






South Gosforth First School
PSHE –Year Three Spring 1 Overview



 <u>What are families like?</u> 				
Relationships	Families; Family life; Caring for each other			
In this unit pupils learn:	<ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 			
PSHE Association Programme of Study references:	<p>R5: that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p>R6: that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p>R7: to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</p> <p>R8: to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</p> <p>R9: how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</p>			
Key vocabulary:	families; relationships; marriage; fostering; adoption; male; female; same sex; care; comfortable; uncomfortable			
No Outsiders Text: 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"> 'The Truth About Old People' by Elina Ellis </td> <td style="width: 33%; text-align: center;"> Learning Intention: To recognise a stereotype </td> <td style="width: 33%; text-align: center;"> Success Criteria: I know what a stereotype is I know how stereotypes affect people I know everyone is different </td> </tr> </table>	'The Truth About Old People' by Elina Ellis	Learning Intention: To recognise a stereotype	Success Criteria: I know what a stereotype is I know how stereotypes affect people I know everyone is different
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