

# PSHE and RSE

## Year 3



| Key Vocabulary   | Core knowledge & key questions   | Links to British values   |
|--|--|---|
| <p><b>Families and Relationships</b></p> <p>bullying<br/>communicate<br/>empathy<br/>open questions<br/>similar<br/>solve<br/>stereotype<br/>sympathy<br/>trust</p> <p><b>Health and Wellbeing</b></p> <p>alone<br/>balance<br/>barriers<br/>belonging<br/>identity<br/>lonely<br/>resilience</p> <p><b>Safety</b></p> | <p><b><u>Families and Relationships</u></b></p> <p><b>Family</b><br/>To know that problems can occur in families and that there is help available if needed. I know that I can talk to trusted adults or services such as Childline if I experience family problems.</p> <p><b>Friendships</b><br/>To explore ways to resolve friendship problems.<br/>To know that bullying is repeated and can be physical or verbal.<br/>To know that violence is never the right way to solve a friendship problem</p> <p><b>Respectful Relationships</b><br/>To know that trust is being able to rely on someone and it is an important part of relationships.<br/>To understand how to listen carefully and why listening is important.<br/>To understand that there are similarities and differences between people.<br/>To understand some stereotypes related to age.</p> <p><b><u>Health and Wellbeing</u></b></p> <p><b>Health and prevention</b></p> <p>To understand ways to prevent tooth decay.</p> | <p><b>Friendships and Respectful Relationships</b> - linking with Mutual respect, Tolerance of those with different faiths and beliefs.</p> <p><b>Health and Wellbeing</b> linking with Individual Liberty.</p> |

allergic  
anaphylaxis  
bullying  
casualty  
choice  
cyberbullying  
decision  
distraction  
fake  
influence  
injuries

### **Citizenship**

charity  
community  
consequence  
council  
councillor  
law  
recycling  
rights  
United Nations  
(UN)

### **Economic Wellbeing**

account  
assumption  
budget  
career

## **Physical Health and Wellbeing**

To understand the positive impact relaxation can have on the body.

To develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.

To know the different food groups and how much each of them we should have for a balanced diet.

## **Mental Wellbeing**

To understand the importance of belonging.

To understand what being lonely means and that it is not the same as being alone.

To understand what a problem or barrier is and that these can be overcome.

## **Safety and The Changing Body**

### **Being safe (including online)**

To understand how to be a responsible digital citizen.

To understand what cyberbullying is and how to respond to it.

To begin to recognise unsafe digital content.

To understand how to be safe near roads.

### **Drugs, alcohol and tobacco**

**Safety and The Changing Body** linking with Mutual respect, Tolerance of those with different faiths and beliefs.

continuum  
digital trade  
fair trade  
feeling  
profession  
stereotype

To know that people and things can influence me and that I need to make the right decision for me.

### **Basic first aid**

To understand the role, I can take in an emergency situation.

To understand how I can help someone who has been stung or bitten.

### **Citizenship**

To understand that we all have rights and how these help us.

To be able to explain the responsibilities adults have for supporting children's rights.

To know the benefits of recycling.

To recognise some of the different groups within the local community.

To be able to explain how charities support the local community.

To know how democracy works locally and how this affects us.

To recognise the need for rules and the consequences of breaking rules.

### **Economic Wellbeing**

To know how different payment methods may be used in given scenarios.

To explain what a budget is and how we can benefit from budgeting.

To understand the impact our spending choices can have on others and the environment.

To understand the reasons for using a bank.

To know that a wide range of jobs are available.

To know that skills and interests lead people to certain jobs.

**Citizenship** linking with Individual Liberty, Mutual respect and Tolerance of those with different faiths and beliefs

**Economic Wellbeing** linking with Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those with different faiths and beliefs.

To know that job stereotypes sometimes exist but these should not limit anyone.

| Prior learning   | Future learning  | Links to Rights Respecting schools  |
|--|--|---|
| <p><b>Year 2</b></p> <p><b>Families and Relationships</b><br/>Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.</p> <p><b>Health and Wellbeing</b><br/>Learning about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene</p> <p><b>Safety and the Changing Body</b><br/>Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.</p> <p><b>Citizenship</b><br/>Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.</p> <p><b>Economic Wellbeing</b></p> | <p><b>Year 4</b></p> <p><b>Families and Relationships</b><br/>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.</p> <p><b>Health and Wellbeing</b><br/>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene.</p> <p><b>Safety and the Changing Body</b><br/>Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.</p> <p><b>Citizenship</b><br/>Learning about Human rights and caring for the environment; exploring the role of groups</p> | <p><b>Families and Relationships</b><br/>Article 3 (Best Interests of the Child), Article 5 (Family Guidance as Children Develop), Article 9 (Keeping Families Together), Article 10 (Contact with Parents Across Countries), Article 18 (Responsibility of Parents) and Article 30 (Minority Culture, Language and Religion).</p> <p><b>Health and Wellbeing</b><br/>Article 3 (Best Interests of the Child), Article 24 (Health, Water, Food and Environment), Article 31 (Rest, Play, Culture and Arts).</p> <p><b>Safety and the Changing Body</b><br/>Article 17 (Access to Information), Article 24 (Health, Water, Food and Environment), Article 33 (Protection from Harmful Drugs).</p> <p><b>Citizenship</b><br/>Article 24 (Health, Water, Food and Environment), Article 42 (Everyone Must Know Children's Rights), Article 15 (Setting Up or Joining Local Groups) Article 40 (Children Who Break the Law).</p> <p><b>Economic Wellbeing</b><br/>Article 26 (Social and Economic Help), Article 23 (Children with Disabilities).</p> |

Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.

within the local community and appreciating community diversity; looking at the role of local government.

**Economic Wellbeing**

Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.