



### PSHE/Relationships and Health Education: Year 3

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
As a rule	<ul style="list-style-type: none"> <li>• Explain why we have rules;</li> <li>• Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>• Suggest appropriate rules for a range of settings;</li> <li>• Consider the possible consequences of breaking the rules.</li> </ul>
Looking after our special people	<ul style="list-style-type: none"> <li>• Identify people who they have a special relationship with;</li> <li>• Suggest strategies for maintaining a positive relationship with their special people.</li> </ul>
How can we solve this problem?	<ul style="list-style-type: none"> <li>• Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> </ul>
Friends are special	<ul style="list-style-type: none"> <li>• Identify qualities of friendship;</li> <li>• Suggest reasons why friends sometimes fall out;</li> <li>• Rehearse and use, now or in the future, skills for making up again.</li> </ul>
Thunks	<ul style="list-style-type: none"> <li>• Express opinions and listen to those of others</li> <li>• Consider others' points of view</li> <li>• Practise explaining the thinking behind their ideas and opinions</li> </ul>
Dan's dare	<ul style="list-style-type: none"> <li>• Explain what a dare is;</li> <li>• Understand that no-one has the right to force them to do a dare;</li> <li>• Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> </ul>
Tangram team challenge (optional)	<ul style="list-style-type: none"> <li>• Define and demonstrate cooperation and collaboration;</li> <li>• Identify the different skills that people can bring to a group task;</li> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success.</li> </ul>

My special pet (optional)	<ul style="list-style-type: none"> <li>• Explain some of the feelings someone might have when they lose something important to them;</li> <li>• Understand that these feelings are normal and a way of dealing with the situation.</li> </ul>
<b>VALUING DIFFERENCES</b>	<b>LEARNING OUTCOMES</b>
Respect and challenge	<ul style="list-style-type: none"> <li>• Reflect on listening skills;</li> <li>• Give examples of respectful language;</li> <li>• Give examples of how to challenge another's viewpoint, respectfully.</li> </ul>
Family and friends	<ul style="list-style-type: none"> <li>• Recognise that there are many different types of family;</li> <li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li> </ul>
My community	<ul style="list-style-type: none"> <li>• Define the term 'community';</li> <li>• Identify the different communities that they belong to;</li> <li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li> </ul>
Our friends and neighbours	<ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> </ul>
Let's celebrate our differences	<ul style="list-style-type: none"> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>
Zeb	<ul style="list-style-type: none"> <li>• Understand and explain some of the reasons why different people are bullied;</li> <li>• Explore why people have prejudiced views and understand what this is.</li> </ul>
<b>KEEPING SAFE</b>	<b>LEARNING OUTCOMES</b>
Safe or unsafe?	<ul style="list-style-type: none"> <li>• Identify situations which are safe or unsafe;</li> <li>• Identify people who can help if a situation is unsafe;</li> <li>• Suggest strategies for keeping safe.</li> </ul>
Danger or risk?	<ul style="list-style-type: none"> <li>• Define the words danger and risk and explain the difference between the two;</li> <li>• Demonstrate strategies for dealing with a risky situation.</li> </ul>

The risk robot	<ul style="list-style-type: none"> <li>• Identify risk factors in given situations;</li> <li>• Suggest ways of reducing or managing those risks.</li> </ul>
Super searcher	<ul style="list-style-type: none"> <li>• Evaluate the validity of statements relating to online safety;</li> <li>• Recognise potential risks associated with browsing online;</li> <li>• Give examples of strategies for safe browsing online.</li> </ul>
Help or harm?	<ul style="list-style-type: none"> <li>• Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>
Alcohol and cigarettes: the facts	<ul style="list-style-type: none"> <li>• Identify some key risks from and effects of cigarettes and alcohol</li> <li>• Know that most people choose not to smoke cigarettes</li> <li>• Define the word 'drug' and understand that nicotine and alcohol are both drugs</li> </ul>
Raisin challenge (optional)	<ul style="list-style-type: none"> <li>• Demonstrate strategies for assessing risks;</li> <li>• Understand and explain decision-making skills;</li> <li>• Understand where to get help from when making decisions.</li> </ul>
<b>RIGHTS AND RESPECT</b>	<b>LEARNING OUTCOMES</b>
Helping each other to stay safe	<ul style="list-style-type: none"> <li>• Identify key people who are responsible for them to stay safe and healthy;</li> <li>• Suggest ways they can help these people.</li> </ul>
Recount task	<ul style="list-style-type: none"> <li>• Understand the difference between 'fact' and 'opinion';</li> <li>• Understand how an event can be perceived from different viewpoints;</li> <li>• Plan, draft and publish a recount using the appropriate language.</li> </ul>
Our helpful volunteers	<ul style="list-style-type: none"> <li>• Define what a volunteer is;</li> <li>• Identify people who are volunteers in the school community;</li> <li>• Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</li> </ul>
Can Harold afford it?	<ul style="list-style-type: none"> <li>• Understand the terms 'income', 'saving' and 'spending';</li> <li>• Recognise that there are times we can buy items we want and times when we need to save for items;</li> <li>• Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</li> </ul>
Earning money	<ul style="list-style-type: none"> <li>• Explain that people earn their income through their jobs;</li> <li>• Understand that the amount people get paid is due to a range of factors (skill, experience,</li> </ul>

