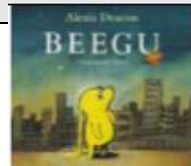


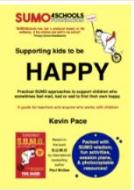
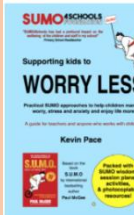
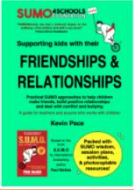







Core Theme	Year 3	PD book	British values	SUMO	Articles	PD Award
<p>Health and Wellbeing</p> <p><b>Big Questions</b></p> <p><i>Why should we eat well and look after our teeth?</i></p> <p><i>Why should we keep active and sleep well?</i></p> <p><i>What keeps us safe?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE Assembly</b></p> <p><b>Visitor Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<ul style="list-style-type: none"> <li>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.</li> <li>Understand what being lonely feels like.</li> <li>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.</li> <li>Recognise how images in the media (and online) do not always reflect reality.</li> <li>Develop strategies for keeping safe online; the importance of protecting personal information, including passwords.</li> <li>Recognise the importance of taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact.</li> <li>Recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</li> <li>Explore what positively and negatively affects their physical, mental and emotional health.</li> <li>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</li> <li>First aid communication and casualty care, the recovery position, bleeding.</li> </ul> <p>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</p>	<p><b>Respond to a picture:</b> looking at a scenario, identify the risks and risk factors. <b>Deeper:</b> which risks are more obvious, how can these be mitigated.</p>	<p><b>Liberty</b></p>  <p>Pupils have the freedom to make choices that affect them, but recognise that they are accountable for their actions.</p>	 <p><b>Loss and Grief (page 75):</b> use snippets of this session to look at how to overcome negative feelings of loss and how these feelings may clash with feelings of anger and frustration.</p>	 <p>24 HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p><b>Zone 1 – Bien-être</b></p>  <ul style="list-style-type: none"> <li>make links between PE lessons and exercise.</li> <li>take part in a yoga session or a mindfulness break.</li> <li>design or create your own healthy meal.</li> </ul>
		<p><b>Explain to an alien:</b> explain what their understanding of mental health is. <b>Deeper:</b> suggest ways to promote positive mental health and explain the links to physical health.</p>	<p><b>Law</b></p>  <p>Rules are there to help protect myself and others. They must be respected. Who makes laws? (local, national &amp; international) Why are the police and army accountable to Parliament? How do courts maintain independence? Magistrate/police assembly</p>	 <p><b>Understanding FEAR (page 89)</b> – this activity allows children to reflect on a time where their worries outweighed the result of the negative situation. It also demonstrates how to act on evidence.</p>	 <p>27 FOOD, CLOTHING, A SAFE HOME</p>	<p><b>Zone 2 – Egalitate</b></p>  <ul style="list-style-type: none"> <li>making new friends</li> <li>buddying with a new pupil in school.</li> <li>help a peer with their learning.</li> <li>Take part in a religious celebration with others.</li> </ul>
		<p><b>Graffiti wall:</b> use post it notes to create a build up of how it feels to be lonely. Use the other senses. <b>Deeper:</b> suggest reasons for loneliness and how this can be overcome.</p>	<p><b>Role play:</b> re-enact a situation which requires emergency care of some form. Freeze frame throughout and provide insights into their thoughts. <b>Deeper:</b> discuss risk factors in the actions taken and ways to mitigate the risks identified</p>	 <p><b>Mindfulness workout (page 83)</b> – use the picture 4 to start a conversation. The preceding techniques will allow children to explore their own 4eding techniques will allow children to explore their own mindfulness and</p>	 <p>17 ACCESS TO INFORMATION</p>	

