 LONGTON LANE PRIMARY SCHOOL PSHE PHYSICAL HEALTH AND WELLBEING RELATIONSHIPS EDUCATION YEAR 3

 ‘Believe and Achieve’

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| Mental wellbeing* that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations 2
* how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings 3

Internet safety and harms* how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private 13
* that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health 15

Physical health and fitness* the characteristics and mental and physical benefits of an active lifestyle 18
* the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise 19

Healthy eating* what constitutes a healthy diet (including understanding calories and other nutritional content) 22
* the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 24
 | Families and people who care for me* the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives 2
* that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care 3
* that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up 4
* how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 6

Respectful relationships* practical steps they can take in a range of different contexts to improve or support respectful relationships 13
* the conventions of courtesy and manners 14
* the importance of self-respect and how this links to their own happiness 15
* that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority 16

Being safe* what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 25
* about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe 26
* how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know 28
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| **Autumn Term Weeks 1-4****Belonging to a Community**  | **Autumn Term Weeks 5-8****Respecting Ourselves and Others**  | **Autumn Term Weeks 9-12****Physical Health and Mental Wellbeing** |
| **L1.** to recognise reasons for rules and laws; consequences of not adhering to rules and laws**L2.** to recognise there are human rights, that are there to protect everyone**L3.** about the relationship between rights and responsibilities | **R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online**R31.** to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships | **H1.** how to make informed decisions about health**H2.** about the elements of a balanced, healthy lifestyle**H3.** about choices that support a healthy lifestyle, and recognise what might influence these**H4.** how to recognise that habits can have both positive and negative effects on a healthy lifestyle**H6.** about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.**H7.** how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle**H17.** to recognise that feelings can change over time and range in intensity**H18.** about everyday things that affect feelings and the importance of expressing feelings**H19.** a varied vocabulary to use when talking about feelings; about how to express feelings in different ways; |
| **Spring Term Weeks 1-4****Safe Relationships**  | **Spring Term Weeks 5-8****Media Literacy and Digital Resilience** | **Spring Term Weeks 9-12****Keeping Safe** |
| **R19.** about the impact of bullying, including offline and online, and the consequences of hurtful behaviour**R22.** about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);**R24.** how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know**R30.** that personal behaviour can affect other people; to recognise and model respectful behaviour online | **L11.** recognise ways in which the internet and social media can be used both positively and negatively**L12.** how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | **H38.** how to predict, assess and manage risk in different situations**H39.** about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe**H41.** strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about |
| **Summer Term Weeks 1-4****Family and Friendships** | **Summer Term Weeks 5-8****Money and Work** | **Summer Term Weeks 9-12****Growing and Changing** |
| **R1.** to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)**R6.** that a feature of positive family life is caring relationships; about the different ways in which people care for one another**R7.** to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability**R8.** to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty**R9.** how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice | **L25.** to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes**L26.** that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life**L27.** about stereotypes in the workplace and that a person’s career aspirations should not be limited by them**L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation | **H27.** to recognise their individuality and personal qualities**H28.** to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth**H29.** about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |