



## Year 3: SMSC and Promotion of Fundamental British Values



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spiritual</b>	<p><b>Exploring Living By Rules</b> What are rules and why we have them. Explore the Ten Commandments, why are they important to Christians?</p> <p><b>Harvest Festival</b> Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them Know 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 Know 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</p>	<p><b>Religion In The Home</b> What is worship and how do Christians worship at home and in the community?</p> <p><b>Christmas</b> Know and understand the features of a good friend Understand why it is important to be positive in relationships with others Know how important friendships are in making us feel happy and secure, and how people choose and make friends Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Know and understand the features of a good friend I know that most friendships have ups and downs, and that these can often be worked through so that</p>	<p><b>Symbols Of Worship</b> Identify symbols, actions and gestures used in worship by different communities.</p> <p>Islam is discussed in Faith in Focus week.</p> <p>Know that mental wellbeing is a normal part of daily life, in the same way as physical health • Know and understand the difference between the terms physical, emotional and mental Understand why setting goals is important Know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p> <p>Visitors from different communities. School Assembly Knypersley CHILDREN values Knypersley Learning for Life theme</p>	<p><b>Sharing Food In Religious Festivals</b> How is food used as part of a religious festival? How do Christians celebrate Easter – what food is symbolic?</p> <p><b>Easter Festival</b> Recognise that there are many ways to communicate Understand the need to communicate clearly Understand why it is important to listen to others Understand why it is important to be part of a community</p> <p>Visitors from different communities. School Assembly Knypersley CHILDREN values Knypersley Learning for Life theme Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p>	<p><b>The Beginning Of The World</b> Analyse the creation story from the Christian faith. Discuss the structure of the story. Look at the non-believers view of creation. <b>Scientific Big Bang.</b> Understand that the rate at which we grow differs from person to person Know and understand how to look after our teeth I can recognise the importance of local organisations in providing for the needs of the local community Know how to make a clear and efficient call to emergency services if necessary I can recognise the importance of local organisations in providing for the needs of the local community</p> <p>Visitors from different communities. School Assembly Knypersley</p>	<p><b>Religious Leaders</b> What makes Jesus a good leader for Christians? What can a Christian learn from his life?</p> <p>Understand the meaning of the word 'healthy' Know the risks associated with an inactive lifestyle (including obesity) • Know the recommended guidelines for physical activity and understand the reasons for these Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness Understand why it is important to listen to others Understand why it is important to work collaboratively</p> <p>Know how to identify ways to improve the environment</p>

