

# Year 3 PSHE Termly Overview - Spring



Theme: Living in the Wider World

Sub-themes: Belonging to a Community  
Media Literacy and Digital Resilience  
Money and Work

Core Substantive Knowledge	Key Vocabulary	Key Questions
<p><b>Belonging to a Community</b> Children learn:</p> <ul style="list-style-type: none"> <li>• To understand the reasons for rules and laws in wider society</li> <li>• To understand the importance of abiding by the law and what might happen if rules and laws are broken</li> <li>• To understand what human rights are and how they protect people</li> <li>• To identify basic examples of human rights including the rights of the child</li> <li>• To understand how they have rights and also responsibilities</li> <li>• To understand that with every right there is also a responsibility e.g. the right to an education and</li> <li>• To understand that they have a responsibility to learn</li> </ul>	Responsibilities, rights, law, UNRC, vulnerable, freedom, responsibility, voice, impact	<ul style="list-style-type: none"> <li>• Why are rules made and how do they keep us safe?</li> <li>• What are our human rights?</li> <li>• What are our rights as a pupil?</li> </ul>
<p><b>Media Literacy and Digital Resilience</b> Children learn:</p> <ul style="list-style-type: none"> <li>• To understand how the internet can be used positively for leisure, for school and for work</li> <li>• To recognise that images and information online can be altered or adapted and the reasons for why this happens</li> <li>• To identify strategies to recognise whether something they see online is true or accurate</li> <li>• To evaluate whether a game is suitable to play or a website is appropriate for their age-group</li> <li>• To understand how to make safe, reliable choices from search result</li> <li>• To understand how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</li> </ul>	Positive, purpose, leisure, editing, unrealistic, beauty, gaming, appropriate, trusted, source, reliable, search engine, suspicious, phishing, smishing, vishing	<ul style="list-style-type: none"> <li>• How can I use the internet positively?</li> <li>• Why do people change images online?</li> <li>• What should I be aware of when I game online?</li> <li>• What should I be aware of when I game online?</li> <li>• How can I recognise suspicious content online?</li> </ul>
<p><b>Money and Work</b> Children learn:</p>	Job, career, choice, skill, task, stereotype, gender,	<ul style="list-style-type: none"> <li>• What influences a career?</li> <li>• Why are skills important for jobs?</li> <li>• Can anyone do any job?</li> </ul>

<ul style="list-style-type: none"> <li>• To learn about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>• To understand that people can have more than one job at once or over their lifetime</li> <li>• To learn about common misconceptions and gender stereotypes related to work</li> <li>• To challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> <li>• To identify some of the skills needed to do a job, such as teamwork and decision-making</li> <li>• To recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• To understand how to set goals that they would like to achieve this year e.g. learn a new hobby</li> </ul>	equality, quality, strength, achieve	<ul style="list-style-type: none"> <li>• What influences future goals?</li> </ul>
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