

Subject: PSHE Year 3, Spring Term – Living in the wider world

- **Key vocabulary:** United Nations, Convention on rights, rights, benefits, responsibility, material, recycle, rubbish, environment, rule, break, fair, building community, purpose, support, together, consequence, charity, support, volunteer, fundraise, donation, care, password, intended, cyberbullying, job, career, skills, interest, stereotype, job, gender, qualification, anger, feeling, happiness, feeling, surprise, money, situation, negative, budget, spend, save, expense, need,

National Curriculum including the PSHE association's Programme of study	Week	NC - Coverage	Skills Taught	Knowledge	Activity Outline
<p>The national curriculum for PSHE aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws . • L2. to recognise there are human rights, that are there to protect everyone • L3. about the relationship between rights and responsibilities • L4. the importance of having compassion 	1	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right 	<ul style="list-style-type: none"> • To explore how children's rights help them and other children. 	<ul style="list-style-type: none"> • I understand the UN Convention on the Rights of the Child. 	<p>Kapow primary- Rights of a child Activity Outline</p> <p>Organise the children into small groups and explain that they are going to look at some of the rights from the Convention.</p> <p>Display the download from the link: 'A summary of the UN Convention on the rights of a child' (UNICEF download).</p> <p>Explain to the children that there are 42 rights in total but the children will only look at a few today.</p> <p>Begin by looking at the example below and as a class, answer the three questions about the right:</p> <p>Article 15 (freedom of association): Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop</p>

<p>towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <ul style="list-style-type: none"> • L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices) • L6. about the different groups that make up their community; what living in a community means • L7. to value the different contributions that people and 		<p>there is also a responsibility e.g. the right to an education and the responsibility to learn</p> <p>ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <p>about the different groups that make up their community; what living in a community means</p> <p>the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>			<p>other people from enjoying their rights. (Please see planning for full lesson details)</p>
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<p>groups make to the community</p> <ul style="list-style-type: none"> • L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities • L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes 		<ul style="list-style-type: none"> • 			
<ul style="list-style-type: none"> • L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced <p>• <u>Cross Curricular Links</u> Maths</p>	<p>2</p>		<ul style="list-style-type: none"> • To understand the responsibilities of both children and adults to help all children benefit from their rights. 	<ul style="list-style-type: none"> • I can explain how adults have responsibilities for maintaining children's rights. 	<p>Kapow primary- Rights and responsibilities <u>Activity Outline</u></p> <p>Explain that these rights are for every child and they cannot be taken away. Adults also have a responsibility to make sure children can enjoy their rights.</p> <p>The children are going to look at the same rights as they did in the last lesson and they are going to think first of all about the responsibilities adults might have in relation to these rights.</p> <p>Use the example of Article 15 (freedom of association): Every child has the right to</p>

English					meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
Geography					
History					
Design					(Please see planning for full lesson details)
Computing					
Science	3		<ul style="list-style-type: none"> To discuss ways we can make a difference in recycling rates at home/school. 	<ul style="list-style-type: none"> To understand how recycling can have a positive impact on the environment. 	<p>Kapow primary- recycling <u>Activity Outline</u></p> <p>Ask the children what we mean by 'environment' (the area and condition we live in).</p> <p>Explain that environment can be our house, school or the local area. We can also think about the whole world.</p> <p>The focus of this activity is the environment the children live in.</p> <p>Organise the children into small groups and give each group a large piece of paper with one of the following headings: 'Home', 'School' or 'Local area'. Ask them to write down as many things as they can think of about how they or other people look after that environment. For example:</p>

					<ul style="list-style-type: none"> • Home – putting toys away, putting rubbish in the bin. • School – keeping the cloakroom tidy, putting equipment away, creating nice displays. • Local area – not dropping litter, rubbish being collected and having displays of flowers. <p>After a few minutes, swap the paper between groups and get the children to add new ideas. Do a final swap to see if the children can add anything else.</p> <p>Take some quick feedback on the children’s ideas. Please see planning for full lesson details</p>
	4		<ul style="list-style-type: none"> • . 	<ul style="list-style-type: none"> • I know some of the consequences of breaking rules. 	<p>Kapow primary- Rules Activity Outline</p> <p>Ask the children what happens if rules are broken in school. Discuss the processes. Also look at whether some rules have greater consequences than others. For example, if we do something very dangerous, this might lead to missing playtime without any warnings, but with other things, chances may be given before a full consequence is reached.</p> <p>Move on to discuss rules at home. Ask the children to think about some consequences of breaking rules at home. They do not</p>

					<p>need to give examples from their own home; it might be something they have heard about.</p> <p>Ask the children:</p> <ul style="list-style-type: none"> • Do you think that the consequences of breaking rules at school are fair? • What might happen if there were no consequences? (people keep breaking the rules). <p>Explain that the consequences of following rules can be positive (arriving on time at school means seeing their friends for a chat before school starts; tidying up at home means having a nice space to relax in and knowing where your toys are).</p> <p>Discuss that sometimes the consequence of following a rule might just be that you know you have done the right thing.</p> <p>(Please see planning for full lesson details)</p>
	5		<ul style="list-style-type: none"> • To identify local community groups and discussing how these support the community. 	<ul style="list-style-type: none"> • I know that the local council is responsible for looking after the local area. 	<p>Kapow Primary- Local community groups Activity Outline</p> <p>Explain that the buildings the children have thought about are used by either all or some of the community. Different groups will use different buildings for different purposes.</p>