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	<p>Visitors from different communities. School Assembly Knypersley CHILDREN values Knypersley Learning for Life theme Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p> <p>Assemblies link with Rockstar Theme</p> <p>Macmillan Coffee</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Being a part of a community and the history of our local area – why are we the potteries.</p>	<p>the friendship is repaired or even strengthened, and that resorting to violence is never right Know 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 Know 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</p> <p>Visitors from different communities. School Assembly Knypersley CHILDREN values Knypersley Learning for Life theme Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p> <p>Assemblies link with Rockstar Theme</p>	<p>Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p> <p>Assemblies</p> <p>Daffodil Assembly lead by Year 3</p> <p>Safer Internet Day</p> <p>Assemblies link with Rockstar Theme</p> <p>Christmas celebrations</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Discuss belonging – people now and the Stone Age Boy</p> <p>Discuss what Stone Age beliefs and Stone Henge.</p>	<p>Assemblies link with Rockstar Theme</p> <p>Christmas celebrations</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Discuss belonging – people now and the Stone Age Boy</p> <p>Discuss what Stone Age beliefs and Stone Henge.</p>	<p>CHILDREN values Knypersley Learning for Life theme Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p> <p>Assemblies link with Rockstar Theme</p> <p>Christmas celebrations</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Discuss how life here differs from life in Ancient Greece</p> <p>Discuss how life living next to the Mediterranean sea differs from life in Stoke on Trent</p>	<p>Visitors from different communities. School Assembly Knypersley CHILDREN values Knypersley Learning for Life theme Class and school rules E-SAFETY lessons throughout the term. Pupil leadership representatives</p> <p>Assemblies link with Rockstar Theme</p> <p>Christmas celebrations</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Discuss how life here differs from life in Ancient Greece</p> <p>Discuss how life living next to the Mediterranean sea differs from life in Stoke on Trent</p>
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		<p>Christmas celebrations</p> <p>Knypersley Rockstar of the Week certificate presented in Celebration Assembly</p> <p>Being a part of o a community and the history of our local area – why are we the potteries</p>				
<b>Moral</b>	<p>Making a good start to the school year and devising a set of classroom rules. How do we know what rules are? Where do rules come from? Who makes the rules?</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>Understand why rules are needed in different situations Recognise that rules may need to be</p>	<p>Enjoying having people to stay at your house. Participating in regular events: eating meals, playing games etc</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>Know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own</p>	<p>Coming together to celebrate special occasions, know what events are special to people.</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>Become more self-aware Understand why setting goals is important To recognise and respect similarities and differences between</p>	<p>What is a tradition, link with special food and why it is eaten. Occasions when special food is eaten by a faith community.</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>Recognise that there are many ways to communicate Understand the need to communicate clearly Understand why it is</p>	<p>Using our imagination to create something. Who inspires you and what is inspiration?</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>I can recognise and respect similarities and differences between people I can listen to and show consideration for other people's views. I can make decisions, giving consideration</p>	<p>Discuss who people follow, what qualities make a good leader.</p> <p>School Motto Learning Together, Learning For Life School rules – Be respectful Be Ready Be Safe</p> <p>Class Rules House points</p> <p>I can negotiate and present my own views I can recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting</p>

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	<p>changed Understand why it is important to plan ahead and think of potential consequences as a result of their actions Understand why it is important to behave responsibly Recognise that actions have consequences</p> <p>Was it right for children to work in the mines/Pot banks?</p> <p>Are communities important?</p> <p>Working conditions and schooling in the potteries – Would you rather be at school or working?</p>	<p>and others' feelings Know 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</p> <p>Was it right for children to work in the mines/Pot banks?</p> <p>Are communities important?</p> <p>Working conditions and schooling in the potteries – Would you rather be at school or working?</p>	<p>people</p> <p>Were the Stone Age people right to hunt for food?</p> <p>What rules do you think there were in the Stone Age?</p>	<p>important to listen to others</p> <p>Were the Stone Age people right to hunt for food?</p> <p>What rules do you think there were in the Stone Age?</p>	<p>to the impact they may have on others</p> <p>How were the Ancient Greeks influenced by their Gods What did the Ancient Greeks introduce that we still benefit from today?</p>	<p>health I can begin to make responsible choices and consider consequences I can identify the difference between needs and wants I can recognise the factors influencing opinion and choice, including the media</p> <p>How were the Ancient Greeks influenced by their Gods What did the Ancient Greeks introduce that we still benefit from today?</p>
<b>Social</b>	<p>E-safety I can describe ways people who have similar likes and interests can get together online.</p> <p>We will differentiate between the terms risk, danger and hazard in our school, town and the circle</p>	<p>E-safety I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>We will recognise and care about other people's feelings and to try to see and</p>	<p>E-safety I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online, including what information and content they are</p>	<p>E-safety I can explain the importance of giving and gaining permission before sharing things online and how the principles of sharing online are the same as sharing offline (e.g. sharing images and videos).</p>	<p>E-safety I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p> <p>Through group work, we will show</p>	<p>E-safety I can explain how someone's feelings can be hurt by what is said or written online.</p> <p>Visit from PCSO about safety over the holiday e.g. canals and strangers</p> <p>Sports Day and</p>

