

unifrog

Year 3 PSHE

Key lesson information

Unifrog's primary PSHE curriculum

Unifrog's **primary PSHE Lesson Pack** has been designed to meet the following:

- [Department for Education's statutory guidance for relationships and sex education \(RSE\) and health education \(primary schools\) \(for teaching until 31 August 2025\)](#)
- [PSHE Association's Key Stage 1 and Key Stage 2 learning objectives](#)

Find out more here:

- [Unifrog's primary PSHE Lesson Pack: FAQs](#)

Unifrog's Year 3 curriculum

PSHE:

- How can I build positive friendships?
- Can I spot unkind behaviour and bullying?
- Is the internet a good thing?
- What are different types of relationships?
- How do exercise and sleep improve our health?
- What hazards are at home and how do we make them safe?
- How can feelings change over time?
- How do people manage difficult emotions?

Careers:

- What does success look like?
- Who can help me improve?
- How can I balance work at school and at home?
- How does technology impact jobs?

Additional lessons coming soon!

How can I build positive friendships?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Explain what makes a positive friendship.
 - Explain the importance of friendship.
 - Explain strategies which can help to make friends.

Main student tasks

1. Complete the friendship quiz.
2. Discuss what makes a positive friendship.
3. Listen to the 'choose your own path' story and pick the best option to help the character make friends.
4. Either draw and label good friends or act out how good friends behave.
5. Optional: Explore the jobs that link to making friends and decide if they want to know more about them.

Keywords

Friendships, positive, stress, online, mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, support with problems, sociologist, psychologist, biologist, health care play specialist.

Can I spot unkind behaviour and bullying?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain different types of unkind behaviour
- Explain the difference between bullying and one-off unkind behaviours.
- Explain some of the long-term impacts of bullying.

Main student tasks

1. Discuss what unkind behaviour and bullying are.
2. Listen to the scenarios and decide whether they are showing bullying or unkind behaviour.
3. Match key words with their definitions.
4. Discuss how to get help if someone is being unkind or bullying.
5. Look at scenarios and decide which type of unkind behaviour is being shown.
6. Listen to a scenario about bullying and discuss the long-term impact of bullying.

Keywords

Bullying, unkind behaviour, teasing, name calling, excluding others, harassment, trusted adult.

Is the internet a good thing?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain some positive and negative aspects of using the internet and spending time looking at screens.
- Describe how to use the internet in a safe, healthy, and happy way.

Main student tasks

1. State what they think is the best and worst thing about the internet.
2. Identify positive ways to use the internet.
3. Consider the negative effects of too much screen time.
4. Create a checklist for using the internet and devices in a positive way.
5. Practise giving advice to help people use the internet in a safe, healthy and happy way.
6. Review and discuss their initial thinking from task 1.
7. Optional: Evaluate the pros and cons of jobs that use the internet.

Keywords

Internet, online, positive, negative, body, mind.

What are different types of relationships?

Key lesson information

Objectives

By the end of the session, children should be able to:

- List different types of relationships.
- Explain what cultural identity is.

Main student tasks

1. Read a scenario and decide why they should get support and who they should ask for help.
2. Match words with their definitions about different relationships.
3. Explore relationships by analysing evidence and working out which type of relationship is being shown.
4. Look at examples of cultural identity and decide what is special in their own family.
5. Look at a scenario and decide what relationship is being shown and their cultural identity.

Optional: Look at the interests of a character and decide which jobs they might want to do.

Keywords

Relationships, friendships, online, family, romantic, cultural identity, values, traditions.

How do exercise and sleep improve our health?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain the benefits of exercise and sleep.
- Describe some ways that they can increase their physical activity.
- Describe ways to help improve their sleep.

Main student tasks

1. Decide which picture is the odd one out.
2. Look at the benefits of being active and decide if it is helping someone's body, mind, or both.
3. Discuss ways they can be active.
4. Look at the difference between moderate and vigorous exercise and try out different ways of being active.
5. Listen to a scenario and give advice to the child on how to be more active.
6. Look at the benefits of sleep and decide if it is helping someone's body, mind, or both.
7. Reflect on which strategies to help improve sleep could be used by them.
8. Listen to the guided sleep meditation and write their own guided sleep meditation.
9. Reflect on how to tweak their routines to incorporate more physical activity or better sleep habits.
10. Optional: Listen to the call centre worker's habits and offer suggestions to make them healthier.

