



PSHE/Relationships and Health Education: Year 3

ME AND MY RELATIONSHIPS	LEARNING OUTCOMES
As a rule	• 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	• Identify people who they have a special relationship with; • Suggest strategies for maintaining a positive relationship with their special people. • Explain when, why, and how to seek help for their own or others' feelings.
How can we solve this problem?	• Demonstrate how to express their own needs and feelings clearly; • Respond respectfully to the needs and boundaries of others; • Suggest ways to resolve differences and conflicts positively.
Friends are special	• 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	• Express opinions and listen to those of others • Consider others' points of view • Explain reasons for their ideas and opinions.

Dan's dare	• 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.
Tangram team challenge (optional)	• Define and demonstrate cooperation and collaboration; • Identify the different skills that people can bring to a group task; • Demonstrate how working together in a collaborative manner can help everyone to achieve success.
My special pet (optional)	• Explain some of the feelings someone might have when they lose something important to them; • Recognise that these feelings are normal and a way of dealing with the situation; • Identify some ways of managing feelings and responses in upsetting situations; • Explain how family members and friends can support one another.

VALUING DIFFERENCES	LEARNING OUTCOMES
Respect and challenge	• Recognise that people have different needs, interests and opinions; • Identify attentive listening skills; • Give examples of respectful language; • Give examples of how to challenge another's viewpoint, respectfully.
Family and friends	• Recognise and respect that there are many different types of families, including adoption, fostering, and same-sex parent families; • Explain what stereotypes are and why they can be unfair or harmful; • Recognise that all families should provide love, care and safety; • Identify when and how to seek help from a safe adult if something about family life causes worry, upset, or feels unsafe.

My community	• Define the term 'community'; • 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	• 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; • Describe some of the benefits of living in a diverse community; • Explore ways that we can behave towards others to show that we appreciate and respect them.
Let's celebrate our differences	• Recognise the factors that make people similar to and different from each other; • Recall that everyone deserves to be treated with kindness and respect; • Recognise that repeated name calling is a form of bullying, and that this can happen both online and offline; • Suggest strategies for dealing with name calling or bullying (including being an upstander and seeking help from a safe adult).
Zeb	• Understand and explain some of the reasons why different people are bullied, both online and offline; • Explain what is meant by stereotypes, prejudice and discrimination, and explore why people might have these views; • Recognise that treating others with respect and kindness can help everyone feel safe and happy; • Identify when to seek help from a safe adult.

KEEPING SAFE	LEARNING OUTCOMES
Safe or unsafe?	• Identify situations which are safe or unsafe; • Recall that a safe adult is someone they can talk to and who makes them feel happy, safe and cared for; • Recognise it is important to have appropriate boundaries and to respect other people's boundaries;

	• Identify strategies for keeping safe in the local environment or unfamiliar places (rail, water, road).
Danger or risk?	• Describe the meanings of the words danger and risk and explain the difference between the two; • Recognise the feelings associated with risks and danger and think about ways to manage the situation; • Identify ways for keeping safe in the local environment or unfamiliar places.
The risk robot	• Identify risk factors in given situations; • Suggest ways of reducing or managing those risks; • Identify a safe adult they can talk to for support and advice; • Suggest strategies for keeping safe in the local environment or unfamiliar places.
Super searcher	• Recognise potential risks associated with searching online; • Give examples of strategies for safe searching online; • Think about screen usage and understand that online gaming can be addictive; • Suggest how to assess the reliability of sources of information online.
Help or harm?	• Identify things that can help or harm the body; • Explain how medicines can be helpful when used safely; • Describe simple ways to keep themselves healthy and safe.
Alcohol and cigarettes: the facts	• Identify basic facts about alcohol and cigarettes and the effects they can have on the body; • Recall that most people choose not to smoke cigarettes or vapes; (Social Norms message) • Explain why alcohol and cigarettes are not suitable for children and why there are laws about their sale and use.
Raisin challenge (optional)	• Demonstrate strategies for assessing risks; • Understand and explain decision-making skills; • Understand where to get help from when making decisions.