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<p>environments</p> <p>We will begin to listen and respond respectfully to a wide range of people and to feel confident to raise our own concerns about our work and lives</p> <p>We will identify different kinds of responsibilities, rights and duties at home, school and in the community including classroom jobs, school council and within Biddulph, Britain and the world</p> <p><b>Autumn Disco</b> We will reflect upon achievements through celebration assemblies</p> <p>Choice of partner for shared learning</p> <p>Working as part of a community Social skills – turn taking, listening, hands up, talking volume, with friends/out of social group.</p>	<p>respect their point of view including a debate –</p> <p><b>Grandparent Christmas Singalong</b></p> <p><b>Christmas Play</b></p> <p><b>Christmas Jumper Day</b></p> <p><b>Pantomime Visit</b></p> <p>Choice of partner for shared learning</p> <p>Working as part of a community Social skills – turn taking, listening, hands up, talking volume, with friends/out of social group</p> <p>Ay Up Duck! The dialect and the social aspects of this.</p> <p><u>Careers Focus</u> Physicist Sculptor</p>	<p>trusted with</p> <p>We will promote and enjoy new experiences.</p> <p>Through stories and discussions, we will judge what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p><b>Faith In Focus – welcome visitors into school from the Islam faith</b></p> <p>Choice of partner for shared learning</p> <p>Working as part of a community Social skills – turn taking, listening, hands up, talking volume, with friends/out of social group</p> <p>Stone Age Families working in close vicinity with other families, Working together and eating together, communicating with each other.</p>	<p>Through group work, we will show enthusiasm for the ideas of others.</p> <p>Through the everyday situations we will begin to develop strategies to resolve disputes and conflict through negotiation and compromise.</p> <p>We identify what being part of a community means and about the varied institutions that support communities locally and nationally including Biddulph in Bloom, Councils and charities.</p> <p><b>Daffodil Service led by Year 3</b></p> <p>Choice of talking partner and partners for different activities</p> <p>Bronze Age Family traditions, eating as a social pleasure and event</p> <p><u>Careers Focus</u> Radiographer Illustrator</p>	<p>enthusiasm for the ideas of others.</p> <p>Choice of partner for shared learning</p> <p>Working as part of a community Social skills – turn taking, listening, hands up, talking volume, with friends/out of social group</p> <p>Ancient Greece What was expected and experienced as socially acceptable in these times.</p> <p><u>Careers Focus</u> Light engineer Botanist Fashion Designer Travel Agent</p>	<p>additional health and sports activities lead by staff and ASM</p> <p>Choice of partner for shared learning</p> <p>Working as part of a community Social skills – turn taking, listening, hands up, talking volume, with friends/out of social group</p> <p>What was expected and experienced as socially acceptable in these times.</p> <p><u>Careers Focus</u> Light engineer Botanist Fashion Designer Travel Agent</p> <p><b>Careers Week</b></p>
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	<p>Ay Up Duck! The dialect and the social aspects of this.</p> <p><u>Careers Focus</u> Physicist Sculptor</p>		<p><u>Careers Focus</u> Radiographer Illustrator Archaeologist</p>	<p>Archaeologist</p>		
<b>Cultural</b>	<p>What are rules and why we have them. Explore the Ten Commandments, why are they important to Christians?</p> <p>Harvest Festival</p> <p>We will think about the lives of people living in other places, and people with different values and customs. This will be linked to any British and world events which are taking place at the time.</p> <p>Learning for Life assemblies Weekly assemblies</p> <p>Visit to Local Pottery Museum.</p> <p>The development of the Potteries.</p> <p>Local dialect.</p>	<p>What is worship and how do Christians worship at home and in the community? Learning for Life assemblies</p> <p>Christmas Play</p> <p>Children in Need</p> <p>Visit to Local Pottery Museum.</p> <p>The development of the Potteries.</p> <p>Local dialect.</p> <p>Communities of the local area.</p> <p>Discuss the cultural quarter – linked to Gladstone, Wedgwood and Spode</p>	<p>Identify symbols, actions and gestures used in worship by different communities.</p> <p>Islam is discussed in Faith in Focus week.</p> <p>Through research, visits and Faith in focus week we will identify and appreciate the range of national, regional, religious and ethnic identities in the UK focusing specifically on Islam.</p> <p>How the Stone Age people lived and the tools that they invented which we use today.</p> <p>The invention of the wheel and the importance of Iron Ore</p> <p>Red Nose Day</p> <p>World Book Day</p>	<p>How is food used as part of a religious festival? How do Christians celebrate Easter – what food is symbolic?</p> <p>Easter Festival</p> <p>Learning for Life assemblies Weekly assemblies Daffodil assembly – led by Y3</p> <p>How the Stone Age people lived and the tools that they invented which we use today.</p> <p>The invention of the wheel and the importance of Iron Ore</p>	<p>Analyse the creation story from the Christian faith. Discuss the structure of the story. Look at the non-believers view of creation. Scientific Big Bang.</p> <p>The way of Life in Ancient Greece The ancient Olympics and how winners were awarded The role of women Food grown and traded from the Mediterranean</p> <p>Learning for Life assemblies Weekly assemblies</p> <p>Learning for Life assemblies Weekly assemblies</p>	<p>What makes Jesus a good leader for Christians? What can a Christian learn from his life?</p> <p>The way of Life in Ancient Greece The ancient Olympics and how winners were awarded The role of women Food grown and traded from the Mediterranean</p> <p>Learning for Life assemblies Weekly assemblies</p>