Keywords

Sleep, active, exercise, bedtime, heart, breathing, happy, calm, relaxed, screen time, routine, vigorous, moderate, meditation.

What hazards are at home and how do we make them safe?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Identify common hazards and risks at home.
- Understand how to reduce the risk of injury from hazards at home.
- Know who to ask for help and what to say when they see something risky.

Main student tasks

1. Identify hazards in the home.
 2. Rank hazards by severity and explain why.
 3. Choose a safe choice and investigate consequences.
 4. Practise asking for help and discuss who to ask.
 5. Identify hazards and suggest how to make them safe.
 6. Review knowledge of common hazards at home.
- Optional: discuss a job that involves checking safety.

Keywords

Hazard, risk, safe, unsafe, dangerous, sharp, hot, flammable, medicine, health and safety.

How can feelings change over time?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain that emotions can change over time.
- Explain that emotions can be felt at different levels.
- Explains different ways people can express emotions.

Main student tasks

1. List some emotions and discuss how they change behaviour.
2. Discuss the questions about different scales of emotions and discuss ways people can express their emotions.
3. Read the scenarios and decide on the level of emotions felt in each one.
4. Read the story and decide how the emotion is changing throughout the day.
5. Discuss the reflection questions about the story.

Keywords

Emotions, feelings, express, scale, intensity, content, recognise, worries.

How do people manage difficult emotions?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain what intense emotions are.
- List some warning signs of intense emotions.
- Explain some ways of managing intense emotions.

Main student tasks

1. Discuss what intense emotions are and how they might make the body react using scenarios to help explore.
 2. Match the intense emotion to its definition and warning sign.
 3. Explore some ways of managing intense emotions.
 4. Read the scenarios and decide when and how the person needs to seek support.
 5. Decide whether the people in the scenarios are acting appropriately in each situation.
- Optional: Learn what positive self-talk is and help people in the scenario think more positively.

Keywords

Intense, emotions, feelings, stress, anger, loneliness, worry, nature, positive, self-talk, appropriate.

What does success look like?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Say what success means to them.
- Set a goal for something they want to achieve.

Main student tasks

1. Sketch something they have done that they are proud of.
2. Discuss what success means.
3. Look at the different definitions of success, choose a definition of success for them, and design an icon to represent it.
4. Listen to the story and answer the questions linked to it.
5. Think about something they want to achieve.

Keywords

Success, goals, challenge, improve.

Who can help me improve?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Explain who can help them improve and develop.

Main student tasks

1. Discuss the reasons why people go to school.
2. Discuss how different people can help them.
3. Listen to the audio clip about a careers adviser and discuss how they might answer questions from a careers adviser.
4. Complete a small task and reflect on how to improve the task by themselves.
5. Give advice to someone about who they should ask for help from about future careers.

Keywords

Trusted adult, teaching assistant, friends, teacher, sports coach, develop, improve, reflect, careers adviser.

How can I balance work at school and at home?

Key lesson information

Objectives

By the end of the session, children should be able to:

- Define what a work-life balance is.
- Identify examples of good and bad work-life balances.
- Identify ways to divide chores fairly.

Main student tasks

1. Identify ways of helping out and staying safe at school.
2. Create a day in the life of a typical 7-year-old in pairs and compare notes with another group.
3. Discuss what would happen if they had a 12-hour day at school and explore what a work-life balance is.
4. Look at two scenarios and decide if they have a good work-life balance.
5. Look at two family routines and decide if chores are fairly distributed.
6. Look at two final scenarios and decide whether they are healthy scenarios or not.

Keywords

Routine, work-life balance, fair, chores, train conductor, architect.

How does technology impact jobs?

Key lesson information

Objectives

- By the end of the session, children should be able to:
- Identify that technology can assist people at work.
 - Identify positive and negative reasons for using technology.
 - Identify technology that can be used by different jobs.

Main student tasks

1. Identify how the equipment helps people.
2. Watch the video clips and decide what the equipment is doing, and which jobs might be using it.
3. Think of positive and negative reasons for using the technology.
4. Decide which technology can be used to help firefighters and bicycle manufacturers.

Keywords

Equipment, technology, tyre automation, search engine, robotic arm, robotic waiting staff, drone, test tube inverter.

unifrog

Sign in at:

unifrog.org/sign-in