

Nova Year 3 PSHE Scheme Overview

(using SCARF PSHE scheme)

	Term 1 & 2	Term 3 & 4	Term 5 & 6
Year 3	<p style="text-align: center;">Me and my relationships –</p> <ul style="list-style-type: none"> • As a rule • My special pet • Tangram team challenge • Looking after our special people • How can we solve this problem? • Dan's dare • Thunks • Friends are special <p style="text-align: center;">Valuing difference</p> <ul style="list-style-type: none"> • Family and friends • My community • Respect and challenge • Our friends and neighbours • Let's celebrate our differences • Zeb 	<p style="text-align: center;">Keeping myself safe –</p> <ul style="list-style-type: none"> • Safe or unsafe? • Danger or risk? • The Risk Robot • Alcohol and cigarettes: the facts • Super Searcher • None of your business! • Raisin challenge (1) • Help or harm? <p style="text-align: center;">Rights and responsibilities –</p> <ul style="list-style-type: none"> • Our helpful volunteers • Helping each other to stay safe • Recount task • Harold's environment project • Can Harold afford it? • Earning money 	<p style="text-align: center;">Growing and Changing –</p> <ul style="list-style-type: none"> • Relationship Tree • Body space • Secret or surprise? • My changing body • Basic first aid <p style="text-align: center;">Being my best –</p> <ul style="list-style-type: none"> • Derek cooks dinner! (healthy eating) • Poorly Harold • For or against? • I am fantastic! • Getting on with your nerves! • Body team work • Top talents

Year 3 RSE Overview 2020-21

SCARF plans and the DfE Relationships and Health Education Requirements

This document below maps the SCARF lesson plans to the DfE statutory requirements for both Relationships and Health Education (RSHE). Lessons that are not part of the DfE's statutory guidance are included because they ensure a comprehensive PSHE programme.

How the mapping works

The left hand column lists the coded DfE topics and end-of-primary statements that are covered in whole or part by the SCARF lesson plans which are listed in the middle column. You'll find the codes for these topics below. (See pages 2 and 3 to view the 67 DfE end-of-primary statements in full. These have been numbered to enable clear referencing throughout this mapping.*)

Rows with no codes indicate lesson plans that cover subjects which are not DfE requirements but which are included to ensure a complete, comprehensive PSHE programme, including SMSC and British Values.

In the SCARF lesson plan column, '**half-termly unit**' refers to the groups of lessons that our PSHE curriculum has been organised into, leading to a comprehensive PSHE and wellbeing curriculum.

DfE topics and related codes:

Relationships Education	Code	Health Education	Code
Families and people who care for me	FPC	Mental wellbeing	MW
Caring friendships	CF	Internet safety and harms	ISH
Respectful relationships	RR	Physical health and fitness	PHF
Online relationships	OR	Healthy Eating	HE
Being safe	BS	Drugs, alcohol and tobacco	DAT
		Health and prevention	HP
		Basic first aid	BFA
		Changing adolescent body	CAB

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Me and My Relationships	
ISH4	As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
MW2, MW3, MW4	My special pet	<ul style="list-style-type: none"> • Explain some of the feelings someone might have when they lose something important to them; • Understand that these feelings are normal and a way of dealing with the situation.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Tangram team challenge	<ul style="list-style-type: none"> • Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
CF1, CF2	Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
CF3, CF4, RR1	How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
BS1	Dan's dare	<ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
RR1, RR2, RR3	Thunks	<ul style="list-style-type: none"> • Express opinions and listen to those of others; • Consider others' points of view; • Practice explaining the thinking behind their ideas and opinions.
CF1, CF2, CF4, CF5, RR3	Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
	Valuing Difference	
FPC1, FPC3, FPC4, FPC6, RR7	Family and friends	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
MW5	My community	<ul style="list-style-type: none"> • Define the term 'community'; • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
RR1, RR3	Respect and challenge	<ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
RR1	Our friends and neighbours	<ul style="list-style-type: none"> • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
FPC3, RR1, RR2, RR6, OR2, MW8, ISH5	Let's celebrate our differences	<ul style="list-style-type: none"> • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).
RR1, RR2, RR3, RR5, RR6, RR7, OR2, MW8, ISH5	Zeb	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
	Keeping Myself Safe	
BS1, BS4, BS5, BS6, BS7, BS8	Safe or unsafe?	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
BS4	Danger or risk?	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
BS2, BS5	The Risk Robot	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
HE3, DAT1	Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • Identify some key risks from and effects of cigarettes and alcohol; • Know that most people choose not to smoke cigarettes; (Social Norms message) • Define the word 'drug' and understand that nicotine and alcohol are both drugs.
OR3, OR4, OR5, HE1, HE3, HE6	Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
OR1, OR2, OR3, OR4, OR5, BS1, BS4, BS5, MW3, MW4, ISH3, ISH5, ISH7	None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; • Recognise and describe appropriate behaviour online as well as offline; • Identify what constitutes personal information and when it is not appropriate or safe to share this; • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
OR5, BS1, BS6, ISH2, ISH6	Raisin Challenge (1)	<ul style="list-style-type: none"> • Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.
HE3, DAT1	Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
	Rights and Responsibilities	
MW5	Our helpful volunteers	<ul style="list-style-type: none"> •Define what a volunteer is; •Identify people who are volunteers in the school community; •Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
BS8	Helping each other to stay safe	<ul style="list-style-type: none"> •Identify key people who are responsible for them to stay safe and healthy; •Suggest ways they can help these people.
OR4, ISH6	Recount task	<ul style="list-style-type: none"> •Understand the difference between 'fact' and 'opinion'; •Understand how an event can be perceived from different viewpoints; •Plan, draft and publish a recount using the appropriate language.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Harold's environment project	<ul style="list-style-type: none"> •Define what is meant by the environment; •Evaluate and explain different methods of looking after the school environment; •Devise methods of promoting their priority method.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Can Harold afford it?	<ul style="list-style-type: none"> •Understand the terms 'income', 'saving' and 'spending'; •Recognise that there are times we can buy items we want and times when we need to save for them; •Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Wider PSHE curriculum (not covered by DfE statutory requirements)	Earning money	<ul style="list-style-type: none"> •Explain that people earn their income through their jobs; •Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
	Being My Best	
HE1, HE2, HE3	Derek cooks dinner!	<ul style="list-style-type: none"> •Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; •Explain what is meant by the term 'balanced diet'; •Give examples what foods might make up a healthy balanced meal.
HP5, HP6	Poorly Harold	<ul style="list-style-type: none"> •Explain how some infectious illnesses are spread from one person to another; •Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; •Suggest medical and non-medical ways of treating an illness.
RR1, RR2, RR3	For or against?	<ul style="list-style-type: none"> •Develop skills in discussion and debating an issue; •Demonstrate their understanding of health and wellbeing issues that are relevant to them;