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	Communities of the local area.  Discuss the cultural quarter – linked to Gladstone, Wedgwood and Spode					
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<b>Fundamental British Values</b>	
<b>Democracy</b>	<p style="color: green;">CHILDREN Values</p> <p style="color: green;">Voting for Classroom representatives.</p> <p style="color: green;">Voting for Year 4 House Leaders.</p> <p style="color: green;">Voting on charity event themes.</p> <p style="color: orange;">Rules of the Stone Age Community</p> <p style="color: orange;">Rules of the Stone Age Community</p> <p style="color: orange;">Royal family vs. president/prime minister</p> <p style="color: orange;">Votes for miners.</p> <p style="color: orange;">Miner's strike.</p> <p style="color: orange;">Rules of the Ancient Greek community</p>
<b>Rule of Law</b>	<p style="color: blue;">Class rules</p> <p style="color: blue;">Behaviour Policy and behaviour ladders.</p> <p style="color: green;">School rules</p> <p style="color: green;">House points</p> <p style="color: green;">Computing SMART Rules</p> <p style="color: green;">CHILDREN Values</p> <p style="color: orange;">Did the Stone Age people have laws?</p> <p style="color: orange;">Working hours of the miners and piecework pay.</p> <p style="color: orange;">Safety laws</p> <p style="color: orange;">Potters' rights.</p> <p style="color: orange;">Children's rights and child workers.</p> <p style="color: orange;">Laws of the Ancient Greeks</p> <p style="color: orange;">Punishments</p>

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<b>Individual Liberty</b>	<p>Discuss if Stone Age people had liberty within their communities.</p> <p>Children explaining how they worked out something</p> <p>Reasoning</p> <p>Circle time</p> <p>PSHRE</p> <p>Learning for Life assemblies</p> <p>Weekly assemblies</p> <p>Discuss if Stone Age people had liberty within their communities.</p> <p>Discuss the children being made to work vs an education.</p> <p>Did they have a choice?</p> <p>Ancient Greece, who had liberty? Why?</p>
<b>Mutual Respect</b>	<p>Discuss respect within the community.</p> <p>Team Games</p> <p>Talking partners</p> <p>Group work</p> <p>PSHE lessons</p> <p>Debates</p> <p>Relationships with others</p> <p>Relationships online and being a good digital citizen .</p> <p>Discuss respect within the community.</p> <p>Learning for Life assemblies</p> <p>Weekly assemblies</p> <p>Relationships online and being a good digital citizen</p> <p>Respect within the working communities.</p> <p>How respect would have impacted the history Ancient Greeks</p>
<b>Tolerance of different Faiths</b>	<p>RE lessons</p> <p>Faith in Focus Week</p> <p>Learning for Life assemblies</p> <p>Weekly assemblies</p> <p>News (Current – linked to picture news)</p> <p>PSHRE lessons</p> <p>Investigate what and how Stone Age people worshipped.</p> <p>Tolerance of different British faiths.</p> <p>Religion and own beliefs.</p> <p>Different tribes living in Ancient Greece</p>

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