

## Year 3 medium term planning for Get Set for Life

New Beginnings	Say no to bullying Getting on and falling out	Going for goals	Good to be me! Say no to bullying	Relationships	Changes
Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
<p>To identify something special about themselves and recognise that everyone is valued.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help: to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.</p> <p>To communicate their feelings to others, to recognise how others show feeling and how to respond.</p> <p>To recognise that their behaviour can affect other people. Why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.</p> <p>To 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.</p> <p>To understand that these universal rights are there to protect everyone and have primacy over national law and family and community practices.</p> <p>To understand and use strategies to stay calm.</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>To 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.</p> <p>To recognise bullying and abuse in all its forms including prejudice-based bullying both in person, online and through social media.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To understand how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise the triggers for anger.</p> <p>To understand how their bodies change when they start to get angry;</p> <p>To identify some ways to calm down when feeling angry.</p>	<p>To understand how we learn.</p> <p>To be able to set a success criteria in order to know whether the goal has been reached.</p> <p>To be able to break down a goal into a number of steps and wait for the result.</p> <p>To identify advantages and disadvantages of the solutions or goals set.</p> <p>To foresee obstacles and plan to overcome them when setting goals.</p> <p>To be able to predict the consequences of their actions/solutions or goals for themselves, other individuals or groups.</p> <p>To learn strategies to manage frustration.</p> <p>To take responsibility for what they choose to do.</p> <p>To take responsibility for learning and behaviour.</p> <p>To understand how others can help them to achieve their goals and how they can help others.</p> <p>To identify what has gone wrong with a plan and why.</p> <p>To identify the bits that went well and the bits that they need to change if the plan was used again.</p> <p>To recognise when a goal has been reached or when there has been success with their learning.</p> <p>To be able to make a choice about what to do based upon predictions of the likely consequences.</p> <p>To understand what positively and negatively affects their physical, mental and emotional health.</p>	<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To recognise that their actions affect themselves and others.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability.</p> <p>To 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.</p> <p>To recognise bullying and abuse in all its forms including prejudice-based bullying both in person, online and through social media.</p> <p>To know about themselves and how they learn.</p> <p>To be able to extend their learning.</p> <p>To understand what a surprise is and express whether they like surprises or whether they want things to stay the same.</p> <p>To know how to be assertive.</p> <p>To be able to think about worries and decide what to do about them.</p> <p>To know who to turn to if they are worried.</p> <p>To know that most people have worries.</p>	<p>To be able to make a significant other happy.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</p> <p>To understand that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex gender identity, sexual orientation and disability.</p> <p>To recognise the feeling of guilt.</p> <p>To understand that their actions affect themselves and others.</p> <p>To listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to respect other people's points of view and where necessary constructively challenge them.</p> <p>To work collaboratively towards shared goals.</p> <p>To be able to think of ways to make amends.</p> <p>To take responsibility for what they choose to do.</p> <p>To recognise and respond to a wider range of feelings in others.</p> <p>To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.</p> <p>To recognise different types of relationship, including those between</p>	<p>To recognise that change can be good and identify changes that have made their lives better.</p> <p>To understand that changes can be uncomfortable.</p> <p>To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.</p> <p>To recognise that they may experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>To understand change, including transitions, loss, separation, divorce and bereavement.</p> <p>To recognise what positively and negatively affects their physical, emotional and emotional health.</p> <p>To set goals to improve behaviour.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To understand what is meant by the term habit and why habits can be hard to change.</p> <p>To understand which, why and how, commonly available substances and drugs can damage their immediate and future health and safety; that some are restricted, and some are illegal to own, use and give to others.</p> <p>To recognise how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.</p> <p>To recognise when they need help and to develop the skills to ask for help: to use basic techniques for resisting pressure to do something dangerous, unhealthy, that</p>

