



Year 3 RSE/PSHE/SUMO Yearly Overview

	<u>Week One</u>	<u>Week Two</u>	<u>Week Three</u> <u>Week Four</u>	<u>Week Five</u> <u>Week Six</u>
<p>Autumn 1 SUMO Link: Change your t-shirt</p>	<p><u>Change your T-Shirt lesson</u> <u>Watch video</u> T-shirt template, create a washing line?</p>	<p><u>Change your T-Shirt lesson</u> Using role play and emojis to show the difference in T-Shirts. What can we do to help us change our T-Shirt?</p>	<p><u>Friends, family and others</u> CT – Complete the first 10 minutes of the story session. Go through the PowerPoint and discuss. Begin with relationship detectives – Who might these people be? How might they feel about each other? To play the Relationship Detective Board Game:</p> <ul style="list-style-type: none"> • Distribute one pack of Relationships Cards (Appendix 1) and one Relationship Game Board (Appendix 2) to every group. • In groups, pupils must sort the Relationship Cards into categories of Family, Friend or Other. • You may make this a timed competition if you wish. <p>When completed, discuss the similarities and differences between the different groups. For example, you might highlight that you know the names of everyone in the Family and Friend groups but not in the Others group. Or you might highlight that people in Family and Other groups are often in charge, but that rarely happens in the Friends group.</p> <p>As an example, pick one card from each of the packs and ask children what they might talk to them about; by doing this, pupils should explore how we relate to people in different groups in different ways. For example, would you say "I love you" to the postman?</p> <p>The key point is to identify that we relate to different people in different ways.</p> <p>Continue to go through the PowerPoint and watch the videos about relationships. Discuss with the children about how sometimes relationships can go wrong either with others or ourselves.</p>	<p><u>When things feel bad</u> Go through powerpoint and discuss. Sit children in a circle and play a game of 'Am I cool?'</p> <ul style="list-style-type: none"> • Secretly decide a simple physical rule that will make children 'cool', e.g. their arms or ankles are crossed; they are wearing a certain item of school uniform; they make eye contact when asking the question etc. • Children should then take turns around the circle asking the teacher 'Am I cool?' If the child fulfils the rule, you say "Yes, you're cool!" and if they don't say, "No, you're not cool". • Continue playing for a few minutes then ask the pupils to guess why some people are cool and some people are not; if they don't guess, reveal your real reason. • After you have explained the rule, make sure you have a final circuit where all children are told, "Yes, you're cool." <p>Ask children how they felt, especially if they were stuck being 'not cool' for most of the game.</p> <p>Give each group a piece of sugar paper and ask them to split it in half. Give the children one minute to write down on one side of the sheet things that people say that make them feel good. Share examples with the class.</p> <p>Explain that sometimes people say and do things that make others feel bad – these might be clues that the relationship is an unhappy/unsafe one.</p> <p>Give children two minutes to write down on a sheet of paper things people do that might make them feel bad.</p> <p>Discuss some examples from each group and then click to reveal the following list to see how they did:</p> <ul style="list-style-type: none"> • saying or texting something nasty or unkind about the person; • saying something about the person's family or friends; name-calling • laughing at someone or making fun of someone (imitating them) • leaving someone out or not responding to someone when they talk to you • rolling eyes, etc. <p>PowerPoint and watch the videos. Discuss with the children, in more detail, the meaning of resilience and pressure.</p> <p style="text-align: right;">Continue to go through the</p>



