



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

| Term | Topic | Knowledge & Skills | Vocabulary |
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| Autumn | Families and relationships | <ul style="list-style-type: none"> • Understand that families are all different. • Know that families offer each other support but sometimes they can experience problems. • Understand that problems occur in friendships and that violence is never right. • Understand what bullying is and what to do if it happens. • Describe what a good listener is and know how to show that they are listening. • Say who they trust and why. • Understand that people can have similarities and differences and explain how differences can be a positive thing. • Understand how toys can reinforce gender stereotypes. • Understand that stereotypes arise from a range of factors, including some of those associated with age. | bullying communicate empathy open questions similar solve stereotype sympathy trust |
| Autumn/ Spring | Health and well-being | <ul style="list-style-type: none"> • Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day. | Alone balance |



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| | | <ul style="list-style-type: none"> • Work in pairs so that one person can do a stretch while the other draws a stick figure to show the pose. • Understand the different aspects of my identity. • Identify their own strengths and that they can help other people. • Describe how they would break a problem down into small, achievable goals. • Understand the benefits of healthy eating and dental health. | barriers belonging identity lonely resilience |
| Spring | Safety and the Changing Body | <ul style="list-style-type: none"> • Show an understanding that they must consider their own safety before helping others in an emergency situation. • Understand how to help someone who has been bitten or stung. • Write an email with instructions written using positive language. • Create a decision tree showing how to deal with unkind online behaviour and cyberbullying. • Send an email that describes some of the best ways to avoid being tricked by fake emails. | allergy bullying casualty choice cyberbullying decision distraction fake influence injuries |
| Spring/ Summer | Citizenship | <ul style="list-style-type: none"> • Explain that children have rights and how these benefit them. • Explain the responsibilities adults have for supporting children's rights. • Discuss the benefits of recycling. • Recognise some of the different groups within the local community and how they use local buildings. • Explain how charities support the local community. • Describe how democracy works locally and how this affects us. • Recognise the need for rules and the consequences of breaking rules. | Charity, Community, Consequence, Council, Councillor, Law, Recycling, Rights |
| Summer | Economic Well-being | <ul style="list-style-type: none"> • Describe how different payment methods may be used in given scenarios. • Suggest why specific payment methods might be more beneficial. • Explain what a budget is and how we can benefit from budgeting. • Identify how they would feel in a money scenario. • Understand the impact our spending choices can have on others and the environment. • Understand that a wide range of jobs are available. | account assumption budget career digital trade fair trade feeling |



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| | | <ul style="list-style-type: none">• Know that skills and interests lead people to certain jobs.• Know that job stereotypes sometimes exist but these should not limit anyone. | profession stereotype |
| | Transition | <ul style="list-style-type: none">• To understand the strategies people use to cope with change• Learn strategies to deal with change.• Explain the opportunities and responsibilities that change might bring | Opportunity, Responsibility, Change, Cope, Strategies |