ABBEY HULTON PRIMARY SCHOOL

PSHE CURRICULUM FRAMEWORK: YEAR 3

Each key theme is colour-coded to give an 'at a glance guide' in order to demonstrate how the spiral curriculum develops over the primary phase – it is recognised these themes overlap.

Rights and responsibilities	Feelings and Relationships RSE
Money	Safety and risk Life on Line
Health	Identity

Health and Well Being

Relationships *RSE: Red italics*

Living in the Wider World *Life on Line: Blue italics*

Year 3

What are the rules that keep us safe?

Including rules about use of technology in the classroom and online, how to recognise, respond to and report abuse, what is appropriate to say or not say online, social media and gaming classifications

R7. To learn that their actions affect themselves and others.

*R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.

*R9. To understand the concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to

What can we do about bullying?

Recognising hurtful behaviour and bullying; how to respond and ask for help; people who help them stay healthy and safe

Including online bullying and hurtful behaviour online how to recognise, respond to and report abuse, what is appropriate to say or not say online,

R9

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

R10

-the importance of respecting others, even when they are very different from them (for example, physically, in

What are we responsible for?

Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others

Including responsible use of technology, gaming, online privacy settings, digital footprint, what is appropriate to say or not say online,

L2. To learn why and how rules and laws that protect themselves and others are made and enforced; why different rules are needed in different situations and how to take part in making and changing rules.

L3. To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child.

L4. To learn that these universal rights are there to protect everyone and have primacy both over national law and

How can we describe our feelings?

Wider range of feelings; conflicting feelings experiences at the same time; describing feelings;

feelings associated with change; recognising wider range of feelings in others; responding to other's feelings

H6

-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

-How to recognise and talk about their emotions, including having a varied vocabulary of words to use

How can we eat well?

What makes a balanced lifestyle; balanced diet; making choices; what influences choices

Including accessing appropriate online information for children about eating well – such as Change4Life

*H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

H17

-The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug-taking

What jobs would we like?

What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets

Including jobs in technology, gaming and online, how images we see online sometimes reinforce stereotypes

L13. To learn about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer.

L16. To learn what is meant by enterprise and begin to develop enterprise skills.

L17. To explore and critique how the media present information

'break a confidence' or 'share a secret'.

*R10. To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and try to see, respect and if necessary constructively challenge, their points of view.

R11. To work collaboratively towards shared goals.

R13. To learn that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability.

*R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help).

*R18. To recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media).

*R16. To recognise and challenge stereotypes.
*R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and

character, personality or backgrounds), or make different choices or have different preferences or beliefs

-practical steps they can take in a range of different contexts to improve or support respectful relationships

-the conventions of courtesy and manners (implicit)

-the importance of self-respect and how this links to their own happiness (implicit)

R14

-about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

-that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous

-that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing

R16

-what a stereotype is, and how stereotypes can be unfair, negative or destructive

family and community practices).
*L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk).
*H2. To understand how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.

*H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
L12. To consider the lives of people living in other places, and people with different values and customs.
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*L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can be misrepresented or mislead; the importance of being careful what you forward to others.

R7

when talking about their own and others' feelings

H7

-How to judge whether what they are feeling and how they are

H1. To understand what positively and negatively affects their physical, mental and emotional health.

*H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

*H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.

H8. To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

-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)

H1

-That mental wellbeing is a normal part of daily life, in the same way as physical health

-The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness

-simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

-the risks associated with an inactive lifestyle (including obesity)

-about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist

H2

-About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing

	that we all have rights to privacy. **R8** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact L6 -about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help	R18 -about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help -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 R21 -the importance of permission-seeking and giving in relationships with friends, peers and adults **L2** -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 -why social media, some computer games and online gaming, for example, are age restricted **L18** -how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met -how to be a discerning consumer of information, including that from search	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		-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 **H3** -What constitutes a healthy diet (including understanding calories, and other nutritional content) -The principles of planning and preparing a range of healthy meals. -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) **H12** -About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing **H15** -concepts of basic first-aid, for example dealing with common injuries, including head injuries	

		engines is ranked, selected and targeted -where and how to report concerns and get support with issues online				