Year 3 RSE/PSHE/SUMO Yearly Overview

			<ul style="list-style-type: none"> • Good friendships show qualities such as kindness, honesty, trust, patience forgiveness etc. But we know that none of us are perfect and we will make mistakes that can make our relationships go wrong. • Look at the four images on screen. Ask children to be Relationship Detectives again and imagine what has gone wrong in each photo. Discuss in pairs and share with the class. <ul style="list-style-type: none"> ○ In your discussions, introduce the word 'clique' and explain what it means (a small close-knit group of people who do not readily allow others to join them). • Then offer the following general examples of how relationships might go wrong: <ul style="list-style-type: none"> ○ We might say something nasty to hurt someone ○ We might be selfish and not listen to others ○ We might feel jealous when a friend does well and make fun instead of offering encouragement ○ We might tell a lie instead of the truth ○ Ask children to think: Have they ever done any of these things? Have they ever experienced these things being done to them? Any other things that might go wrong in relationships? • Ask children if they think relationships can be fixed when things go wrong? How? <ul style="list-style-type: none"> ○ Say sorry when you've not been a good friend. ○ Offer forgiveness when someone is truly sorry. ○ Ask for help and advice from a trusted adult. <p style="color: red;">SL: Children will think of how changing your T-shirt can help to repair relationships.</p> <p>*All resources can be found in Module 2 of RSE section of 10:10.</p>	<p>Children to storyboard their own imagined stories of bullying including the three points below:</p> <p>Ask pupils to discuss in pairs, reminding them of some of the key characteristics of pressure and resilience.</p> <p>In class discussion, ensure that children understand the following key points:</p> <ul style="list-style-type: none"> • We might feel pressure because people threaten to hurt us physically or hurt us emotionally. • We can be resilient by being honest with the people we trust. • Resilience can be practised every day. <ul style="list-style-type: none"> • The situation, e.g. never getting picked for the football team • How do the characters feel (Pressure)? e.g. like they aren't good enough to be part of the gang • What happened next (Resilience)? How might the characters end/continue their relationship? <p>Give the children a chance to present their story to the class.</p> <p style="color: red;">SL: How could the bully in your story change their T-Shirt.</p>		
<p>Autumn 2 SUMO Link: Fruity Thinking</p>	<p><u>Fruity thinking lesson</u> <u>Watch Video</u> Draw fruit (Positive thoughts in the fruit)</p>	<p><u>Fruity thinking lesson</u> Create poster showing differences between fruity and faulty thinking.</p>	<p><u>When things change</u> <u>Session will be uploaded for</u> <u>September 2020</u></p>	<p><u>Sharing Online</u></p>	<p><u>Chatting Online</u> Go through the PowerPoint and discuss.</p> <p><small>Building on from the previous session, "Sharing Online", ask pupils to tell you what things they should never share about online, and discuss what the dangers could be:</small></p> <p><small>Passwords, address, phone number, photos of you in school uniform, what school you go to, any other personal information etc.</small></p>	<p><u>Physical Contact</u> Go through PowerPoint and discuss. Begin the session by showing the children the video from the NSPCC: 'I feel safe when...'</p>



Year 3 RSE/PSHE/SUMO Yearly Overview

Reflection: When is a time you have felt faulty? How did you change that to fruity thinking?

Go through the PowerPoint and discuss. (Use the session lesson plan to help you with the questioning within the PowerPoint).

- Discuss the children's choices of websites that they like to use.

To establish some of the basic ideas for this session, hand out a copy of Appendix 1: Body Outline. Explain that this is an outline of a typical Year 3 or Year 4 pupil.

- On the outside of the body, pupils should write the name of websites and apps this typical Year 3 or Year 4 pupil likes to use or wants to use.
- On the inside of the body, pupils should write down all the things they need to do to be safe when they go online.

Did they know these have an age limit?

Why do you think certain websites may have an age limit?

- After discussing the film further introduce the children to Alex.

Remind the children that he may not go to their school but his story is real.

Complete the class discussion using the script provided on 10:10.

Activity: Children will complete a poster about online safety.

Lead a discussion with the children, using the script from 10:10, about websites and the safety of them.

After going through the PowerPoint, using the questioning from the script, children **should write an agony aunt reply letter to Lucy.**

This letter should advise her on what she should do next and what she could do better in the future.

SL: How are you going to be more careful online in the future?

Ask the children to discuss this in pairs and share with the class. They will complete the sentence, 'I feel safe when...'