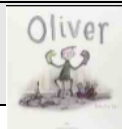
No Outsiders in a Faith Community



Core Theme	Year 3	PD Book	British values	SUMO	Articles	PD Award
<p>Relationships</p> <p>Big Questions</p> <p><i>How can we be a good friend?</i></p> <p><i>What are families like?</i></p> <p><i>How and when should I seek help?</i></p> <p><b>PSHE Lesson</b></p> <p><b>PSHE</b></p> <p><b>Assembly</b></p> <p><b>Visitor</b></p> <p><b>Assembly</b></p> <p><b>No Outsiders in a Faith Community</b></p> <p><b>Across the Curriculum</b></p>	<ul style="list-style-type: none"> <li>Recognise different types of relationships, including those between acquaintances, friends, relatives and families.</li> <li>Recognise and respond appropriately to a wider range of feelings in others.</li> <li>Develop strategies to resolve disputes and conflict through negotiation and appropriate compromise.</li> <li>Know that marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves.</li> <li>Recognise what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond.</li> <li>Discuss the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</li> <li>Realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).</li> </ul> <p><i>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</i></p>	<p><b>Respond to a picture:</b> children look at a picture and discuss the different types of relationships that might be there. <b>Deeper</b> – talk about the similarities and differences between those relationships.</p> <p><b>Sorting activity:</b> sort different contact into acceptable and unacceptable – Venn diagram. <b>Deeper</b> – explanations of why sometimes there may be confusion i.e. hitting is play fighting etc.</p> <p><b>Spider diagram:</b> look at the different forms of discrimination and what that may look like. Branch out into the consequences of those actions. <b>Deeper:</b> explain what could be done in these situations. What advice would they give?</p>	<p><b>Respect</b></p>  <p>What is respect? Where does it come from? Who receives our respect? Why? Why is it important? How does this support healthy relationships?</p> <p><b>Responsibility</b></p>  <p>What is a responsibility? Who has them? Why? Am I always responsible for my actions? How responsibilities also afford rights. What responsibilities do we share? What should we not be responsible for?</p>	<p><b>Keeping Friends (page 90)</b> – use these as scenarios to provide discussion for pupils. Discuss each of these and highlight how they can be used to avoid or resolve a conflict.</p>  <p><b>Using the STOP model (page 66)</b> – use the session content points 1-7 to demonstrate the stop aspect of SUMO thinking. This can be used to tackle disputes or resolve negative feelings.</p>  <p><b>Friends and relationships in film (page 76)</b> – choose a film from the selection (appropriate) and use clips from this to explore and understand the given message e.g. Finding Nemo looks at a fish who doesn't want friends (Marlon) but when he meets a friend (Dory) the world seems like a less scary place.</p> 	<p><b>3</b></p>  <p>BEST INTERESTS OF THE CHILD</p> <p><b>5</b></p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p> <p><b>18</b></p>  <p>RESPONSIBILITY OF PARENTS</p>	<p><b>Zone 4 – Omhyggeelig</b></p>  <ul style="list-style-type: none"> <li>helping a peer who might be struggling with their learning.</li> <li>Think of ways we can help reduce waste within school, strengthening our relationship with the environment.</li> </ul> <p><b>Zone 6 – Deris</b></p>  <ul style="list-style-type: none"> <li>act as a special person for someone in your community.</li> <li>talk about the different communities you are part of.</li> <li>Show how special you are!</li> </ul>





No Outsiders in a Faith Community

Oliver – Birgitta Sif <https://www.youtube.com/watch?v=wHerjv-ecs>



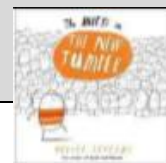
This is our house – Michael Rosen [https://www.youtube.com/watch?v=wf\\_n6yjr9T0](https://www.youtube.com/watch?v=wf_n6yjr9T0)



Core Theme	Year 3	PD Book	British values	SUMO	Articles	PD Award
<p>Living in the Wider World</p> <p><b>Big Question</b></p> <p>What makes a community?</p> <p>What different groups am I part of?</p> <p>What is meant by community cohesion?</p> <p>PSHE Lesson PSHE Assembly Visitor Assembly No Outsiders in a Faith Community Across the Curriculum Rights Respecting RSE</p>	<ul style="list-style-type: none"> <li>Understand what being an outsider is like.</li> <li>Understand the importance of being yourself.</li> <li>Know why you should be yourself differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</li> <li>Explain what discrimination is</li> <li>To know what to do if I see someone else being unkind</li> <li>Recognise a stereotype</li> <li>Understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li> <li>Explore the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>Know the names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls.</li> </ul> <p>*Final session of each first half term use to look through PD book and ask diagnostic questions, review previous learning and make amendments where needed.</p>	<p><b>Brainstorm:</b> the different types of discrimination that may occur. <b>Deeper:</b> can they give examples and make links to instances of stereotyping.</p> <p>Role play: children put themselves into the role of someone who may be an outsider. The discuss their feelings as well and thoughts. <b>Deeper:</b> examine the potential physical affects an outsider might also feel.</p> <p><b>Comic strip/ story board</b> – plan out ways in which they can save or spend money. Where does it come from? What is responsible and irresponsible? <b>Deeper</b> – suggest ways in which different people may get money and why this is. Why do people save money and what are the benefits of this?</p>	<p><b>Tolerance</b></p>  <p>Make links to people being different but part of the same community/family or friendships.</p> <p><b>Democracy</b></p>  <p>What does the council do? Why is it important they we are represented? What are the responsibilities of a councillor? Invite a councillor to deliver an assembly</p>	<p><b>Self-confidence and Self-esteem (page88)</b> – use points 1-6 to enable children to reflect on their positive qualities and the differences between each other.</p> <p><b>Bullying (page 42)</b> – use the information here to examine different types of bullying, which they should already know, but also what children can do in these situations, both as an onlooker or a victim.</p> <p><b>My Personal Flag (page 63)</b> – similar to how each country has their own flag, with a story behind it, children can design their own flag that represents them and tells their story.</p>	<p><b>15</b> SETTING UP OR JOINING GROUPS</p> <p><b>2</b> NO DISCRIMINATION</p> <p><b>30</b> MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p><b>Zone 3 – Yawstok</b></p>  <ul style="list-style-type: none"> <li>Taking part in an assembly.</li> <li>Lead a prayer or thought piece.</li> <li>Bring in something precious to you and share it with your class.</li> </ul> <p><b>Zone 5 – Nisaab</b></p>  <ul style="list-style-type: none"> <li>developing life skills.</li> <li>develop beyond school and outside of the school day.</li> <li>take part in a school event or help run a special day at school.</li> </ul>

No Outsiders in a Faith Community

The Huey's and the new jumper – Oliver Jeffers  
<https://www.youtube.com/watch?v=0c5IAvmj04A>



We are all wonders – RJ Palacio  
[https://www.youtube.com/watch?v=JhD5ZKH\\_Fy4](https://www.youtube.com/watch?v=JhD5ZKH_Fy4)



The truth about old people – Elina Ellis

