



**PSHE & RSHE: Year 3**

*What are the aims and intentions of this curriculum?*

That children will:

- Learn how to resolve relationship problems; effective listening skills and about non-verbal communication. Look at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
- Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.
- Learn about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also consider about choices and influence.
- Learn about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy
- Be introduced to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and careers
- Be prepared for the transition to Year 4 and the changes that come with this

| <b>Term</b> | <b>Topic</b>                      | <b>Knowledge &amp; Skills</b>  | <b>Vocabulary</b>   |
|-------------|-----------------------------------|--|---|
| Autumn      | <b>Families and relationships</b> | <ul style="list-style-type: none"> <li>• To understand that families love and support each other but sometimes problems can occur and help is available if needed</li> <li>• Identify who I can trust.</li> <li>• To understand that friendships have ups and downs and that problems and explore ways that problems can be resolved.</li> <li>• To begin to understand the impact of bullying</li> <li>• Develop an understanding of the impact of bullying and what to do if bullying occurs.</li> <li>• To listen and communicate effectively</li> <li>• Learning about the effects of non-verbal communication.</li> <li>• To understand why trust is an important part of positive relationships</li> <li>• To begin to understand the differences between people and why it is important to respect these differences</li> <li>• To recognise that stereotypes are present in everyday life</li> <li>• To recognise that stereotypes exist based on a number of factors</li> <li>• Explore the negative impact of stereotyping.</li> </ul> | Family, Different, Support, Care, Love, Problem, Help, Friend, Talking, Listening, Calm, Forgive, Apologise, Bullying, Repeated, Physical, Emotional, Report, Communicate, Communication, Listen, Empathy, Sympathy, Open questions, Trust, Reliable, Issues, Resolve, Breaking trust, Let down, Same, Different, Similar, Respect, gender, female, male, stereotype, discrimination, equality act, |



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|----------------|-------------------------------------|---|---|
| Autumn/ Spring | <b>Health and well-being</b>        | <ul style="list-style-type: none"> <li>To understand and plan for a healthy lifestyle including physical activity, rest and diet</li> <li>To learn and perform a range of relaxation stretches</li> <li>To understand the different aspects of my identity</li> <li>Explore my own identity through the groups I belong to.</li> <li>To identify my own strengths and begin to see how they can affect and help others</li> <li>To break down barriers into smaller, achievable goals</li> <li>Be able to breakdown a problem into smaller parts to overcome it.</li> <li>To understand the benefits of healthy eating and dental health</li> <li>Discuss why it is important to look after my teeth.</li> </ul>  | Exercise, Balance, Diet, Energy, Intake, Feeling, Balance, Relax, Stretch, Group, Identity, Belonging, Alone, Lonely, Hero, Power, Strengths, barriers, teeth, healthy, balanced, food group,   |
| Spring         | <b>Safety and the Changing Body</b> | <ul style="list-style-type: none"> <li>To understand the role they can take in an emergency situation.</li> <li>Learn what to do in a medical emergency, including calling the emergency services.</li> <li>To understand how to help if someone has been stung or bitten.</li> <li>To understand the importance of being kind online and what this looks like.</li> <li>Explore ways to respond to cyberbullying or unkind behaviour online.</li> <li>Develop skills as a responsible digital citizen.</li> <li>To understand that cyberbullying involves being unkind online.</li> <li>To understand that not all emails are genuine.</li> <li>Begin to recognise unsafe digital content.</li> <li>To understand the choices people can make and those which are made by others.</li> <li>To begin to recognise who and what can influence our decisions.</li> <li>Explore that people and things can influence me and that I need to make the right decision for me.</li> <li>Explore choices and decisions that I can make.</li> <li>To develop an understanding of safety on or near roads.</li> <li>Identify things people might do near roads which are unsafe.</li> </ul> | Calmly, reassure, casualty, emergency operator, 999/111, incident, location, injuries, landmarks, identification, information, hazards, awareness, accident prevention, assistance, anaphylaxis, allergic, airways, breathing, reddening, puncture, swelling, infection, venom, reaction, auto injector, positive, email, kind, identity, password, intended, cyberbullying, phishing, fake, real, decision, rather, choice, influence, distraction, rules, safety, |
| Spring/ Summer | <b>Citizenship</b>                  | <ul style="list-style-type: none"> <li>To understand the UN Convention on the Rights of the Child.</li> <li>Explore how children's rights help them and other children.</li> <li>Consider the responsibilities that adults and children have to maintain children's rights.</li> <li>To understand how recycling can have a positive impact on the environment.</li> <li>Discuss ways we can make a difference to recycling rates at home/school.</li> <li>To know that the local council is responsible for looking after the local area.</li> <li>To know that elections are held where adults can vote for local councillors.</li> <li>To understand some of the consequences of breaking rules.</li> <li>To understand the role of charities in the community.</li> <li>Identify local community groups and discussing how these support the community.</li> </ul>  | Charity, Community, Consequence, Council, Councillor, Law, Recycling, Rights, United Nations (UN),  |



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|--------|----------------------------|--|---|
| Summer | <b>Economic Well-being</b> | <ul style="list-style-type: none"><li>• To understand that there are different ways to pay for things.</li><li>• Discuss the range of feelings which money can cause.</li><li>• Discuss the different attitudes people have to money.</li><li>• Explore the impact our spending can have on other people.</li><li>• Consider the advantages and disadvantages of different payment methods.</li><li>• To know that budgeting money is important.</li><li>• To understand that there are a range of jobs available.</li><li>• To understand that some stereotypes can exist around jobs but these should not affect people's choices.</li></ul> | Budget, Expense, Feeling, Qualification, Stereotype,  |
|        | <b>Transition</b>          | <ul style="list-style-type: none"><li>• To understand the strategies people use to cope with change</li><li>• Learn strategies to deal with change.</li></ul>  | Opportunity, Responsibility, Change, Cope, Strategies |