	training, responsibility etc.)
Harold's environment project	<ul style="list-style-type: none"> <li>• Define what is meant by the environment;</li> <li>• Evaluate and explain different methods of looking after the school environment;</li> <li>• Devise methods of promoting their priority method.</li> </ul>
Lt's have a tidy up (optional)	<ul style="list-style-type: none"> <li>• Explain whose responsibility it is to look after the local environment;</li> <li>• Plan and carry out an event which will benefit the local environment.</li> </ul>
<b>BEING MY BEST</b>	<b>LEARNING OUTCOMES</b>
Derek cooks dinner!	<ul style="list-style-type: none"> <li>• Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;</li> <li>• Explain what is meant by the term 'balanced diet';</li> <li>• Give examples what foods might make up a healthy balanced meal.</li> </ul>
Poorly Harold	<ul style="list-style-type: none"> <li>• Explain how some infectious illnesses are spread from one person to another;</li> <li>• Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>• Suggest medical and non-medical ways of treating an illness.</li> </ul>
Body team work	<ul style="list-style-type: none"> <li>• Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);</li> <li>• Describe how food, water and air get into the body and blood.</li> </ul>
For or against?	<ul style="list-style-type: none"> <li>• Develop skills in discussion and debating an issue;</li> <li>• Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>• Empathise with different viewpoints;</li> <li>• Make recommendations, based on their research.</li> </ul>
I am fantastic!	<ul style="list-style-type: none"> <li>• Identify their achievements and areas of development;</li> <li>• Recognise that people may say kind things to help us feel good about ourselves;</li> <li>• Explain why some groups of people are not represented as much on television/in the media.</li> </ul>
Top talents	<ul style="list-style-type: none"> <li>• Explain some of the different talents and skills that people have and how skills are developed;</li> <li>• Recognise their own skills and those of other children in the class.</li> </ul>
Getting on with your nerves (optional)	<ul style="list-style-type: none"> <li>• Demonstrate how working together in a collaborative manner can help everyone to achieve success;</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and explain how the brain sends and receives messages through the nerves.</li> </ul>
<b>GROWING AND CHANGING</b>	<b>LEARNING OUTCOMES</b>
Relationship tree	<ul style="list-style-type: none"> <li>• Identify different types of relationships;</li> <li>• Recognise who they have positive healthy relationships with.</li> </ul>
Body space	<ul style="list-style-type: none"> <li>• Understand what is meant by the term body space (or personal space);</li> <li>• Identify when it is appropriate or inappropriate to allow someone into their body space;</li> <li>• Rehearse strategies for when someone is inappropriately in their body space.</li> </ul>
None of your business!	<ul style="list-style-type: none"> <li>• 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</li> <li>• Recognise and describe appropriate behaviour online as well as offline</li> <li>• Identify what constitutes personal information and when it is not appropriate or safe to share this</li> <li>• Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> </ul>
Secret or surprise	<ul style="list-style-type: none"> <li>• Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</li> <li>• Recognise how different surprises and secrets might make them feel;</li> <li>• Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</li> </ul>
My changing body (GIRLS ONLY)	<ul style="list-style-type: none"> <li>• Understand their body changes as they go through puberty and it is normal</li> <li>• Understand that for girls, periods are a normal part of puberty.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• See link to external resources for further information</li> </ul>