Graphical user interface, application, Word

Description automatically generated

**Year 3 PSHE**

|  |  |  |
| --- | --- | --- |
| **Autumn 1: How can we be a good friend?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Caring friendships, Mental wellbeing | How can friendships support our mental health and well-being? | 2a) How important **friendships** are in making us feel **happy and secure**, and how people choose and make friends  2b) The characteristics of **friendships**, including **mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing** interests and experiences, and **support** with problems and difficulties.  2c) That **healthy friendships** are positive and welcoming towards others, and do not make others feel lonely or excluded  2d) That most friendships have **ups and downs**, and that these can often be worked through so that the friendship is **repaired** or even **strengthened**, and that resorting to **violence is never right**  2e) How to recognise **who to trust** and who not to trust, how to judge when a friendship is making them feel **unhappy or uncomfortable**, **managing conflict**, how to manage these situations and how to seek **help or advice** from others, if needed  6g) Isolation and loneliness can affect children and that it's very important for children to **discuss their feelings** with an adult and seek **support** |
| What could we do if we are finding it difficult to make friends? |
| What does feeling lonely feel/look like?  Who could help us if we are feeling lonely? |
| What does a good, healthy friendship look like? |
| What could an unhealthy friendship look like?  What could support us with un unhealthy friendship? Who could help? |
| What strategies can we use to solve arguments? |
|  | **Assessment:**  **Stanley falls out with his friend accidentally over a misunderstanding. Give examples of how this might happen in the playground. What do we need to do to keep friendships healthy? Did Stanley sort the misunderstanding out**? |  |

|  |  |  |
| --- | --- | --- |
| **Autumn 2: Why should we eat well and look after our teeth?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Healthy eating, Physical health and fitness, Health and prevention. | What sort of foods are the most/least nutritional and in what way? | 9a) What constitutes a **healthy diet** (including understanding calories and other **nutritional content**)  9b) The principles of planning and preparing a range of **healthy meals**  9c) The characteristics of a **poor diet** and **risks** associated with unhealthy eating (including, for example, **obesity and tooth decay**) and other behaviours (e.g. the impact of alcohol on diet or health)  8d) How and when to **seek support** including which adults to speak to in school if they're worried about their health  11d) About **dental health** and the benefits of good oral hygiene and dental **flossing**, including regular **check-ups** at the dentist |
| How can our diet affect the health of our bodies? |
| What are the best ways in which we can ensure healthy teeth and gums?  How can our diet affect the health of our teeth and gums? |
| What sort of choices are we able to make about what we eat and drink?  What/who can help us make those choices? |
| What could we do if we were ever worried about the health of our bodies or our teeth? |
|  | **Assessment**  **Should Sohol be worried about keeping healthy?**  **What if Sohol had a toothache… what should he do?** |  |

|  |  |  |
| --- | --- | --- |
| **Spring 1: What makes a community?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Respectful relationships. | What does the word ‘community’ mean?  In what ways can we describe a community? | 3a) The importance of **respecting others**, even when they're very **different** (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs  3b) Practical steps they can take in a range of different contexts to improve or support **respectful relationships** |
| How many different types of group or community do we belong to?  *(e.g school, friendship, faith, clubs, classes, year groups)* |
| What similarities/differences could people have within a community?  How can communities be enriched by people’s differences? |
| How can we ensure everyone is included and respected within our communities? |
|  | **Assessment**  **How do we feel when something gets damaged in our local area or school? How would we react if a member of our community deliberately damaged something? How would we feel if someone not a member of our community did the same? How do you think the villagers felt when the kapok tree was about to be damaged?** |  |