After feedback, click to reveal the words People, Places and Rules, and help the children to see where their suggestions fit into these broad categories. For example:

- **People** - Feeling safe with trusted adults around that children can talk to about any problems or issues, no strangers
- **Places** - Having a practically safe environment, e.g. nothing to trip over, clearly marked fire exits, not too big that they get lost etc.
- **Rules** - Having clear rules and boundaries is important to know how they can keep themselves safe, e.g. cars travel on the left, so we know how to cross the road safely

Introduce the word abuse and explain to the children that there may be some children that don't always feel safe.

Explain that abuse means:

'Any action or failure to act by another person – adult or child – that causes significant harm to the child.'

Go through Mark's story and use the discussion questions from the script to discuss the film further with the children.

Physical abuse.

After this, go onto the next film which is Alesha's story.

After watching Alesha's story, use the questions from the script to discuss with the children further.

Emotional abuse.

After this, go onto the next film which is Chris' story.

After watching Chris' story, discuss with the children further using the questions from the script.

Abuse of private parts.

Activity: Children will be given different scenarios. They will stick them in their books and underneath which type of abuse they



Year 3 RSE/PSHE/SUMO Yearly Overview

						<p>show and write down their reasons as to why they chose that style of abuse.</p> <p>Watch the film. Highlight that all of the children had a trusted adult that they all spoke to who helped them with these problems.</p> <p>Activity: Children will write a list, or draw, the adults that they trust.</p> <p>End the lesson by asking the children what they should do if they think their friends or they themselves are being abused.</p>
<p>Spring 1 SUMO Link: Hippo time is OK</p>	<p><u>Hippo time lesson</u> <u>Watch video</u> Draw a time when we may need hippo time. Who can help us during this time?</p>	<p><u>Hippo time lesson</u> How do I feel during hippo time? How can I use my SUMO skills to help me feel better?</p>	<p><u>Trinity House</u> Go through the PowerPoint and discuss. Ask the children to make an equilateral triangle with their hands. Read the story from appendix 1. Explain to the children that the story has a hidden meaning. Ask the children to recap the story in pairs to see what they could remember. Go through the rest of the PowerPoint and explain the trinity to the children using the session plan script.</p>	<p><u>What is the church?</u> Go through the PowerPoint and discuss. Ask the children to retell the story of Trinity house. What can they remember? What is the Holy Trinity? Using the script, go through the PowerPoint, questioning the children throughout. Activity: When you have been through all of the PowerPoint the children will design their perfect church using the principles they have learned. Ask the children to design their perfect church, using the principles they've learnt as a guideline to inspire them. E.g. gardening for the elderly, food</p>	<p><u>How do I love others?</u> Go through the PowerPoint and discuss. Recap a little on the previous lessons on the Trinity and the Church.</p> <p>Small group activity:</p> <ul style="list-style-type: none"> • Split the class into small groups (4-6 pupils). • Give out a 3 large sheets of paper and a set of cards from Appendix 1 to each group. • Ask them to put one of these three headings on each sheet of paper: Cared For / Not Very Cared For / Not Sure • Discuss in their groups where each card should go and place them there. <p>Whole Class Discussion</p> <ul style="list-style-type: none"> • Did the group disagree about where to place any cards? • Which ones made them feel the most / least cared for? <p>Individual activity:</p> <ul style="list-style-type: none"> • Ask each pupil to write the heading in their books: I feel loved when... • They should finish this sentence, including some things from the previous exercise as well as adding their own. • Feedback across the class. 	



