
| **Skills LO** | To recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer. | To suggest ways they can help these people. | To understand how an event can be perceived from different viewpoints | To evaluate and explain different methods of looking after the school environment. | To recognise that there are times we can buy items we want and times when we need to save for  items. | To explain that people earn their income through their jobs. |
| **Pillar focus:** | Safety and security | Safety and security | Thinking | Thinking  Listening & respecting | Accepting | Accepting  Listening & respecting |
| **Assessment:** | I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.  I can say how I can help the people who help me, and how I can do this. I can give an example of this.  I can give a few examples of how I’ve helped people who help me and how I can help myself. | I can explain that as I get older I start to take more responsibility for keeping myself safe and can give an example of this.  I can say how I can help the people who help me, and how I can do this. I can give an example of this.  I can give a few examples of how I’ve helped people who help me and how I can help myself. | I can give an example of a fact and of an opinion.  I can say some ways of checking whether something is a fact or just an opinion.  I can explain some of the ways that people online might try to trick people by presenting ‘false facts’ and say what I can do to keep myself safe from being tricked. | I understand that I can make a difference in relation to different things such as the environment, looking after people (including friends) and I can give an example of one of these.  I can explain how a ‘bystander’ I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.  I can tell you what an active bystander is and give an example of when I might be able to be an active bystander, or when I have done this. | I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.  I can give examples of these decisions and how they might relate to me.  I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live. | I can explain how money is a limited resource and we have choices and decisions to make about how to spend it.  I can give examples of these decisions and how they might relate to me.  I can give examples of how these decisions might affect communities including schools or the wider community, such as where I live. |