



Our PSHE lessons this half term in Year Y3

This half term, our classes will all be learning about the topic Being my Best. The majority of the content in these lessons is now statutory, in line with the Relationships and Health curriculum that became compulsory for schools in September 2020. When this was introduced we underwent a period of consultation where the proposed changes were set out and parents were invited to give feedback, and this helped us to shape our curriculum.

We feel it would be useful for our parents and carers to have a clear idea of what sort of content is being introduced in our lessons as they are REALLY important topics and often provoke discussion and questions which may also be brought home. Please rest assured that all lesson content is handled with sensitivity, respect and in an age appropriate manner, with much of the focus being around keeping ourselves safe and both physically and mentally healthy.

If you would like any further information about the relationships and health learning that is taking place then please do not hesitate to get in touch with your class team in the usual way. We are here to help! ☺

Mrs Helen Jones

PSHE lead teacher

| Lesson | Lesson Focus | Lesson Content |
|--------|-------------------------------------|--|
| 1 | Derek cooks dinner (Healthy eating) | <ul style="list-style-type: none">• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;• Explain what is meant by the term 'balanced diet';• Give examples what foods might make up a healthy balanced meal. |
| 2 | Poorly Harold | <ul style="list-style-type: none">• Explain how some infectious illnesses are spread from one person to another;• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;• Suggest medical and non-medical ways of treating an illness. |
| 3 | Body team work | <ul style="list-style-type: none">• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);• Describe how food, water and air get into the body and blood |
| 4 | For or against? | <ul style="list-style-type: none">• Develop skills in discussion and debating an issue;• Demonstrate their understanding of health and wellbeing issues that are relevant to them;• Empathise with different view points;• Make recommendations, based on their research |
| 5 | I am fantastic! | <ul style="list-style-type: none">• Identify their achievements and areas of development;• Recognise that people may say kind things to help us feel good about ourselves;• Explain why some groups of people are not represented as much on television/in the media. |
| 6 | Top talents | <ul style="list-style-type: none">• Explain some of the different talents and skills that people have and how skills are developed;• Recognise their own skills and those of other children in the class. |
| 7 | Getting on your nerves | <ul style="list-style-type: none">• Demonstrate how working together in a collaborative manner can help everyone to achieve success;• Understand and explain how the brain sends and receives messages through the nerves. |