Year 3 RSE/PSHE/SUMO Yearly Overview

			<p>Activity: Children will complete the trinity triangle cut and stick activity from appendix 2.</p> <p>SL: How can God help us when we are feeling down?</p>	<p>bank collections, meals rotas for the sick and families with new babies etc.</p> <p>Children could create this with a church template open up leaflet.</p> <p>SL: How would your perfect church help people during their hippo time?</p>	<p>Go through the remainder of the PowerPoint, questioning the children using the session plan provided on 10:10.</p> <p>SL: Ask the children to write down one or two things they could do today to make someone feel loved today.</p> <p>Continuing to go through the PowerPoint, show the children the CAFOD film. Continue to question the children using the session script and continue through the PowerPoint.</p> <p>Activity: Children will finish this lesson by writing a prayer to God asking for his help in helping others.</p>	
<p>Spring 2 SUMO Link: Remember the beachball</p>	<p><u>Remember the beachball lesson</u> <u>Watch video</u> Use beachballs. What colours can you see when you're holding the beachball? What colours can your partner see?</p>	<p><u>Remember the beachball lesson</u> Why is it important that we see other people's point of view?</p>	<p><u>HMHM Friendships</u> <u>Being a good friend</u> <u>Lesson 1</u></p> <p>Starter: Ask the class: "What would a really bad friend be like?" Then look at "What would a really good friend be like?"</p> <p>Main Activity: Create an advert requesting a good friend. The advert should include a description of a good friend.</p> <p>SL: How can we use the beachball to respect each other's opinions?</p> <p>CT: Finish the lesson with a prayer and allow the children to share a</p>	<p><u>HMHM Friendships</u> <u>What's on your mind?</u> <u>Lesson 2</u></p> <p>Starter: Ask pupils to write down an emotion for each letter of the alphabet. This can be done individually or in small groups. Pupils should discuss what these emotions feel like or what they mean to them. Pupils should then share their suggestions as a class to create their 'Emotion Alphabet' word bank.</p> <p>Main Activity: Use the activity from the <u>friendship</u> HMHM booklet.</p> <p>Plenary: Complete plenary from booklet.</p>	<p><u>HMHM Friendships</u> <u>Working together</u> <u>Lesson 3</u></p> <p>Starter: Support pupils to think about a time when they worked together in a team. Encourage them to share the scenario, what they enjoyed, what was challenging, and what they would change if they were to do it again.</p> <p>Main Activity: Facilitate a range of team building exercises that will encourage pupils to work together by solving problems collaboratively and supporting each other in their joint tasks. Emphasise the importance of listening to each other and helping everyone to contribute to the task. *Ideas in the HMHM booklet.</p>	<p><u>HMHM Friendships</u> <u>Making things right</u> <u>Lesson 5</u></p> <p>Starter: Play 'Chinese Whispers' with pupils. : "I went to the supermarket and bought..." Encourage pupils to reflect on how easy it is for the sentence to be miscommunicated and to change as it is passed from person to person. Why is it easy to make a mistake?</p> <p>Main Activity: Create a display containing a 'classroom bridge'. Within the display, each brick of the bridge should represent a way of 'making things right' between friends. Examples include: saying sorry, listening to each other's perspectives, and being kind to each other. Once</p>