					<p>Start by thinking about your school:</p> <ul style="list-style-type: none"> • Who uses it? • What for? • For example, the school is used by the children who go to learn; by staff who work there; by other community groups perhaps in the evening or at weekends. <p>Give each pupil a copy of the <i>Activity: Buildings in my local community</i> and ask them to look at the list again and complete the sheet detailing the buildings in their community and the people who use them and for what purpose. Go through one first as an example.</p> <p>Once the children have completed the activity, take some feedback and discuss any misconceptions, for example they might think some buildings are only for certain groups and this might not be the case. (Please see planning for full lesson details)</p>
	6		<ul style="list-style-type: none"> • To know some of the ways we can support charities. 	<ul style="list-style-type: none"> • I understand the role of charities in 	<p>Kapow primary-Charity Activity online</p>

				the community.	<p>Recap the previous lesson with the class, where the class looked at different groups within the local community (see RSE/PSHE Year 3, Citizenship, Lesson 4: Local community groups).</p> <p>Ask the children if they remember some of the things they discussed or if there are things they have thought about since the lesson.</p> <p>Ask the children if they can think of any other ways the school could get involved in the local community. Examples might include visiting a home for older people, litter picking, visiting religious buildings or inviting members of the community into school for events.</p> <p>Explain that these things are a way of showing they care about the people who live near them. Question</p> <ul style="list-style-type: none"> • How could our school be involved in the local community? (Please see planning for full lesson details)
<p><u>Media literacy and Digital resilience</u></p> <p>Using the internet and digital</p>	7	<ul style="list-style-type: none"> • how the internet can be used positively for leisure, for school and for work 	<ul style="list-style-type: none"> • To explore some ways of responding to cyberbullying or 	<ul style="list-style-type: none"> • I understand that cyberbullying is bullying 	<p>Kapow primary- Cyberbullying</p> <p><u>Activity Outline</u></p>

<p>devices; communicating online</p> <ul style="list-style-type: none"> recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results about some of the different ways information and data is shared and used online, including for commercial purposes about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information recognise things appropriate to share and things that should not be shared on 	<ul style="list-style-type: none"> to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication <p>that the internet can also be a negative place where online abuse, trolling, bullying and</p>	<p>unkind behaviour online.</p>	<p>which takes place online.</p>	<p>1. Watch the video: 'ThinkUKnow - Play Like Share Episode 1' on VideoLink and discuss some of the themes in it. Talk about the gamer at the start of the video and ask the children:</p> <ul style="list-style-type: none"> What types of things does he do to try and persuade Alfie to play with him? (He starts off by offering Alfie 'gamer points' then threatens Alfie with embarrassment). Does Alfie know the identity of the gamer? (No, he can only see a user name). Do you think Alfie likes the gamer from the messages he receives before he goes to school? (Probably as he is nice about Alfie's videos and offers him 'gamer points'). Why doesn't Alfie like Sam at the beginning of the video? (Because Sam had 'liked' a mean post about Alfie on his gamer videos). <p>(Please see planning for full lesson details)</p>
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<p>social media; rules surrounding distribution of images</p> <ul style="list-style-type: none"> • about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation • where and how to report concerns and get support with issues online 		<p>harassment can take place, which can have a negative impact on mental health.</p>			
	<p>8-10</p>		<ul style="list-style-type: none"> • To understand that everything we see online might not be true. 	<ul style="list-style-type: none"> • I know how to be safe online. • I know how to report something seen or experienced online that concerns me. 	<p>Be internet legends resource pack – 6 lessons.</p> <p>Activity online-</p> <p>Please refer to the resources pack provided.</p> <ol style="list-style-type: none"> 1. Be internet sharp and alert. 2. Be internet secure and kind. 3. Be internet brave. <p>(Please see planning for full lesson details)</p>

