

Year 3 Spring 1 PSHE Information Leaflet

Living in the Wider World

In Year 3 this half term, we will be learning about belonging to a community. They will learn about the value of rules and laws, the importance of following rules and laws and what might happen if they are broken. They will learn about how we all have rights and freedoms but also responsibilities. In addition, they will be learning about media literacy and digital resilience, about how the internet is used in daily life; how to assess information online and how to make safe reliable choices.

Pupils can talk about what rules and laws are and identify how they help us.

I can explore why and how rules and laws are made.

I can discuss how British laws are enforced.

I can think about what society would be like without rules and laws.

I can reflect on the relationship between rights and responsibilities.

Pupils understand that human rights are not dependent on responsibilities.

I can explain what responsibilities are.

I can identify that all human rights are universal and are there to protect all people.

I can think about what I have learnt and how it will impact my daily life.

Pupils can identify the positives and negatives of being online.

I can talk about things we use the Internet for.

I understand that there are some negatives to using the Internet.

I understand why it's important to balance time spent online and offline.

Pupils can decide how reliable online information is and know how to share information responsibly online.

I can assess how reliable information from a search result is.

I can explain how devices share information.

I can identify altered text and image.

Pupils will learn about how to become safer in their computer gaming habits

I know about the age classification system for computer games and films

I can evaluate whether a computer game is suitable for them to play

I can explore other methods to seek help when dealing with issues on the internet

I can manage risk in different situations and to respond to peer pressure

I understand why some games are not appropriate for children to play

I can identify some possible responses to pressure relating to computer games

I understand the purpose of computer game classification

Pupils understand the effects that some internet use can have on our feelings and emotional wellbeing

I can understand that being on the internet can affect my mood

I can recognise steps to take in dealing with matters on the internet that upset me

Key Vocabulary: Likes, rules, law, enforce, protect, help, safe, parliament, rights, responsibilities, rights, human rights, responsibility, universal, share, people, protect, online, Internet, social media, positive, negative, impact, healthy, balance, happy, safe, unsafe, consequences, forward, personal information, private, privacy, respect, kind, communication, relationships, reliability, information, reliable, choices, search results, ranking, targeted information, connected devices, information sharing, shared information, text, images, manipulated, invented, created, strategies, misinformation, age restrictions, classifications, peer pressure, habits, safe, risk, Internet, content, device, block and report, privacy settings

Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>

<https://raisingchildren.net.au/school-age/play-media-technology/online-safety/internet-safety-6-8-years>

<https://www.internetmatters.org/resources/video-games-age-ratings-explained/>

Statutory Guidance Links:

Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of self-respect and how this links to their own happiness.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

Online Relationships:

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- 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.

Internet Safety and Harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

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 recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.

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Below are some examples of resources that will be used within the lessons:

Together, read the card and decide whether it is a good or bad secret and discuss why you think so.

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

A card for your teacher

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

Being punched

SOMEONE ASKS YOU TO KEEP A SECRET ABOUT:

A surprise birthday party

All people have a right to be safe.



All people have a right to be treated fairly.



All people have a right to be treated with kindness and respect.



Our Class Data

What We Like to Do Online

Watching videos



Learning or doing homework



Saying No to Bullying



Everyone has the right to live a safe, happy, healthy and fulfilling life which is free from bullying.

Design and create a poster to raise awareness of bullying and its effects. Encourage others to work together to help stop bullying. Remember, a small change can make a big difference!