<p>To have a growing understanding of what positively and negatively affects their physical, mental and emotional health.</p> <p>To be able to solve a problem peacefully.</p> <p>To recognise and respond appropriately to a wider range of feelings in others.</p> <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.</p> <p>To be able to give and accept compliments.</p> <p>To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.</p>	<p>To use peaceful problem solving to sort out difficulties.</p> <p>To be able to identify a 'win-win' solution and always try to find one in a conflict situation.</p>	<p>To make informed choices and to begin to understand the concept of a balanced lifestyle.</p> <p>To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</p> <p>To understand that they may experience conflicting emotions and when they might need to listen to or overcome these.</p> <p>To identify the skills and attributes of a successful learner.</p> <p>To understand the power of "yet".</p> <p>To develop a growth mind set and understand how to overcome obstacles.</p>	<p>To identify ways to relax and look after themselves.</p> <p>To develop strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>	<p>acquaintances, friends, relatives and families.</p> <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>To understand the concept of keeping something confidential or secret, when should or should not agree to this and when it is right to break confidence or share a secret.</p> <p>To understand the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p>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.</p> <p>To know that people's bodies and feelings can be hurt.</p>	<p>makes them uncomfortable or anxious or that they think is wrong.</p> <p>To differentiate between the terms <b>risk</b>, <b>danger</b> and <b>hazard</b>.</p> <p>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.</p>
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### Essential Skills and Attributes developed through the Programme of Study (SEAL and PSHE 2017)

<p><b>Empathy and compassion including impact on decision-making and behaviour.</b> Recognising and respecting the feelings of others. Valuing and supporting others. Respect for others' right to their own beliefs, values and opinions.</p> <p><b>Self-awareness</b> Knowing myself. Understanding my feelings.</p> <p><b>Motivation</b> Setting goals and planning to meet them. Persistence, resilience, adaptability. Evaluation and review. Self-regulation including promotion of a positive, growth mind set and managing strong emotions and impulses.</p> <p><b>Social skills</b> Belonging to a community. Friendships and other relationships. Working together. Resolving conflicts. Standing up for myself. Making wise choices. Strategies for identifying and accessing appropriate help and support.</p>	<p><b>Empathy and compassion including impact on decision-making and behaviour.</b> Recognising the feelings of others. Valuing and supporting others. Respect for others' right to their own beliefs, values and opinions.</p> <p><b>Social skills</b> Belonging to a community. Friendships and other relationships. Working together. Resolving conflicts. Standing up for myself. Making wise choices. Respect for others' right to their own beliefs, values and opinions. Strategies for identifying and accessing appropriate help and support.</p> <p><b>Managing feelings</b> Managing how I express my feelings Managing the way I am feeling.</p>	<p><b>Self-awareness</b> Knowing myself. Understanding my feelings.</p> <p><b>Motivation</b> Setting goals and planning to meet them. Persistence, resilience, adaptability. Evaluation and review. Identifying unhelpful thinking traps e.g. generalisation and stereotyping. Self-regulation including promotion of a positive, growth mind set and managing strong emotions and impulses. Enterprise skills and attributes e.g. aspiration, creativity, goal setting, identifying opportunities, taking positive risks.</p>	<p><b>Empathy and compassion including impact on decision-making and behaviour.</b> Recognising the feelings of others. Valuing and supporting others. Respect for others' right to their own beliefs, values and opinions.</p> <p><b>Self-awareness</b> Knowing myself. Understanding my feelings. Developing and maintaining a healthy self-concept; including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect. Strategies for identifying and accessing appropriate help and support. Clarifying own values including reflection on the origins of personal values and beliefs and re-evaluation values and beliefs in the light of new learning, experiences and evidence.</p> <p><b>Managing feelings</b> Managing how I express my feelings Managing the way I am feeling. Strategies for identifying and accessing appropriate help and support. Clarifying own values including reflection on the origins of personal values and beliefs and re-evaluation values and beliefs in the light of new learning, experiences and evidence.</p>	<p><b>Empathy and compassion including impact on decision-making and behaviour.</b> Understanding the feelings of others. Valuing and supporting others. Respect for others' right to their own beliefs, values and opinions.</p> <p><b>Self-awareness</b> Knowing myself. Understanding my feelings</p> <p><b>Managing feelings</b> Managing how I express my feelings Managing the way I am feeling. Strategies for identifying and accessing appropriate help and support.</p>	<p><b>Managing feelings</b> Managing how I express my feelings Managing the way I am feeling</p> <p><b>Motivation</b> Setting goals and planning to meet them. Persistence, resilience, adaptability. Evaluation and review. Self-regulation including promotion of a positive, growth mind set and managing strong emotions and impulses.</p> <p><b>Social skills</b> Belonging to a community. Friendships and other relationships. Working together. Resolving conflicts. Standing up for myself. Making wise choices Strategies for identifying and accessing appropriate help and support.</p>
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