<p>Money and Work</p> <ul style="list-style-type: none"> about the different ways to pay for things and the choices people have about this to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'. that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity) to recognise that people make spending decisions based on priorities, needs and wants. different ways to keep track of money . about risks associated with money (e.g. 	<p>11</p>	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime to recognise that people make spending decisions based on priorities, needs and wants To identify the ways that money can impact on people's feelings and emotions about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I know there are different types of jobs available. 	<p>Kapow primary- Jobs and careers <u>Activity Outline</u></p> <p>Using the ideas of jobs the children have come up with, ask them to create their own sheet of jobs they might like to do and jobs they would not want to do.</p> <p>If there are children who are set on one job/career already, stress that they may change their minds as they get older and that it is always a good idea to have a range of options.</p> <p>If children are really stuck, this website provides ideas of jobs in certain areas: My World of Work - explore careers.</p> <p>Ask the children to add reasons to their sheets for why they have chosen the jobs they might like to do and those they would not like to do e.g. what they are good at, what they are interested in and things they know they could not do.</p> <p>(Please see planning for full lesson details)</p>
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<p>money can be won, lost or stolen) and ways of keeping money safe</p> <ul style="list-style-type: none"> about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations to identify the ways that money can impact on people's feelings and emotions 		<ul style="list-style-type: none"> to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 			
<ul style="list-style-type: none"> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes that there is a broad range of different jobs/careers that people can have; that people often have more than one 	<p>12</p>		<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I understand that some stereotypes can exist around jobs but these should not affect people's choices. 	<p>Kapow primary-Gender and careers Activity Outline</p> <p>Ask the children if they know of anybody who does a job stereotypically associated with a particular gender.</p> <p>Get the children into pairs and ask the pairs to discuss why stereotypes about jobs might exist e.g:</p> <ul style="list-style-type: none"> Historical assignment of jobs to particular genders. Assumptions about what different genders can do.

<p>career/type of job during their life</p> <ul style="list-style-type: none"> • about stereotypes in the workplace and that a person’s career aspirations should not be limited by them • about what might influence people’s decisions about a job or career (e.g. personal interests and 					<ul style="list-style-type: none"> • How jobs might be portrayed in the media. <p>Discuss the fact that stereotyping isn’t a good thing, as it can limit people’s opportunities. Reinforce that stereotyping is based on assumptions, rather than people’s actual ability to do a job. (Please see planning for full lesson details)</p>
<ul style="list-style-type: none"> • values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs) • that some jobs are paid more than others and money is one factor which may 	<p>13</p>		<ul style="list-style-type: none"> • To explore the impact our spending can have on other people. 	<ul style="list-style-type: none"> • I know people make spending decisions based on priorities, needs, and want. 	<p>Kapow primary-How spending affect others <u>Activity Outline</u></p> <p>Get the children into small groups and explain that they are going to be thinking about different emotions and how money might make someone feel. Explain that some things might make someone feel several emotions, for example, if someone gives you money as a present you might be both happy and surprised. Check that children understand the four emotions on the sheet: Anger, jealousy, happiness, and surprise.</p>

<p>influence a person's job or career choice; that people may choose to do voluntary work which is unpaid.</p> <ul style="list-style-type: none"> • about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation • to identify the kind of job that they might like to do when they 					<p>Give each group a copy of the <i>Activity: Scenarios</i> and an <i>Activity: Emotions sheet</i>. If you think your pupils are able to and if you have children working at greater depth, they could be challenged to come up with their own scenarios, rather than using the given ones.</p> <p>If the children have the time, they could also add additional emotions that people might feel in the scenarios they have identified, for example, if a child lost money they might be angry but also fearful of what their parent might say.</p> <p>Take feedback from the children on what they have identified for each emotion.</p> <p>(Please see planning for full lesson details)</p>
<ul style="list-style-type: none"> • are older L32. to recognise a variety of routes into careers (e.g. college, apprenticeship, university. 	<p>14</p>		<ul style="list-style-type: none"> • To discuss the different attitudes people have towards money. 	<ul style="list-style-type: none"> • To know that budgeting money is important. 	<p>Kapow primary- Budgeting <u>Activity Outline</u></p> <p>Explain to the children that they are going to create a budget. They will be given some information about six different people and an <i>Activity: Costs sheet</i> and decide how each of them can plan their spending and saving.</p> <p>The children will need to think about:</p> <ul style="list-style-type: none"> • What do they need? i.e. their priorities

					<ul style="list-style-type: none">• What do they want?• How much can they spend?• Should they save? <p>Hand out the <i>Activity: Budget planner</i> (multiple copies per pupil or pair of pupil) and talk through the different categories and work through the following example:</p> <ul style="list-style-type: none">• Ava has £2 a week pocket money. She also has £10 in the bank and £5 in her money box.• Ava lost her pencil case at school and mum says she has to pay for it.• Ava's friend has a great card game and Ava wants it as well so she can play with her brother.• Ava also buys a comic every week. <p>Discuss what Ava can do with the money she has left e.g. save it or spend it on something else.</p> <p>(Please see planning for full lesson details)</p>
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	12		<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • I know of some qualities and strengths I need to achieve a goal. 	<p>PSHE resource- LOUD! Network- Job skills, influences and goals</p> <p>Activity Outline</p> <p>Setting a goal 15-20 min Discuss the different types of goals that someone may have and briefly provide some examples of some realistic in school and out of school goals that could be achieved within a short time e.g. improving a spelling score, achieving a new swimming badge. Then, pupils reflect on how their qualities and strengths might help them. For example:</p> <p>Goal: Play for the school football team</p> <p>Qualities that might help: Being determined</p> <p>Strengths that might help: Working well in a team</p> <p>(Please see planning for full lesson details)</p>
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