

Year 3

Being Me

Piece 1	<ul style="list-style-type: none">- Show children a treasure box- Children write an achievement on a coin and place in the box- Introduce journals
Piece 2	<ul style="list-style-type: none">- Working in groups, describe what a nightmare school may look like- Discuss worries children may have in their own school
Piece 3	<ul style="list-style-type: none">- Discuss adjectives to describe themselves- Describe dream school- Compare differences between last lesson's nightmare school and the dream school
Piece 4	<ul style="list-style-type: none">- Discuss rights that children have within school- Discuss the responsibilities that go with those rights- Look at a range of scenarios and discuss if consequences were fair
Piece 5	<ul style="list-style-type: none">- Children to make a welcome card for a new child- Children explain rights and responsibilities and choices and consequences
Piece 6	<ul style="list-style-type: none">- Discuss different viewpoints- Children continue with their card for new child

Celebrating Difference

Piece 1	<ul style="list-style-type: none"> - Show children a range of pictures of different families: mixed race family, cat and kittens, mum, dad and child, single parent family, classroom, older couple, same sex couple etc. - What families are missing? - Children to define, "A family is..."
Piece 2	<ul style="list-style-type: none"> - Look at conflicts in families- eg, arguments between siblings. - Discuss ways to resolve this
Piece 3	<ul style="list-style-type: none"> - Discuss how language can be used in a derogatory way and no words should be used to hurt people - Discuss what bullying is and how we could help someone who has been bullied - (TAKE 'GAY' OUT??? REPLACE WITH ANOTHER WORD CHILDREN MAY USE OFFENSIVELY?)
Piece 4	<ul style="list-style-type: none"> - Discuss bystanders to bullying - What is a bystander? - What could they do instead? - Act out scenarios
Piece 5	<ul style="list-style-type: none"> - Explore how words can be hurtful - Discuss if this is bullying - Act out scenarios
Piece 6	<ul style="list-style-type: none"> - Explore compliments - Children to compliment one another

Dreams and Goals

Piece 1	<ul style="list-style-type: none">- Look at picture cards- Discuss which person is facing the biggest challenge- Establish that what is challenging to one person is 'normal' to another
Piece 2	<ul style="list-style-type: none">- Read about Jane Goodall- Explain that dreams and goals can come true- Children write and draw out their own dreams and goals on flower templates
Piece 3	<ul style="list-style-type: none">- Children to choose a range of decorative items for a garden- Ask them to work in teams to think of how they would design a garden suitable for someone with a particular challenge, eg, in a wheelchair, partially sighted, children who have no green space
Piece 4	<ul style="list-style-type: none">- Children to begin their garden design- They must stick to a budget- They are provided with a list of materials and prices
Piece 5	<ul style="list-style-type: none">- Children to share an 'open event' for their garden with the rest of the class
Piece 6	<ul style="list-style-type: none">- Children to reflect on and review how they worked as a team

Healthy Me

Piece 1	<ul style="list-style-type: none">- Discuss how active a child should be a day- How could this be achieved?- Explore different fitness levels
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Piece 2	<ul style="list-style-type: none"> - Sort foods into healthy choice and less healthy choice - Discuss the amounts of sugar and calories in food and how food packaging tells us this - Discuss eating a balance of foods
Piece 3	<ul style="list-style-type: none"> - Discussion around drugs - Some drugs help us and some are harmful - Drugs do not all look the same
Piece 4	<ul style="list-style-type: none"> - Discuss staying safe - Identify things we need to keep safe from- things, people, places -
Piece 5	<ul style="list-style-type: none"> - Identify which activities are safe or unsafe- eg, crossing a road, playing football, making toast - Discuss how our bodies react when we feel frightened - Children to work in teams to read a story and decide how the character feels at different points
Piece 6	<ul style="list-style-type: none"> - Look at features of an infographic - Children to design their own infographic about staying safe

Relationships

Piece 1	<ul style="list-style-type: none"> - Look at a list of jobs and establish if they are male or female responsibilities? - Do jobs need to have a gender assigned to them? - Introduce the concept of stereotypes
Piece 2	<ul style="list-style-type: none"> - Look at a variety of situations where someone is unhappy because of someone else - Look at a range of scenarios to fix things
Piece 3	<ul style="list-style-type: none"> - Discuss what children enjoy doing online

	<ul style="list-style-type: none"> - Discuss potential risks with any game or app - Establish how to trust anything online
Piece 4	<ul style="list-style-type: none"> - Look at fairtrade chocolate and establish where it comes from - Do the same for clothes, food and technology - Look at how the life of someone living in another country may be very different than our own
Piece 5	<ul style="list-style-type: none"> - Look at variety of items. Discuss which we want, need, couldn't live without or just make life more comfortable - Look at scenarios for children across the world - Identify rights that the United Nations say all children should have
Piece 6	<ul style="list-style-type: none"> - Recap all relationships covered in this topic- friends, family, online communities, people in other countries and people less fortunate

Changing Me

Piece 1	<ul style="list-style-type: none"> - Match up baby and adult animals - Identify that the mother has the baby and looks after it while it's very young, but the father can play an important role too- eg, penguins. - Discuss what it's like to have a new baby in the family. What are their needs? - Children to draw three pictures- from birth, being a young child/ animal to adult
Piece 2	<ul style="list-style-type: none"> - Discuss what a baby needs to grow and survive - Look at powerpoint of a baby growing inside the womb

	<ul style="list-style-type: none">- If children question how the baby gets there- keep it simple. "The baby grows from a tiny egg that is already inside the mothers body."-
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