



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group:

3

Subject: PSHE

Topic → Unit → Curriculum Strand ↓	Autumn: Being me in my world (1) Celebrating difference (2) (Anti-Bullying Week)	Spring: Dreams and goals (3) Healthy me (4) (Safer internet Day)	Summer: Relationships (5) Changing me (6) (Healthy Eating Week)
Staying safe (including online safety)	Children can... <ul style="list-style-type: none"> • Identify things, people and places that they need to keep safe from. (4) • Express how being anxious or scared makes them feel. (1) • Take responsibility for keeping themselves and others safe at home. (4) Children know... <ul style="list-style-type: none"> • Some strategies for keeping themselves safe including who to go to for help. (4, 5) • Some household substances (e.g. medicines, cleaning products) can be harmful if not used correctly. (4) 		
Mental wellbeing	Children can... <ul style="list-style-type: none"> • Recognise their worth and identify positive things about myself and my achievements. (1,3) • Face new challenges positively and make responsible choices, asking for help when I need it. (3) • Recognise that some words are used in harmful ways. (2) • Identify a dream or ambition that is important to them and imagine how they will feel when they achieve this. (3) • Express how they feel when their ideas are changed. (5?) - not sure we cover this fully? Children know... <ul style="list-style-type: none"> • How to value themselves and make others feel valued. (2,5) • When they are feeling happy, sad or scared and identify if others are feeling the emotions too. (1) • Techniques to resolve conflicts that may occur. (1,2,5) • Not to use harmful words. (2) 		
Relationships	Children can... <ul style="list-style-type: none"> • Understand that their actions affect themselves and others and try to see things from their points of view. (1,2,5) • Work cooperatively in a group. (1-6) • Understand that everybody's family is different and important to them and respect that these are also characterised by love and care. (2) • Respect and admire people who have overcome obstacles and achieved their goals. (3) • Describe how taking some responsibilities in their family makes them feel. (5) • Identify the roles and responsibilities for each of their family members and begin to reflect on expectations for males and females. (5) • Begin to recognise stereotypical ideas about parenting and family roles. (5,6) Children know... <ul style="list-style-type: none"> • That their behaviour brings rewards and consequences. (1) 		

	<ul style="list-style-type: none"> • How their families care for them, provided love, security and stability and show appreciation of this. (2) • That differences and conflicts sometimes happen amongst family members and friends. (2,5) • How to negotiate in a conflict situation and try to find a win-win solutions. (2,5)
Staying healthy	<p>Children can...</p> <ul style="list-style-type: none"> • Respect their body and appreciate what it does for them. (4) <p>Children know...</p> <ul style="list-style-type: none"> • How complex their body is and how important it is to take care of it. (4) • Different ways to take care of their bodies, e.g. healthy eating, sleep, regular exercise. (4)
British Values	<p>Children can...</p> <ul style="list-style-type: none"> • Understand why rules are needed. (1) • Understand how their rights are shared by children around the world and can identify how our lives may be different. (5) • Empathise with children whose lives are different to mine and appreciate what I may learn. (2,5) <p>Children know...</p> <ul style="list-style-type: none"> • Why rules are needed and how they relate to rights and responsibilities. (1)