



Year 3 – PSHRE



Core 1: HEALTH AND WELLBEING	Core 2: RELATIONSHIPS	Core 3: LIVING IN THE WIDER WORLD
<p>H1. how to make informed decisions about health</p> <p>H2. about the elements of a balanced, healthy lifestyle</p> <p>H3. about choices that support a healthy lifestyle, and recognise what might influence these</p> <p>H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</p> <p>H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p> <p>H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p>R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</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>	<p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p> <p>L3. about the relationship between rights and responsibilities</p>
<p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p>	<p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);</p> <p>R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know</p> <p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>L11. recognise ways in which the internet and social media can be used both positively and negatively</p> <p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>
<p>H38. how to predict, assess and manage risk in different situations</p> <p>H39. about hazards (including fire risks) that may cause harm, injury</p>	<p>R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone,</p>	<p>L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p>



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<p>or risk in the home and what they can do reduce risks and keep safe</p> <p>H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about</p>	<p>including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p>	<p>L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life</p> <p>L27. about stereotypes in the workplace and that a person's career aspirations should not be limited by them</p> <p>L30. about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>
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Year 3 Topic Coverage

<u>Autumn: Core 2</u> <u>RELATIONSHIPS</u>			<u>Spring: Core 3</u> <u>LIVING IN THE WIDER WORLD</u>			<u>Summer: Core 1</u> <u>HEALTH AND WELLBEING</u>		
<u>Families and Friendships</u>	<u>Safe Relationships</u>	<u>Respecting Ourselves and others</u>	<u>Belonging to a Community</u>	<u>Media Literacy and Digital Resilience</u>	<u>Money and Work</u>	<u>Physical Health and Mental Wellbeing</u>	<u>Growing and Changing</u>	<u>Keeping Safe</u>
R1, R6, R7, R8, R9	R19, R22, R24, R30	R30, R31	L1, L2, L3	L11, L12	L25, L26, L27, L30	H1, H2, H3, H4, H6, H7, H17, H18, H19	H27, H28, H29	H38, H39, H41
<u>Vocabulary – Subject Specific</u>								
Explore, Research, Make links, Talk about, Raise questions, Ask questions, Show, Talk to, Find out about, Identify, Investigate, Compare and Contrast, Reflect imaginatively, Explain, Make suggestions, Consider, Enter imaginatively								
<u>Vocabulary - Topic Specific</u>								
Roles Negotiation Diverse lives Impact Managing feelings			Goals self-worth Positivity Challenges Compliments Enthusiasm Perspectives Diverse families Family conflict Child-centred Compliments Enthusiasm Budgeting Solutions Ambitions			Healthy choices Online safety Offline safety Internal External Needs Food labelling		



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I will learn...

<p>that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents and I will respect this</p> <p>that being part of a family provides support, stability and love</p> <p>that there are positive aspects of being part of a family, such as spending time together and caring for each other</p> <p>that there are different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p>	<p>how to share with friends, classmates, family and wider social groups including online, appropriately</p> <p>that there is privacy and personal boundaries, including online</p> <p>that there are basic strategies to help keep myself safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>how bullying affects people and about the consequences of those involved.</p> <p>that there are similarities and</p>	<p>how to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>that self-respect is important and their right to be treated respectfully by others</p> <p>how to treat others, and be treated, politely</p> <p>how people show respect and courtesy in different cultures and in wider society</p>	<p>that there are reasons for rules and laws in wider society</p> <p>that it is important to abide by the law and what might happen if rules and laws are broken</p> <p>that there are human rights and how they protect people</p> <p>how to identify basic examples of human rights including the rights of children</p> <p>that I have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn</p>	<p>how the internet can be used positively for leisure, for school and for work</p> <p>that images and information online can be altered or adapted and the reasons for why this happens</p> <p>how to recognise whether something I see online is true or accurate</p> <p>how to evaluate whether a game is suitable to play or a website is appropriate for my age-group</p> <p>how to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns me e.g.</p>	<p>that people may have jobs from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>that there are common myths and gender stereotypes related to work</p> <p>how to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>that some of the skills needed to do a job, such as teamwork and decision-making</p> <p>how to recognise my interests, skills and</p>	<p>that the choices that people make in daily life that could affect their health</p> <p>How to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>that people can be helped to make healthy choices and what might negatively influence them</p> <p>how habits can start and that sometimes they can be maintained, changed or stopped</p> <p>that habits can have positive or negative effects, such as regular exercise or eating too much sugar, on a healthy lifestyle</p>	<p>that everyone is an individual and has unique and valuable contributions to make</p> <p>that strengths and interests form part of a person's identity</p> <p>how to identify my own personal strengths and interests and what I am proud of (in school, out of school)</p> <p>how to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues</p> <p>how to manage and reframe setbacks e.g. asking for help, focusing on what I can learn from a setback, remembering</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>how to be fire safe at home including the need for smoke alarms</p> <p>that it is important to follow safety rules from parents and other adults</p> <p>how to help keep safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>
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<p>how to identify if/when something in a family might make someone upset or worried</p> <p>that if family relationships are making me feel unhappy or unsafe, I can tell someone</p>	<p>differences between bullying online and face-to-face bullying</p> <p>how and who to tell if I see or experience bullying or hurtful behaviour</p>			<p>images or content that worries me, unkind or inappropriate communication</p>	<p>achievements and how these might link to future jobs</p> <p>how to set goals that I would like to achieve this year e.g. learn a new hobby</p>	<p>that it is important to have a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for my mental and physical health</p> <p>that things can affect feelings both positively and negatively</p> <p>how to identify and talk about my feelings</p> <p>that people express feelings in different ways e.g. words, actions, body language</p> <p>that feelings can change overtime and become more or less powerful</p>	<p>what I am good at, trying again</p>	
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