|  |  |  |
| --- | --- | --- |
| **Spring 2: What keeps us safe?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Respectful relationships, Online relationships, Being safe, Basic first aid. | How do everyday health and hygiene rules help us stay safe?  *(including management of medicines, use of household products)* | 3h) The importance of **permission-seeking** and giving in relationships with friends, peers and adults  4b) That the same principles apply to **online relationships** as to face-to-face relationships, including the importance of **respect for others online** including when we are anonymous  4c) The rules and principles for **keeping** **safe online**, how to recognise **risks**, **harmful content and contact**, and how to **report** them  5e) How to recognise and **report feelings of being unsafe** or feeling bad about any adult  5f) How to ask for **advice or help** for themselves or others, and to **keep trying** until they're heard  5g) How to **report concerns or abuse**, and the vocabulary and confidence needed to do so  12a) How to make a clear and efficient **call to emergency services** if necessary  12b) Concepts of **basic first aid**, for example dealing with common injuries, including head injuries |
| What sort of hazards are there when we are out and about?  How can we reduce the risks to keep ourselves and others safe?  *(including keeping body protected – seatbelts, cycle helmets protective clothing)* |
| What sort of contact is appropriate?  It is ok to feel uncomfortable about appropriate contact – how can you communicate that you don’t like it?  How can we show respect for other’s feelings about appropriate physical contact? |
| What sort of physical contact might be inappropriate?  *(include underwear rule, their body belonging to them)* |
| What could we do if we felt uncomfortable/unsafe/worried about any physical contact?  What could we do if someone asked us to do something that we don’t feel comfortable about?  *(including from a family member/friend and incl online)* |
| What could we do to help in different situations?  *(including in an emergency and dealing with minor injuries)* |
|  | **Assessment**  **Was Mary Anning safe in her actions? What risks did she take?** |  |

|  |  |  |
| --- | --- | --- |
| **Summer 1: How are families similar/different?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Families and people who care for me. | Why are our families important to us?  Who are our family members? | 1a) That **families** are important for children growing up because they can give **love, security and stability**  1b) The characteristics of **healthy family life**: **commitment** to each other, including in times of difficulty; **protection and care** for children and other family members; the importance of spending time together and **sharing** each other’s lives  1c) That **others’ families**, either in school or in the wider world, sometimes look **different** from their family, but that they should **respect** those **differences** and know that other children’s families are also characterised by **love and care**  1d) That **stable, caring relationships**, which may be of different types, are at the **heart of happy families**, and are important for children’s **security** as they grow up  1e) That **marriage** (available to both opposite and same sex couples) and **civil partnerships** represent a **formal and legally recognised commitment** of two people to each other which is intended to be **lifelong**  1f) How to recognise if family relationships are making them feel **unhappy or unsafe,** and how to seek **help or advice** from others if needed |
| What makes a happy family? |
| What similarities and differences can there be in different families? |
| What does commitment mean?  What can that look like within a family? |
| In what ways can we care for people in our family? |
| What could we do if a family relationship ever made us feel uncomfortable, worried or unsafe? |
|  | **Assessment**  **In Accidental Billionaire, who is in Jasper’s family? How does Jasper’s family compare to your family?** |  |

|  |  |  |
| --- | --- | --- |
| **Summer 2: Why should we keep active and sleep well?** | | |
| **RSHE Themes** | **Key Questions** | **Key links to RSHE Objectives**  **(key vocabulary in bold)** |
| Physical health and fitness, Mental wellbeing, Internet safety and harms, Health and prevention. | What sort of physical activity and exercise do we enjoy?  How often do you exercise? | 8a) The characteristics and mental and physical **benefits of an active lifestyle**  8b) The importance of building **regular exercise** into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise  8c) The **risks** associated with an **inactive lifestyle** (including **obesity**)  8d) How and when to **seek support** including which adults to speak to in school if they're worried about their health  6e) The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on **mental wellbeing and happiness**  7b) About the benefits of **rationing time spent online**, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ **mental and physical wellbeing**  11c) The importance of sufficient **good quality sleep** for good health and that a lack of sleep can affect weight, mood and ability to learn. |
| How does physical activity affect our bodies?  How can physical activity affect our minds? |
| What are the risks of an inactive lifestyle? |
| How does a good night’s sleep affect our bodies and minds?  How does a bad night’s sleep affect our bodies and minds? |
| How do you feel after you have spent time concentrating on the computer/games consoles?  What effect does spending lots of time on the computer/games consoles affect our behaviour/mood? |
| How are we able to contact our friends and family online?  Is all online contact positive? How would we feel if it wasn’t? How could we get help? |  |
|  | **Assessment:**  **Are you as healthy as a Viking?** |  |