

Primary Sex and Relationship Education Scheme of Work  
Year 3

Theme/learning outcomes	Links to Programmes of Study	'I Can' assessment statements	Suggested Resources
<p>Unit 1 Safety</p> <p><b>Learning Outcomes</b></p> <p>To be able to identify potential dangers in different situations and environments, and be able to use basic techniques to resist pressure.</p> <p>To recognise that pressure can come from a variety of sources including the media and people they know</p> <p>To know who they can go to for support and help</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>2k to explore how the media presents information</p> <p>3e to recognise different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable.</p> <p>3f that pressure to behave in an unacceptable or risky way can come from a variety of sources including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.</p>	<p>I can identify and explain how to manage the risks in different familiar situations.</p> <p>I know how to ask for help</p> <p>I can make judgements and decisions and use basic techniques for resisting negative peer pressure</p> <p>I know how to keep myself and others safe when using roads</p> <p>I can judge what kind of physical contact is acceptable or unacceptable</p> <p>I can demonstrate an understanding of e-safety when communicating online</p> <p>I know where to find impartial advice to inform my decision making</p> <p>I can explain how my actions have consequences for myself and others</p>	<p>TACADE I am, I know, I can section 3; lesson 48, 49, lesson 50; Health for Life 8 – 11</p> <p>Keeping myself safe; Miss Dorothy Dot Com.</p>
<p>Unit 2 Being Me</p> <p><b>Learning Outcomes</b></p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b, to recognise their worth as individuals by identifying</p>	<p>I understand that choices have an impact on individuals and families</p> <p>I know that you can plan for</p>	<p>SEAL Good to be Me; TACADE I am, I know, I can section 1 lesson 27, 28 and 29; Miss Dorothy. Com Everyone</p>

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<p>To see oneself as special, to recognise strengths, abilities and personal characteristics.</p> <p>To have begun to build self esteem and confidence by looking at their skills and achievements.</p> <p>To begin to identify personal areas that need improvement.</p> <p>To recognise that choices require decisions.</p> <p>To be able to consider different possibilities.</p> <p>To demonstrate effective decision making skills.</p>	<p>positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action.</p> <p>2f, to look after their money and realise that future wants and needs may be met through saving.</p> <p>4a that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.</p>	<p>future spending and how to save</p> <p>I understand that money is a finite resource for individuals, institutions and the community</p> <p>I know that making comparisons between costs is important in managing your money</p> <p>I am able to make comparisons between prices when deciding what is the best 'value for money'</p> <p>I begin to understand why we have charities</p> <p>I can identify positive ways to face new challenges</p> <p>I know the importance of valuing myself</p> <p>I can see my mistakes, make amends and set personal goals</p> <p>I can explain how my actions have consequences for myself and others</p> <p>I can see my mistakes, make amends and set personal goals</p>	<p>is special; Living and Growing unit 2, Make your choice</p>
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		I know where to find impartial advice to inform my decision making	
<p>Unit 3 Respecting Differences</p> <p><b>Learning Outcomes</b></p> <p>Understand that males and females can do the same tasks and enjoy the same things.</p> <p>Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p> <p>Identify the differences between males and females.</p> <p>Name male and female body parts using agreed words.</p> <p>To know that all families are different and have different family members.</p> <p>Understand that people sometimes have stereotypes (fixed ideas) about families.</p>	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families.</p> <p>4e to recognise and challenge stereotypes,</p> <p>3c, about how the body changes as they approach puberty.</p> <p><b>National Curriculum Science</b></p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals.</p>	<p>I can identify different types of relationships and show ways to maintain good relationships</p> <p>I understand that relationships may change over time</p> <p>I can judge what kind of physical contact is acceptable or unacceptable</p> <p>I understand that their bodies and emotions will change as they grow older</p> <p>I feel good about myself and my body</p> <p>I understand that there is great diversity locally and across the world which affects peoples' choices</p> <p>I can begin to respond to, or challenge, negative behaviours such as stereotyping and aggression</p> <p>I can empathise with other people and situations</p>	<p>Living and Growing unit 2 DVD and resource book; body boards; SEAL Changes; Stonewall Primary resource pack <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a> Different Families; TACADE section 4 lesson 55, 56</p>

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		<p>through topical issues, problems and events I can listen to and show respect for the views of others I can describe the nature and consequences of bullying and express some ways of responding to it</p>	
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