

YEAR 3 SRE MEDIUM TERM SPRING TERM– Parents/carers

W/B	Vocabulary	RESOURCES	I CAN STATEMENTS	OVERVIEW OF LESSON
a) Our Bodies and b) Pink and Blue Year 2 recap	a) Male, female, private parts, genitals, penis, testicles, vulva, vagina	a) Lesson pack, Activity sheet- 1 per child Body parts poster PSHE journal	a) I can name the main parts of girls' and boys' bodies. I can use the scientific names for parts of the body. I can explain the differences between girls' and boys' bodies.	AIM: To know the names for the main parts of the body (including external genitalia) and to know the bodily similarities and differences between girls and boys. Big Questions What are the main parts of our bodies? What are the differences between girls and boys? WARNING: Children cannot be withdrawn from this lesson
	b) male, female, gender, stereotype, likes, dislikes, same, similar, different, respect, unique	b) Lesson pack Sorting statements- one set per table/group Picture of girl and Boy- one set per table/group Find Someone Who Grid- one per child Pictures of Boys and Their Likes. Pictures of Girls and Their Likes- one set per table/group PSHE journal	b) I can explain how we are different and that different people like different things. I explain what a stereotype is. I can discuss why it is important to find out about a person to really know them. I can explain why it is important to respect others' likes and dislikes, even if they are not the same as mine.	AIM: To learn ways in which we are unique. To identify and respect the differences and similarities between people. Big Questions Can we tell what someone is like depending on if they are a boy or a girl? What is a stereotype?
Lesson 2	Relationship, family, friend, teacher, appropriate,	PSHE journal	I can identify the benefits of a good relationship. I can explain what an appropriate relationship is. I can discuss why it is important to have different relationships	AIM: Relationships Identify the benefits of a good relationship – this will allow discussion around appropriate relationships, how important different relationships are Relationship qualities – positive reinforcement regarding how to treat other people / each other

			I can identify someone I trust to talk to if I don't feel safe in a relationship	Who can you talk to – stress the importance of this – someone they trust and feel safe with Feedback WARNING: Children cannot be withdrawn from this lesson
Lesson 3 Is it ok?	Respect, consent, trusted adult, safe, advice, no, stop, rules, touch, comfortable, uncomfortable, hurt, ok, bodies, feelings, scenario	Lesson pack Teddy Bear Ask Teddy Cards Scenario Cards- one set per group PANTS video from NSPCC Parents guided PANTS rule Children pull out PANTS rule PSHE journal	I can discuss why it is important to respect my own and other people's bodies. I can describe what 'no' and 'stop' means. I can discuss how people's bodies and feelings can be hurt. I can explain who to tell if I am worried that the rules about respecting people's bodies have been broken.	AIM: To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) At the end of the Twinkl lesson show the children the PANTS rule clip from the NSPCC. Talk through the poster with the children. Big Questions What is 'consent' and what are the rules for respecting people's bodies? What should we do if these rules are broken?
Lesson 4 Fit as a Fiddle	Healthy, exercise, heart, head, muscles, balanced, diet, heart rate, saturated, protein, hydrated, hormones, vitamins, minerals, sleep, eat, drink	Lesson Pack Sticky notes- one per child Experiencing Exercise Notes Sheet- one per child Head, Heart, and Muscles Worksheet- one per pair Sell it! Template- one per child PSHE journal	I can describe how to keep my body healthy. I can discuss how a healthy diet helps my body and mind. I can explain that sometimes things are sold as healthy but are not. I can discuss what I can do to keep my heart, head and muscles healthy.	AIM: To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet. To understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a

				<p>daily active mile or other forms of regular, vigorous exercise.</p> <p>To know about the risks associated with an inactive lifestyle (including obesity); to know how and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p>Big Questions</p> <p>What does your body need to be healthy?</p> <p>If you eat junk food regularly, what are the effects on your body?</p> <p>What can you do to become healthier?</p>
<p>Lesson 5</p> <p>Good Night, Good Day</p>	<p>Sleep, sleep deprivation, sleep hygiene, disorientated, routine, bedtime, hallucinating, paranoid, relax, body, mind, healthy</p>	<p>Lesson pack</p> <p>Sleep deprivation</p> <p>Activity- one per pair</p> <p>Bedtime Routine Activity Sheet- one per group</p> <p>Sleep Hygiene Poster</p> <p>Template- one per child, as necessary</p> <p>PSHE journal</p>	<p>I can explain why it is important to get enough sleep.</p> <p>I can discuss how much sleep I need to be healthy.</p> <p>I can discuss what to do to get good quality sleep.</p> <p>I can explain what to avoid in order to get good quality sleep.</p>	<p>AIM:</p> <p>To learn what positively and negatively affects their physical, mental and emotional health.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>Big Questions</p> <p>Why is it important to get enough sleep?</p> <p>How can getting enough sleep keep our bodies and minds healthy?</p> <p>What happens if we don't get enough sleep?</p>
<p>20.02.23</p> <p>Lesson 6</p> <p>Cough, Splutter, Sneeze</p>	<p>Disease, germ, contagious, spread, hygiene, wash</p>	<p>Lesson pack</p> <p>Disease Knockout Cards- one set per class</p> <p>Beat the Disease</p> <p>Worksheet- one per pair</p>	<p>I can describe how good hygiene helps to stop the spread of disease.</p> <p>I can explain how different diseases spread.</p> <p>I can discuss how to keep myself clean.</p>	<p>AIM:</p> <p>To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</p> <p>To know what positively and negatively affects their physical, mental and emotional health.</p> <p>Big Questions</p> <p>How can we stop the spread of some diseases?</p>

		Please, Please Clean Me Worksheet- one per group PSHE journal	I can discuss how germs carry infection.	What role does personal hygiene play? Why else is personal hygiene important?
Lesson 7 Drugs – Healing or Harmful?	Drug, recreational, medical, pharmacy, chemist, dangerous, risky, risk	Lesson Pack Postcard to an Alien Activity Sheet- one postcard per child. Emergency Situation Role-Play Cards- one per pair PSHE journal	I can explain how to take medicine safely and keep safe around drugs. I can discuss how to identify risks in familiar situations. I can discuss what is safe to eat or use and what is not. I can explain where I can find help in a risky or dangerous situation.	AIM: To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience. To recognise how their increasing dependence brings increased responsibility to keep themselves and others safe. To learn which, why and how, commonly available substances and drugs (including alcohol, tobacco and ‘energy drinks’) can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others. Big Questions What are drugs? How can I stay safe around drugs?
Lesson 8 Choices Everywhere	Consent, choice, habit, resilience, structure, planning, balance, pros, cons, consequences	Lesson pack Sticky notes- two per child Sort the Habits Activity Sheet- one per child My Helpful Habits Activity Sheet- one per child PSHE journal	I can discuss how to make better choices and choose healthy habits. I can identify habits that will help me. I can discuss how to deal with habits that are unhelpful.	AIM: To learn how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a ‘balanced lifestyle’. To learn what is meant by the term ‘habit’ and why habits can be hard to change. Big Questions What choices do I have? How can I make better, healthier choices?