RIGHTS AND RESPECT	LEARNING OUTCOMES
Helping each other to stay safe	• Explain how everyone can help care for and respect the school environment; • Recognise their own unique qualities, identify similarities and differences between people; • Express their own likes, dislikes and needs respectfully while valuing the views and needs of others; • Identify healthy habits and make informed choices about money, including needs and wants, saving and spending.
Recount task	• Describe their own identity, recognise diversity and show respect for others; • Identify a range of emotions and explain how feelings can influence behaviour; • Use strategies to manage strong emotions and communicate their needs and boundaries respectfully; • Think critically about media and online content and communicate safely and respectfully online.
Our helpful volunteers	• Recognise what makes people unique and explain why everyone should be treated with respect; • Identify everyday habits that support healthy lifestyles and wellbeing; • Describe a range of jobs and challenge stereotypes about who can do them; • Explain that people earn money in different ways and may choose to work or volunteer for different reasons.
Can Harold afford it?	• Identify and manage risks associated with online gaming, including scams, in-game purchases and their impact on wellbeing and finances; • Explain how attitudes, needs, wants and priorities can influence saving and spending decisions; • Describe how money choices can affect other people, communities and the environment; • Use different methods to track money and explain how to keep money safe at home, when out and about, and in a bank account.
Earning money	• Explain how money can affect emotions and wellbeing and identify sources of support for money-related concerns; • Describe a range of jobs and careers, recognising that people may change roles throughout their working lives; • Explore how interests, strengths, values, aspirations and stereotypes can influence career choices;

	• Explain how pay, volunteering and changes in society, technology and the environment can influence future career pathways.
Harold's environment project	• Explain the shared responsibility to care for and show respect; kindness and concern for other people and living things; • Describe how different experiences, diversity and respect are important; • Demonstrate self-respect and show respect for the rights, feelings and beliefs of others; • Identify how healthy lifestyle choices, positive relationships and community participation support health and wellbeing.
Let's have a tidy up (optional)	• Explain how to show care, respect and responsibility towards other people and living things; • Describe their own identity, recognise the value of diversity and show respect for others in their community; • Identify how healthy habits, positive relationships and everyday activities support physical and emotional wellbeing; • Communicate their needs and boundaries confidently, assertively and respectfully.

BEING MY BEST	LEARNING OUTCOMES
Derek cooks dinner!	• Identify the main food groups and explain why our bodies need a variety of foods; • Make healthy choices when planning a balanced meal; • Recognise that enjoying a variety of foods can help us stay healthy and feel good
Poorly Harold	• 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	• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain); • Explain why it is important to make healthy choices with what we decide to put into our body;

	• Describe how food, water and air get into the body and blood.
For or against?	• Identify different choices that can affect our health and wellbeing; • Explore different viewpoints about health-related issues; • Express my own opinions and support them with reasons; • Discuss, empathise and disagree with others in a respectful way.
I am fantastic!	• List their strengths, achievements and areas where they can improve; • Explain how practice, effort and support can help people achieve their goals; • Recognise that people shown in the media do not always represent everyone in society; • Appreciate that messages from others and the media can influence how people see themselves.
Top talents	• Explain some of the different talents and skills that people have and how skills are developed; • Recognise their own skills and those of other children in the class.
Getting on with your nerves (optional)	• Identify things that help to keep their bodies healthy, including food, water, exercise, sleep and hygiene; • Explain how the brain, nerves and muscles work together to send and receive messages around the body; • Describe how positive teamwork and cooperation help people work together to achieve a shared goal.

GROWING AND CHANGING	LEARNING OUTCOMES
Relationship tree	• Identify different types of relationships and the qualities of a healthy relationship; • Recognise who they have positive healthy relationships with; • Explain how to communicate positively and safely in relationships, including online; • Explore what is meant by trust and identify safe adults.

Body space	• Identify parts of the body that are private; • 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!	• Recognise safe behaviour online and offline, including that people online may not always be who they say they are; • Identify personal information, make safe choices about what to share, including asking permission before sharing images or information; • Recognise that once something is posted online it is very hard to remove or delete it; • Recognise signs that something feels unsafe and seek help from a safe adult.
Secret or surprise	• Recognise uncomfortable feelings and the physical impact they might have on the body; • 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)	• Identify parts of the body that are private, and that these parts are used for making a baby when someone is an adult; • Recognise that babies come from the joining of an egg and sperm; • Describe some of the physical and emotional changes that occur during puberty in both males and females; • Explain that a period happens when an egg doesn't meet a sperm, and that periods are a normal part of puberty for girls.
Basic first aid	• Explain why first aid is important and when it might be needed; • Develop basic first aid skills.