

Year 3 PSHE Progression

Working Towards:	Objectives:	Greater Depth:
	<p>Term 1: TEAM (Relationships)</p> <p>I can work with a partner to write down a change that has come with starting in Year 3. I can actively work as a team.</p> <p>I can identify a feeling and how it is expressed.</p> <p>I can identify and problem solve to gain a resolution to a problem.</p> <p>I can create a list of good deed ideas.</p>	
	<p>Term 2: Think Positive (Health and Wellbeing)</p> <p>I understand that having a positive attitude is good for our mental health. I understand the causes of negative thoughts.</p> <p>I can identify ways to cope with negative thoughts.</p> <p>I understand the impact certain changes can have on people and how it can affect them emotionally.</p> <p>I can identify some mindfulness techniques and discuss which they like to use.</p> <p>I can identify strategies to cope with uncomfortable emotions.</p>	
	<p>Term 3: Diverse Britain (Living in the Wider World)</p> <p>I can describe the benefits of living in a diverse and multicultural society. I understand why democracy is important.</p> <p>I can identify how rules and laws help them.</p> <p>I can identify the rights of the British people.</p> <p>I can describe what being British means to others.</p>	
	<p>Term 4: Be Yourself (Relationships)</p> <p>I can identify my own strengths.</p> <p>I can explain that how I am feeling on the inside can affect facial expressions and body language.</p> <p>I can identify and begin to implement strategies to help them cope with uncomfortable feelings.</p> <p>I can begin to demonstrate appropriately assertive behaviour.</p> <p>I can analyse messages given by the media about how people should look, think and behave.</p> <p>I can demonstrate how they are going to make things right after mistakes have been made.</p> <p>I can explain what I have learnt and how I have grown from mistakes I have made.</p>	
	<p>Term 5: Aiming High (Living in the Wider World)</p> <p>I can identify skills and attributes that are useful in many roles. I can identify elements of a growth mind-set.</p> <p>I can identify and challenge stereotypes.</p> <p>I can discuss goals they could set to work towards their ambitions.</p> <p>I can discuss challenges many people face and how some people overcome these.</p>	
	<p>Term 6: It's my Body (Health and Wellbeing)</p> <p>I can list some of the effects of sleep deprivation. I can explain the effect of exercise on the heart.</p> <p>I know how to get help for themselves or another in the case of serious problems.</p> <p>I can explain why eating a balanced diet is important.</p> <p>I know how to check medicine instructions.</p>	

I know how to inhibit the spread of germs.
I can explain the importance of vaccinations and immunisations.

Sutton Veny SRE Objectives:

Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Pupils should be taught to notice that animals, including humans, have offspring which grow into adults.

(They should also be introduced to the processes of reproduction and growth in animals. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)