

| YEAR 3 | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---------------------------------|---|---|---|---|---|---|
| SEALS theme | <p>New Beginnings I can recognise and deal with my own feelings and help others.</p> <p>I know what I am good at and can give and receive compliments.</p> | <p>Getting On and Falling out / No to bullying</p> <p>I can work toward win-win situations, use peaceful problem solving strategies and see things from other points of view.</p> <p>I am starting to notice reasons people get bullied and why it is wrong (appearance, family situations, etc.).</p> | <p>Going for Goals</p> <p>I can talk about myself as a learner and set realistic goals to amend as necessary.</p> <p>I can recognise when I have achieved my goal and if I haven't I can explain why.</p> | <p>Good to be Me</p> <p>I know what it feels like to be worried, when I need to share a worry and I can relax when I need to.</p> <p>I know people who help me and who to turn to in an emergency including what to do if someone I trust is making me feel sad.</p> | <p>Relationships</p> <p>I know how to make people I care about happy and I can tell you about the important people in my life.</p> <p>I can say ways to make amends if I have done something I am not proud of.</p> <p>I can talk about relationships involving social media and technology.</p> | <p>Changes</p> <p>I know that some change is good and can talk about positive changes in my life.</p> <p>I know how to deal with some bad feelings that might arise from change.</p> <p>I can plan to change things for the future that I am not happy about.</p> |
| Sex & Relations hips | <p>Self-Esteem I can recognise my worth as an individual by identifying positive things about myself, and my achievements and I can start to identify an area that needs to be strengthened.</p> <p>Learning Outcomes To see oneself as special, to recognise strengths, abilities. To have begun to build self-esteem and confidence by looking at skills and achievements. To begin to identify personal areas that need improvement.</p> | <p>Challenging Gender Stereotypes I can recognise and challenge gender stereotypes.</p> <p>Learning Outcomes Understand that males and females can do the same tasks and enjoy the same things.</p> <p>Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p> <p><i>*See "What are you Playing at" by Marie Sabine-Roger and Anne Sol (P4C resources)</i></p> | <p>Differences: Males and Females</p> <p>I can recognise the difference between males and females including body parts.</p> <p>Learning Outcomes Identify the differences between males and females.</p> <p>Name male and female body parts using agreed words (Correct names for sexual body parts <i>i.e. womb, testicles, penis, vagina</i>)</p> | <p>Family Differences I can recognise that families are different and can challenge stereotypes about families.</p> <p>Learning Outcomes To know that all families are different and have different family members (<i>i.e. divorced parents, homosexual parents, living with aunts/uncles/grand parents, etc.</i>).</p> <p>Understand that people sometimes have stereotypes (fixed ideas) about families.</p> | <p>Decision Making I can demonstrate simple decision-making strategies.</p> <p>Learning Outcomes To recognise that choices require decisions.</p> <p>To be able to consider different possibilities.</p> <p>To demonstrate effective decision making skills.</p> | <p>Safety I can use basic techniques to resist pressure.</p> <p>Learning Outcomes To be able to identify potential dangers in different environments. To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know. To demonstrate basic techniques to resist pressure. To know who they can go to for support and help.</p> |
| Drugs & Alcohol | I know the school's rules relating to medicines. | I know about common drugs such as aspirin, paracetamol, tea, coffee, tobacco, and alcohol. | I know basic information about how the body works (in relation to what goes in it). | I can feel confident and valued and I can start to think about how to talk about my feelings. I know my 'ok' and 'not ok' feelings. | I can identify adults I know and trust and I know how to ask them for help. | I can recognise how I feel when others are trying to influence me into doing something I feel uncertain or anxious about. I can say 'no' and 'help me please' when necessary. |