

Year 3 – Autumn Term - Relationships

<u>Topic</u>	<u>Objectives</u>	<u>Resources</u>
<p>Families and friendships</p> <p>Roles of different people; families; feeling cared for; What makes a family; features of family life.</p> <p>PoS Refs: R1, R2, R3, R4, R5 (Y1) R1, R6, R7, R8, R9 (Y3)</p>	<ul style="list-style-type: none"> • about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tell them — if they are worried about something in their family • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	<p>Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 1, 'My Special People'.</p> <p>Metro Charity KS1 Love and respectful relationships</p> <p>Coram Life Education – The Adoptables' Schools Toolkit</p> <p>Go Givers: The Two Brothers.</p>
<p>Safe relationships</p> <p>Recognising privacy; staying safe; seeking permission; Personal boundaries; safely responding to others; the</p>	<ul style="list-style-type: none"> • about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) 	<p>NSPCC – The Underwear rule resources (PANTS)</p> <p>1 DECISION (5-8) – Relationships £</p>

<p>impact of hurtful behaviour</p> <p>PoS Refs: R10, R13, R15, R16, R17 (Y1) R19, R22, R24, R30 (Y3)</p>	<ul style="list-style-type: none"> • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	<p>NSPCC Share Aware</p> <p>Go Givers: Tongue</p>
<p>Respecting ourselves and others</p> <p>How behaviour affects others; being polite and respectful; Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p> <p>PoS Refs: R21, R22 (Y1) PoS Refs: R30, R31 (Y3)</p>	<ul style="list-style-type: none"> • what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	<p>Premier League Primary Stars – KS2 Behaviour/relationships Do the right thing.</p> <p>Alzheimer's society – creating a dementia friendly generation (KS1)</p> <p>Go-Givers: The Stranger.</p> <p>Go-Givers: Immigration Coming to Britain</p>

Year 3 – Spring Term – Living in the Wider World

<p>Belonging to a community</p> <p>What rules are; caring for others' needs; looking after the environment; The value of rules and laws; rights, freedoms and responsibilities</p> <p>PoS Refs: L1, L2, L3 (Y1)</p> <p>PoS Refs: L1, L2, L3 (Y3)</p>	<ul style="list-style-type: none"> • about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	<p>1 DECISION (5-8) – Being Responsible £</p> <p>Experian – Values, Money and Me (KS1)</p> <p>Alzheimer's society – creating a dementia friendly generation (KS2)</p> <p>Go Givers: Go Giver's Park.</p> <p>Go Givers: Care for the elderly</p> <p>Go Givers: Water our most precious resource.</p> <p>Go Givers: Animal Care</p>
<p>Media literacy and Digital resilience</p> <p>Using the internet and digital devices; communicating online; How the internet is used; assessing information online</p> <p>PoS Refs: L7, L8 (Y1)</p> <p>PoS Refs: L11, L12 (Y3)</p>	<ul style="list-style-type: none"> • how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online • how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them 	<p>Google and Parent zone Be internet Legends</p>

	e.g. images or content that worry them, unkind or inappropriate communication	
<p>Money and Work Strengths and interests; jobs in the community; Different jobs and skills; job stereotypes; setting personal goals</p> <p>PoS Refs: L14, L16, L17 (Y1)</p> <p>PoS Refs: L25, L26, L27, L30 (Y3)</p>	<ul style="list-style-type: none"> • that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do • about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby 	<p>LOUD! Network – job skills, influenced and goals</p>
<u>Year 3 – Summer Term – Health and Wellbeing</u>		
<p>Physical health and Mental wellbeing</p> <p>Keeping healthy; food and exercise, hygiene routines; sun safety; Health choices and habits; what affects feelings; expressing feelings</p> <p>PoS Refs: H1, H2, H3, H5,</p>	<ul style="list-style-type: none"> • what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, 	<p>1 DECISION (5-8) – Keeping/Staying Healthy £</p> <p>1 DECISION (5-8) – Feelings and Emotions £</p> <p>PSHE association – Mental Health and Wellbeing lessons (Y3/4)</p>

<p>H8, H9, H10 (Y1)</p> <p>H1, H2, H3, H4, H6, H7, H17, H18, H19 (Y3)</p>	<p>doctors, nurses, dentists, lunch supervisors</p> <ul style="list-style-type: none"> • how to keep safe in the sun • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped 	<p>Go Givers: Chicken Soup</p>
<p>Growing and changing</p> <p>Recognising what makes them unique and special; feelings; managing when things go wrong; Personal strengths and achievements; managing and reframing setbacks; naming body parts</p> <p>PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24, h25 (Y1)</p> <p>H27, H28, H29 (Y3)</p>	<ul style="list-style-type: none"> • to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave • that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self-worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again • to identify and name the main parts of the body including external 	<p>PSHE association – Mental Health and Wellbeing lessons (KS1)</p> <p>KS1: Lesson 2 Growing up: the human life cycle</p> <p>Medway Public Health Directorate – Primary RSE Lessons (KS1), Lesson 1, 'My Special People'.</p> <p>1 DECISION (5-8) – Feelings and Emotions £</p> <p>Premier League Primary Stars – KS2 PSHE Self Esteem</p> <p>Premier League Primary Stars – KS2 PSHE Inclusion</p>

	genitalia (e.g. vulva, vagina, penis, testicles)	<p>Go Givers: The Clown of God</p> <p>Go Givers: There is no place like home.</p>
<p>Keeping safe</p> <p>How rules and age restrictions help us; keeping safe online; Risks and hazards; safety in the local environment and unfamiliar places</p> <p>PoS Refs: H28, H34 (Y1)</p> <p>H38,H39, H41 (Y3)</p>	<ul style="list-style-type: none"> • how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, • including road, rail, water and firework safety 	<p>Thinkuknow: Jessie and Friends</p> <p>1 DECISION (5-8) – Computer Safety/Hazard watch £</p> <p>PSHE Association and GambleAware KS2 Lesson 1 Exploring Risk</p> <p>1 DECISION (5-8) – Keeping/Staying Safe £</p> <p>Drug and alcohol education (Year 3-4)</p> <p>Go Givers: Schools are for learning</p>