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| Year Group: | 3 | Theme: | Society | | | |
| Theological Underpinning | Ephesians 4: 32 Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you. | | | | | |
| Central Idea: | Which organisations impact on our wellbeing, safety and prosperity? | | | | | |
| Core texts: | The King Who Banned the Dark by Emily Haworth-Booth | | | | English Outcomes (genre etc): Narrative, Poetry, Letters, journalistic writing | |
| Lines of Enquiry (National Curriculum/Agreed Syllabus links) | <p>PSHE</p> <ul style="list-style-type: none">Can they give examples of different community groups and what is good about having different groups?Can they say what they could do to make a situation less risky or not risky at all?Can they tell you a few things about keeping their personal details safe online and explain why information they see online might not always be true?Can they say how they can help the people who help them, and how they can do this? <p>Computing: E-Safety Knowledge and Understanding</p> <ul style="list-style-type: none">Do they understand the need for rules to keep them safe when exchanging learning and ideas online?Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion?Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them?Can they use strategies to verify information, e.g. crosschecking?Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image?Do they understand that copyright exists on most digital images, video and recorded music?Do they understand the need to keep personal information and passwords private?Do they understand that if they make personal information available online it may be seen and used by others?Do they know how to respond if asked for personal information or feel unsafe about content of a message?Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy?Do they know how to report an incident of cyber bullying?Do they know the difference between online communication tools used in school and those used at home? | | | | Sticky Knowledge: What are the emergency services? What are their jobs? When was the police force formed? How do we ask for help? | |
| Enrichment Opportunities/ Inspiring Challenge: Ground Force Marvellous Mondays Lego visit Trip to Appledore | Anticipated Project Outputs/ Inspiring Challenge Creating a page on the school's website to help children in our community to stay safe online. |  |  |  |  | |
| | | Linked UN Goals Goal 3: Good health and well-being Goal 11: Sustainable cities and communities Goal 16: Peace, justice and strong institutions | What knowledge, virtues and skills will be needed? Gratitude Motivation Aspiration Citizenship Community awareness Neighbourliness | Link back to knowledge harvest | What can I do about it? How can I stay safe in my online communities? How can I keep others safe online? | |
| NC subjects/coverage/content to be taught discretely: RE: L2.4 What kind of world did Jesus want? Science: Light and Shadows, Computing/Online Safety, Outdoor learning (through Wild Tribe), PSHE: French: | | | | | | |