

Medium Term Plan Year 3

Half Term/Key Question	Topic	In this unit of work, pupils will learn...
Transition	Protective Behaviours	<p>During the first few weeks in September, children will take part in the 'Protective Behaviours' Unit of work. This explores the theme of 'feeling good and feeling safe'. Protective Behaviours is based on two key messages:</p> <p>We all have the right to feel safe all of the time,</p> <p>We can talk with someone about anything, even if it feels awful or small.</p>
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments. PoS refs: R10, R11, R13, R14, R17, R18	<ul style="list-style-type: none"> • How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded, • How to recognise if others are feeling lonely and excluded and strategies to include them, • How to build good friendships, including identifying qualities that contribute to positive friendships, • That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences, • How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.
Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products. PoS refs: H9, H10, H26, H39,	<ul style="list-style-type: none"> • How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe, • How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers, • That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable,



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	<p>H30, H40, H42, H43, H44, R25, R26, R28, R29</p> <p>How to make informed choices about health and wellbeing; identify different influences on health and wellbeing; why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety; how to make informed choices; what positively and negatively affects their physical, mental and emotional health.</p>	<ul style="list-style-type: none">• How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online),• How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly),• How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns,• What to do in an emergency, including calling for help and speaking to the emergency services. <p>CWP additional objectives:</p> <ul style="list-style-type: none">• To consider smoking and its effects• To understand the impact of smoking and passive smoking• To know some strategies to prevent starting smoking
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Spring 1 What are families like? Why is it good to be different?	Relationships Families; family life; caring for each other. PoS refs: R5, R6, R7, R8, R9 Caring and respectful relationships.	<ul style="list-style-type: none">• How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents),• How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays,• How people within families should care for each other and the different ways they demonstrate this,• How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe. CWP additional objectives: <ul style="list-style-type: none">• To identify that people are unique and to respect those differences,• To explore the differences between male and female bodies.
Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others. PoS refs: R32, R33, L6, L7, L8	<ul style="list-style-type: none">• How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups,• What is meant by a diverse community; how different groups make up the wider/local community around the school,• How the community helps everyone to feel included and values the different contributions that people make,• How to be respectful towards people who may live differently to them.
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care. PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	<ul style="list-style-type: none">• How to eat a healthy diet and the benefits of nutritionally rich foods,• How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist,• How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health,• How people make choices about what to eat and drink, including who or what influences these,



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		<ul style="list-style-type: none">• How, when and where to ask for advice and help about healthy eating and dental care.
Summer 2 Why should we keep active and sleep well?	Health and wellbeing Being healthy: keeping active, taking rest. PoS refs: H1, H2, H3, H4, H7, H8, H13,H14	<ul style="list-style-type: none">• How regular physical activity benefits bodies and feelings,• How to be active on a daily and weekly basis - how to balance time online with other activities,• How to make choices about physical activity, including what and who influences decisions,• How the lack of physical activity can affect health and wellbeing,• How lack of sleep can affect the body and mood and simple routines that support good quality sleep,• How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried