

# Year 3 Summer 2 PSHE Information

## Physical Health and Mental Wellbeing

**In Year 3 during summer 2, we will learn about our personal strengths and achievements, and how to manage and reframe setbacks. We will also learn how to keep ourselves safe in the local environment and unfamiliar places.**

**Pupils will learn about what makes them unique.**

- identify the things about myself that I am proud of.
- Be proud to be unique and the person I am.
- identify the difference between being proud and showing off.
- reflect on how I can use my achievements to help others

**Pupils will learn about resilience and how it helps people.**

- explain what is meant by resilience
- choose the words to help reframe unhelpful thinking (to help build resilience)
- recognise examples of resilience and opportunities to build resilience in the future.

**Pupils will learn to identify hazards and how to reduce risks to keep themselves and others safe at home and school.**

- identify hazards in the home.
- explain how to reduce risks at home and school.
- understand how to take responsibility to keep myself and others safe.
- know about fire safety at home including the need for smoke alarms
- understand the importance of following safety rules from parents and other adults

**Pupils will learn about how to stay safe when out and about.**

- identify the dangers we might encounter when out and about.
- list things we have in place to keep us safe in the local environment.
- advise others on how to keep safe in unfamiliar places.

**Pupils will learn about how to spot when someone is trying to make them go with them and when this could be unsafe.**

- understand the Clever Never Goes rule, and can say what it means in their own words.

### Key Vocabulary:

pride, achievements, gloating, proud, positive, actions, strengths, talents, support, help, being positive; being negative; resilient; perseverance; challenge; setback; bounce back; bouncebackability; overcome, reframe, optimism, safe, unsafe, hazard, risk, independent, responsibility, fire, harm, injury, tablets, liquids, sharp, hot, poisonous, trip, fall, choke, burn, rules, hurt, protect, help, trusted adult, dangerous, local environment, unfamiliar place, road safety, pedestrian crossing, zebra crossing, traffic, cycling, water safety, swim, dive, depth, railway, train, danger, electricity, cables, safety, stranger, instincts, protect, unsafe, danger

### Further information:

<https://clevernevergoes.org/parents-2/>

<https://www.rospa.com/media/documents/road-safety/teaching-road-safety-a-guide-for-parents.pdf>

<https://www.rlss.org.uk/pages/category/water-safety-information>

<https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/about-self-esteem>

## Statutory Guidance Links:

### Topic: Caring friendships

- how to recognise who to trust and who not to trust, how to manage these situations and how to seek help or advice from others, if needed.

### Topic: Respectful relationships

- the importance of self-respect and how this links to their own happiness.

### Topic: Being safe

- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- where to get advice e.g. family, school and/or other sources.

### Topic: Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

## Achievements

Below are examples of achievements that you could use to help you think about what you are proud of.

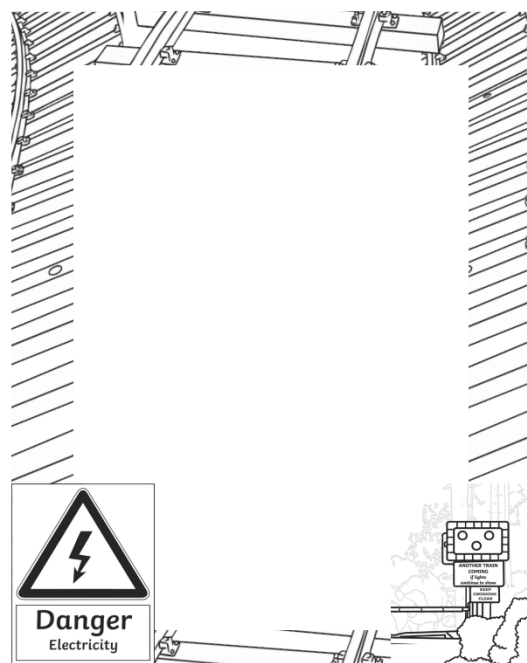


## Hazards in the Home

Hazard

Action

## Stay Safe Around Railways



## Helpful and unhelpful thinking

One way to cope with difficult situations is to change how we think about them. Helpful thinking can make you feel better about things.

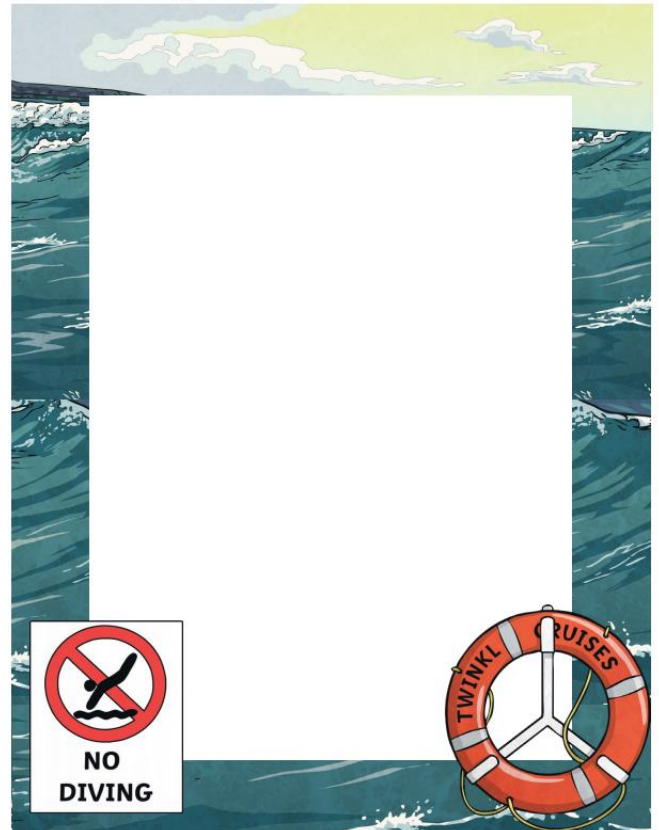
These are some of the resources that we will be using in year 3 next term.

## What I Am Proud Of

In the centre circle, draw a picture of yourself and then within the trophy, write or draw how you are proud of something you have achieved or the person you are.



## Stay Safe Around Water



Do you know whether you usually think about things in a helpful way? This activity will help you find out.

### Instructions

1. In the 'Before' column, tick whether you think each statement shows helpful or unhelpful thinking.  
(When you do this activity again later on, you will put your ticks in the 'After' column.)

Name: \_\_\_\_\_

Statement	Before		After	
	Helpful	Unhelpful	Helpful	Unhelpful
If someone can't do something, or they get something wrong, it's because they're stupid.				
When something is difficult, tell yourself that you can do it and this can help you.				
Some people are just lucky all the time.				
If things don't go the way you want them to it's usually someone else's fault.				
If something bad happens to someone, it's usually their fault.				