DfE Statutory Requirements – end of primary statements	SCARF Lesson Plan title & half-termly unit	SCARF Lesson Plan Learning Outcomes
		<ul style="list-style-type: none"> •Empathise with different viewpoints; •Make recommendations, based on their research.
OR1	I am fantastic!	<ul style="list-style-type: none"> •Identify their achievements and areas of development; •Recognise that people may say kind things to help us feel good about ourselves; •Explain why some groups of people are not represented as much on television/in the media.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Getting on with your nerves!	<p>Demonstrate how working together in a collaborative manner can help everyone to achieve success;</p> <ul style="list-style-type: none"> •Understand and explain how the brain sends and receives messages through the nerves.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Body team work	<ul style="list-style-type: none"> •Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); •Describe how food, water and air get into the body and blood.
Wider PSHE curriculum (not covered by DfE statutory requirements)	Top talents	<ul style="list-style-type: none"> •Explain some of the different talents and skills that people have and how skills are developed; •Recognise their own skills and those of other children in the class.
	Growing and Changing	
CF1, CF2, CF5, OR2	Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
BS3, BS7	Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
BS2	Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
BS7, CAB1, CAB2	My changing body	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that for girls, periods are a normal part of puberty.
BFA1, BFA2	Basic first aid	See link to external resources for further information

Prior Year 2 teaching: RSE Overview 2019-2020 *(Previous curriculum prior to changes)*

	Key Concept	Key RSE Objectives	Key Resources/Activities
Y2	Rights Respecting Identity	To learn about the responsibilities of the independence that comes with getting older- e.g. playing outside, helping at home, homework etc.	<ul style="list-style-type: none"> Explore what the children are allowed to do at home and school, does this worry children? Do they think they get enough responsibility for their age? Recap on previous Year 2 work on keeping safe and gently introduce 'safe touch' through a story such as Hug by Jez Alborough. See p59 of Laying the Foundations for further clarification.
	Change	<p>To learn about some of the main changes that will occur as I grow up- becoming taller, face changing, different hobbies/interests etc.</p> <p>To understand the life-cycle of a human</p>	<ul style="list-style-type: none"> Watch 'Living and Growing', Growing Up as a starting point for discussions, building from work in Year One. Explore the best things about growing up and the things that might be worrying. Make timelines of the skills we acquire as we get older. Give each group different set of skills e.g. feeding, moving, sleeping etc. Watch 'Living and Growing', Where do I come from? up to 6:42. What were the funny things that people say to explain where babies come from? Discuss how we are like our mums and dads! Ask children to find out where they were born and what they were like as a baby! Watch the remainder of 'Where do I come from?' What did the children learn that was new? What new words were there? Write about Auntie Laura and her pregnancy.
	Health	<p>To understand and talk about the main differences between males and females and learn the agreed names for sexual parts</p> <p>Begin to consider gender stereotyping and where it comes from</p>	<ul style="list-style-type: none"> Recap body part work done in year one. Label body diagrams with names and functions. Explain agreed terms penis, vagina and testicles, again acknowledging that families have their own terminology. What does the word Private in the term Privates Parts actually mean? Write about the best things about being a boy or a girl and the things that maybe not so good! Look at lesson plan on p71 of 'laying the foundations'. Look at picture of a baby (with gender not obvious), what would the children name him/her? How do parents show if their baby is male or female? Revise the sexual parts for boys and girls. List the differences that may exist between boys and girls. Be prepared to challenge the children's views gently e.g. Do girls have to have long hair? Use pictures to illustrate. Explore and celebrate what boys and girls do equally well! Design a birthday card suitable for a boy or girl... Sort a range of images or artefacts meant for children into boys, girls, both in groups and discuss as a class. Include clothing, school subjects, TV, books, sports, hobbies. See Teachers guide, Living and Growing Unit 1, p9.