

Summer Term 2024



Dear Year 3 parents,

I am writing to inform you of what PSHE lessons will be covered in Year 3 during the 'Growing and Changing' topic of our PSHE curriculum in Summer 2.

Below are details of what the SCARF (our PSHE scheme) learning outcomes are and a brief outline of what each lesson will involve.

Lesson 1 - Relationship Tree

We will start the lesson by discussing all of the different relationships we have and whether we treat all of our relationships in the same way and why. We will then make a tree as follows.

1. Green leaves - 5 things (one word per leaf) that can make a positive, healthy relationship, e.g. trust.
2. Branches – a child will read out their leaf and we will suggest ways to achieve this e.g. for trust this might be '...being able to talk to the person about anything.' This will then be written on the branch.
3. Roots - On the roots, write down the different people we have these relationships with e.g. Mum, friend, gran, Dad.
4. Brown leaves – things which can make a relationship negative or unhealthy e.g. promises get broken, when people get angry all the time.

We will then discuss how we can help to look after relationships and also what we should expect from others.

SCARF Learning Outcomes;

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.

Lesson 2 - Body Space

We will start by discussing being hugged and that we often like a hug from our family and friends because it can be a sign of family love or friendship. We will then discuss other types of physical contact/touches that we like from our family and friends such as kiss, being picked up, holding hands, squeezing.

Next, we will discuss what personal space is and why we need to respect it. We can invite people into our personal space and when we might do that. We will then consider how sometimes people come into our body space without meaning to, like when we are on a crowded bus. We will then discuss how we tell/ask people that we want them to move and what we should do if someone asks us to move away from them.

We will then talk about physical contact/touch which is not acceptable. If someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right. We will use the Pants Rule below.

PANTS

P Privates are private

A Always remember your body belongs to you

N No means no

T Talk about secrets that upset you

S Speak up, someone can help

We will then discuss what someone can do if they are being touched in a way that makes them uncomfortable or is unacceptable and remind them to always tell someone they trust and get help; it is never their fault if someone touches them in this way.

SCARF Learning Outcomes;

- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.

Lesson 3 - None of Your Business

We will start by viewing a video about e-safety and then discuss the clip and what we have learned from it about e-safety.

We will then reiterate Sid's safety advice:

1. People you don't know are strangers, they are not always who they say they are.
2. Be nice to people online, like you would be in the playground.
3. Keep your personal information private, don't give away secrets like where you live and the school you go to.
4. If you ever get an 'uh-oh' feeling (like butterflies in the tummy), you should tell an adult you trust.

We will discuss if it safe to share videos of ourselves, wearing school uniform, on YouTube and emphasise the importance of keeping our profiles private, not public and consider if it is ok for someone they don't know online (and offline) to ask you to send a photo of yourself.

We will emphasise that once a person posts something they lose control of it. It is not possible to stop it from being shown somewhere on the internet. This is sometimes called a 'digital tattoo'.

We will finish by emphasising that you don't have to respond to people you don't know. You can leave a game at any time if you don't feel safe or happy. And you can talk to a parent or trusted adult at any time.

SCARF Learning Outcomes;

- Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
- Recognise and describe appropriate behaviour online as well as offline;
- Identify what constitutes personal information and when it is not appropriate or safe to share this;
- Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.

Lesson 4 - Secret or Surprise?

To begin the session, we will discuss and give examples of a surprise and a secret. We will then discuss whether or not all surprises are secrets or if all secrets are surprises.

Then we will read a story from Harold the Giraffe. Following this, we will discuss that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these 'safe secrets' and 'unsafe secrets'.

The children will then describe how they feel when they are safe and unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). We will then consider how this is the body's way of telling us that things aren't right and alerting us that a situation is unsafe.

In pairs, the children will then discuss scenarios record how they would feel and what they would do.

We will then discuss what someone should do if they have been told something that they feel is an unsafe secret and who they can talk to.

Together, we will make a list of the sort of people at school and at home they could talk to if they felt they had been told an 'unsafe' secret.

SCARF Learning Outcomes;

- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Lesson 5 - My Changing Body

We will start by discussing how the children think that kittens are born and then we will discuss that humans are like kittens. They are both mammals. Mammals grow babies inside the mother until they are ready to be born. Babies are made from two seeds; an egg from the female and a sperm from the male. Female humans normally release one egg. Male humans can release up to 300 million sperm, but only one will fertilise the egg.

We will then discuss what we remember from lessons about our bodies in Year 2 and whether or not they remember why boys and girl's bodies are different.

We will discuss that when a boy reaches puberty (anytime from the age of 9, but usually around 10-12 years old) their testicles start to make and store sperm. Sometimes the sperm leaves the body at night via the penis. This is often called a wet dream and we will discuss how it is totally normal if you have them and totally normal if you don't. Also when a girl reaches puberty (anytime from the age of eight, though most commonly at about the age of 12) she can start releasing eggs. These eggs are released inside her. We will talk about all of these changes being natural and questions will be encouraged throughout (asked orally or written on a note).

Children will be shown and will label their own diagram of male and female internal reproductive organs, using scientific terms.

SCARF Learning Outcomes;

- Recognise that babies come from the joining of an egg and sperm;
- Use scientific terms for male and female reproductive organs.

Lesson 6 - Basic First Aid

We will be using the following link and learning about basic First Aid in a variety of situations.

<https://firstaidchampions.redcross.org.uk/primary/first-aid-skills/>

SCARF Learning Objectives;

- How to make a clear and efficient call to emergency services, if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

This PSHE Unit covers a lot of sensitive issues and the way we will approach these sensitive issues will create an open and honest dialogue with your children and we will ensure that they are given the facts and truths rather than being exposed to myths and rumours by peers and older people which could cause them to feel confused and even scared. Our children need to be informed about their bodies and they need to feel comfortable about what will be happening to them. This is the main purpose of our Relationship and Sex Education lessons at St Veronica's and we will deliver it in a sensitive, relaxed, open and age-appropriate way.

If you have any questions or concerns, please speak to me at parents evening on the 13th March, alternatively you can ring the school office to book a consultation with me and I can hopefully clarify things and reassure you.

Many thanks for your support,

Mrs Rushton