Year 3 RSE/PSHE/SUMO Yearly Overview

			time where they have been a good friend.	SL: How can character A from the plenary use the beachball to try and understand character B's decision?	SL: How did you use the beachball to work as a team?	created, refer to the classroom bridge in subsequent situations when pupils fall out with one another. Link your SUMO throughout this activity.
Summer 1 SUMO Link: Learn Latin	<u>Learn Latin Watch Video</u> Why do we put things off? What sort of things do you try and leave until later? Why do you leave them till later?	<u>Learn Latin lesson</u> Think about the things you put off. Make a poster. Think of things you could do to make you seize the day and do them anyway.	<u>HMHM Belonging Ideal School Lesson 1</u> Starter: The lesson can be introduced to pupils by explaining the different types of education systems from around the world. Main Activity: Look at videos that show education around the world. Ask children which parts they liked and did not like in the video and why that might be. Children will then design their perfect school. SL: What can we do to make our school more ideal for us?	<u>HMHM Belonging Celebrating Differences Lesson 2</u> Starter: This lesson should be introduced by referring to the different characters contained within this curriculum, i.e., Whitney, Ollie etc., to demonstrate the differences in families. The pupils should be asked to draw the different families whilst discussing the differences between them all. This activity aims to get the pupils to start thinking of the differences and similarities that these characters may have with their own lives. Main Activity: Complete role play activity from Belonging HMHM booklet. Children will write a prayer celebrating differences and share in CT.	<u>HMHM Belonging Special People Lesson 3</u> Starter: Complete circle from booklet. Main Activity: The aim of this activity is to allow pupils to recognise who is important in their lives and to try and establish why they are important. It also serves as a way to allow the pupils to show their gratitude to those who are special to them by creating a 'paper doll'. Pupils should be given an outline of a person and asked to identify them as someone important in their lives. The pupils can then colour in the doll and label the different features that they admire in them. SL: How can we show somebody, today, that they are special to us.	<u>HMHM Belonging My Safe Space Lesson 4</u> Starter: Complete activity from booklet. Main Activity: The aim of this activity is to allow pupils to create a physical representation of a 'safe space'. Pupils can create a shoe box to represent the safe space by drawing / putting in items that makes them feel happy and safe. These shoe box rooms can be referred back to when pupils are feeling upset. Teachers can ask the pupils to talk them through the shoe box activity and ask questions such as "how do we get you to your safe space?" If the space is imaginary, encourage the pupils to think of a real space, and to think about what could be used to represent this safe space. CT: Allow the children to share their safe places with each other and create a small display.



Year 3 RSE/PSHE/SUMO Yearly Overview

<p>Summer 2 SUMO Link: Ditch Doris Day</p>	<p><u>Ditch Doris Day Lesson</u> <u>Watch Video</u> Write a proud diary. What have you achieved that you are proud of?</p>	<p><u>Ditch Doris Day Lesson</u> How can we make a difference in school? Let's set some goals: What do we want to do to make a difference in school and how are we going to do it?</p>	<p><u>HMHM</u> <u>Belonging</u> <u>Helping others to belong</u> <u>Lesson 5</u> Starter: Introduce Roza's story. Why does Roza feel the way she does in the story. The pupils should also then try and identify ways in which they would help Roza if she was feeling sad. Main Activity: Give children scenarios to act out as role plays or discussed in small groups. Think of the different responses they could give to help the situation. Then, chn place their ideas into a jar to be used when someone needs some help when they feel left out. *Use the scenarios from the booklet to help with this activity.</p>	<p><u>HMHM</u> <u>My Wider Community</u> <u>My Community</u> <u>Lesson 1</u> Starter: Pupils are asked to think about who is in their school community, looking at their class along with sports groups, house groups and teachers. Main Activity: Pupils are asked now to think about where they go each day, making their own community list. Once the lists are made, pupils can create their own community map showing these places. Pupils could also detail on their list why each of these places are important to them and how they feel going there. SL: What can we do to help improve our community?</p>	<p><u>HMHM</u> <u>My Wider Community</u> <u>Me in my world</u> <u>Lesson 2</u> Starter: Pupils will be introduced to the idea that people act differently in some communities compared to others and may show different aspects of their personality. An example could be that Wajid is quiet and thoughtful when he attends mosque with his family but is loud and energetic when at the football club. Main Activity: <small>Pupils should draw two places that they go to regularly and be asked to make a list of the different things that they do at each place. They should also think about how they feel at each place and the different character traits they show. They can be given a sentence starter to help, for example:</small> <ul style="list-style-type: none"> • At home, I... • At school, I... • At church, I... • At afterschool club, I... <small>NB: Pupils may need to draw on the character lists included in the resource section of the 'All About Me' module.</small> </p>	<p><u>HMHM</u> <u>My Wider Community</u> <u>Connectedness</u> <u>Lesson 3</u> Starter: Pupils are asked to use resources such as dictionaries and the internet to create a definition for the word 'connectedness'. These definitions can be shared to create a class definition. Main Activity: Complete activity from the booklet. SL: How can we be more connected with the people in our community?</p>
--	--	--	---	--	---	--

If there is time, you may complete lessons 4 and 5 of the wider community HMHM module.