

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 or risk in the home and what they can do reduce risks and keep safe</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>

<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> RELATIONSHIPS			<u>Spring: Core 3</u> LIVING IN THE WIDER WORLD			<u>Summer: Core 1</u> HEALTH AND WELLBEING		
<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

Vocabulary – Subject Specific

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

Vocabulary - Topic Specific

<ul style="list-style-type: none"> Roles Negotiation Diverse lives Impact Managing feelings 	<ul style="list-style-type: none"> Goals self-worth Positivity Challenges Compliments Enthusiasm Perspectives Diverse families Family conflict Child-centred Compliments Enthusiasm Budgeting Solutions Ambitions 	<ul style="list-style-type: none"> 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</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>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 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>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>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</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 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</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>
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<p>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 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>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 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>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 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 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. images or content that worries me, unkind or inappropriate communication</p>	<p>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 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 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 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,</p>	<p>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 what I am good at, trying again</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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						that feelings can change overtime and become more or less powerful		