



PSHE/Relationships and Health Education: Year 3

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
As a rule	<ul style="list-style-type: none"> • Explain why we have rules; • Explore why rules are different for different age groups, in particular for internet-based activities; • Suggest appropriate rules for a range of settings; • Consider the possible consequences of breaking the rules.
Looking after our special people	<ul style="list-style-type: none"> • Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people.
How can we solve this problem?	<ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations.
Friends are special	<ul style="list-style-type: none"> • Identify qualities of friendship; • Suggest reasons why friends sometimes fall out; • Rehearse and use, now or in the future, skills for making up again.
Thunks	<ul style="list-style-type: none"> • Express opinions and listen to those of others • Consider others' points of view • Practise explaining the thinking behind their ideas and opinions
Dan's dare	<ul style="list-style-type: none"> • Explain what a dare is; • Understand that no-one has the right to force them to do a dare; • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
VALUING DIFFERENCES	LEARNING OUTCOMES
Respect and challenge	<ul style="list-style-type: none"> • Reflect on listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.
Family and friends	<ul style="list-style-type: none"> • Recognise that there are many different types of family; • Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
My community	<ul style="list-style-type: none"> • Define the term 'community';

	<ul style="list-style-type: none"> • Identify the different communities that they belong to; • Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
Our friends and neighbours	<ul style="list-style-type: none"> • Explain that people living in the UK have different origins; • Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; • Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
Let's celebrate our differences	<ul style="list-style-type: none"> • Recognise the factors that make people similar to and different from each other; • Recognise that repeated name calling is a form of bullying; • Suggest strategies for dealing with name calling (including talking to a trusted adult).
Zeb	<ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is.
KEEPING MYSELF SAFE	LEARNING OUTCOMES
Safe or unsafe?	<ul style="list-style-type: none"> • Identify situations which are safe or unsafe; • Identify people who can help if a situation is unsafe; • Suggest strategies for keeping safe.
Danger or risk?	<ul style="list-style-type: none"> • Define the words danger and risk and explain the difference between the two; • Demonstrate strategies for dealing with a risky situation.
The Risk Robot	<ul style="list-style-type: none"> • Identify risk factors in given situations; • Suggest ways of reducing or managing those risks.
Super Searcher	<ul style="list-style-type: none"> • Evaluate the validity of statements relating to online safety; • Recognise potential risks associated with browsing online; • Give examples of strategies for safe browsing online.
Help or harm?	<ul style="list-style-type: none"> • Understand that medicines are drugs and suggest ways that they can be helpful or harmful.
Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> • Identify some key risks from and effects of cigarettes and alcohol • Know that most people choose not to smoke cigarettes • Define the word 'drug' and understand that nicotine and alcohol are both drugs
RIGHTS AND RESPECT	LEARNING OUTCOMES
Helping each other to stay safe	<ul style="list-style-type: none"> • Identify key people who are responsible for them to stay safe and healthy; • Suggest ways they can help these people.
Recount task	<ul style="list-style-type: none"> • Understand the difference between 'fact' and 'opinion'; • Understand how an event can be perceived from different viewpoints; • Plan, draft and publish a recount using the appropriate language.
Our helpful volunteers	<ul style="list-style-type: none"> • Define what a volunteer is; • Identify people who are volunteers in the school community;

	<ul style="list-style-type: none"> • Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Can Harold afford it?	<ul style="list-style-type: none"> • Understand the terms 'income', 'saving' and 'spending'; • Recognise that there are times we can buy items we want and times when we need to save for them; • Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.) • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Earning money	<ul style="list-style-type: none"> • Explain that people earn their income through their jobs; • Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)
Harold's environment project	<ul style="list-style-type: none"> • Define what is meant by the environment; • Evaluate and explain different methods of looking after the school environment; • Devise methods of promoting their priority method.
BEING MY BEST	LEARNING OUTCOMES
Derek cooks dinner!	<ul style="list-style-type: none"> • Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body; • Explain what is meant by the term 'balanced diet'; • Give examples what foods might make up a healthy balanced meal.
Poorly Harold	<ul style="list-style-type: none"> • Explain how some infectious illnesses are spread from one person to another; • Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses; • Suggest medical and non-medical ways of treating an illness.
Body team work	<ul style="list-style-type: none"> • Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain); • Describe how food, water and air get into the body and blood.
For or against?	<ul style="list-style-type: none"> • Develop skills in discussion and debating an issue; • Demonstrate their understanding of health and wellbeing issues that are relevant to them; • Empathise with different viewpoints; • Make recommendations, based on their research.
I am fantastic!	<ul style="list-style-type: none"> • Identify their achievements and areas of development; • Recognise that people may say kind things to help us feel good about ourselves; • Explain why some groups of people are not represented as much on television/in the media.
Top talents	<ul style="list-style-type: none"> • Explain some of the different talents and skills that people have and how skills are developed;

	<ul style="list-style-type: none"> • Recognise their own skills and those of other children in the class.
GROWING AND CHANGING	LEARNING OUTCOMES
Relationship Tree	<ul style="list-style-type: none"> • Identify different types of relationships; • Recognise who they have positive healthy relationships with.
Body space	<ul style="list-style-type: none"> • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space.
None of your business!	<ul style="list-style-type: none"> • Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens • Recognise and describe appropriate behaviour online as well as offline • Identify what constitutes personal information and when it is not appropriate or safe to share this • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.
Secret or surprise	<ul style="list-style-type: none"> • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; • Recognise how different surprises and secrets might make them feel; • Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
My Changing Body (GIRLS ONLY)	<ul style="list-style-type: none"> • Understand their body changes as they go through puberty and it is normal • Understand that for girls, periods are a normal part of puberty.
Basic first aid	<ul style="list-style-type: none"> • See link to external resources for further information