



Year 3	Topic – Relationships - How can we be a good friend?		Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- To celebrate the joy and happiness of living in a friendship with God and others.</li> <li>- Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</li> <li>- Know how to recognise if others are feeling lonely and excluded and strategies to include them.</li> <li>- Know how to build good friendships, including identifying qualities that contribute to positive friendships.</li> <li>- Recognise that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> <li>- Know that listening and compromising are important in making a friendship work.</li> <li>- Know the importance of telling friends what they are good at and what they like about them. Know that by doing this, they can help their friends to feel happy and confident.</li> <li>- Know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> <li>- Recap what the word ‘resilience’ means and know ways in which they can show resilience within their friendship groups.</li> <li>- This topic is to be taught alongside the Catholic RSE curriculum ‘Journey in Love’ - revised addition 2020. Pages 29-38 (How we live in love).</li> </ul>		Friendship Happy Secure Mutual respect Truthfulness Trustworthiness Loyalty Kindness Generosity Trust	Share Strengthened Resort Conflict Dispute Reconcile Support Resilience
<p>Resources: Friendship’ <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-Friendship">https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and-Friendship</a> - <a href="#">How to Be a Good Friend PowerPoint (teacher made) (twinkl.co.uk)</a>            Resilience - <a href="#">Resilience Scenarios and Questions 4 (teacher made) (twinkl.co.uk)</a> Resilience - <a href="#">resilience-and-wellbeing-yr-3.pdf (sdera.wa.edu.au)</a></p>				
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What is the same and different about us?</b>  <b>Year 2 – What is bullying?</b></p>	<p><b>Year 1 – Who is special to us?</b>  <b>Year 2 – What makes a good friend?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 3 – What are families like?</b>  <b>Year 4- How do we treat each other with respect?</b>  <b>Year 5 – How can friends communicate safely?</b>  <b>Year 6 - What will change as we become more independent? How do friendships change as we grow?</b></p>		
<p align="center"><b>British Values – Mutual Respect, Tolerance and Individual Liberty – within friendship and when choosing friends</b></p>				



Year 3	Topic – Health and Well-being - What keeps us safe?		Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> <li>- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>- 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.</li> <li>- That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>- The facts and science relating to allergies, immunisation and vaccination.</li> <li>- How to make a clear and efficient call to emergency services if necessary.</li> <li>- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<ul style="list-style-type: none"> <li>- Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</li> <li>- Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</li> <li>- Know that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</li> <li>- Know how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</li> <li>- Know how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly). Know how washing hands can help to spread infectious diseases such as the corona virus.</li> <li>- Know how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns</li> <li>- Know what to do in an emergency, including calling for help and speaking to the emergency services.</li> <li>- This topic is to be taught alongside the Catholic RSE curriculum ‘Journey in Love’ - revised addition 2020. Pages 29-38 (How we live in love).</li> </ul>		<p>Advice Privacy Appropriate Inappropriate Safe Unsafe Physical contact Hygiene Germs Responsibly Corona virus React Emergency Hazards Risk Protected Allergies Asthma</p>
<p>Resources: NSPCC – The underwear rule resources (PANTS) - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources">https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-underwear-rule-resources</a>            Red Cross – Life. Live it ‘Stay safe’ - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross">https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross</a>            Islington Healthy Schools Team – DrugWise £ - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington">https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington</a></p>			
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What helps us to stay healthy?</b>  <b>Year 1 – Who helps to keep us safe?</b>  <b>Year 2 - How do we recognise our feelings?</b></p>	<p><b>Year 2 - What helps us to stay safe?</b>  <b>Year 2 - What helps us grow and stay healthy?</b>  <b>Future learning experiences:</b>  <b>Year 3 – Why should we eat well and look after our teeth?</b>  <b>Year 3 - Why should we keep active and sleep well?</b>  <b>Year 4 - What strengths, skills and interests do we have?</b>  <b>Year 4 - How can we manage our feelings?</b></p>	<p><b>Year 4 - How can we manage risk in different places?</b>  <b>Year 4 - How can we help in an accident or emergency?</b>  <b>Year 5 - What makes up a person’s identity?</b>  <b>Year 5 - How will we grow and change?</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b>  <b>Year 6 – How can we keep healthy as we grow?</b></p>	
<p><b>British Values – Rule of the law</b></p>			



Year 3	Topic – Relationships – What are families like?	Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>	<ul style="list-style-type: none"> <li>- Know that we are all part of God’s family and the important role we all have within this family.</li> <li>- Know that family is made up of immediate family and extended family.</li> <li>- Know the difference between family, friends and an acquaintance.</li> <li>- Recognise how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, and blended families, foster and adoptive parents).</li> <li>- Know that some parents may be married and some not. Know that in the Catholic Church marriage is one of the seven sacraments.</li> <li>- Know and appreciate what families do for each other.</li> <li>- Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays – know that these experiences may differ between family units and that each family may build their own traditions.</li> <li>- Know that people within families should care for each other and the different ways they demonstrate this.</li> <li>- Know to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.</li> <li>- Know that different families with beliefs and from different cultures will have their own traditions – learn about some of these.</li> </ul>	<p>Commitment Protection Different Respect Love Care Relationships Marriage Sacrament Family structure Single parents Same sex parents Step parents Blended families Foster families Adoptive families Help Advice</p>
<p>Resources: Adoption - <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education">https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education</a> Different families, same love - <a href="#">Every Kind of Family PPT - Primary Learning Resources (twinkl.co.uk)</a></p>		
<p>Previous Learning Experiences: <b>EYFS - See whole school progression map for PSHE Education and SRE</b> Year 1 – What is the same and different about us? Year 1 – Who is special to us? Year 2 – What makes a good friend? Year 2 – What is bullying? Year 3 – How can we be a good friend?</p>	<p>Future learning experiences: Year 3 – What are families like? Year 4- How do we treat each other with respect? Year 5 – How can friends communicate safely? Year 6 - What will change as we become more independent? How do friendships change as we grow?</p>	
<p><b>British Values – Mutual respect</b></p>		



Year 3	<ul style="list-style-type: none"> <li>Topic – Living in the Wider World – What jobs do people do?</li> </ul>	Vocabulary	Year 3
<p>National Curriculum links:</p> <ul style="list-style-type: none"> <li>- That for most people the internet is an integral part of life and has many benefits.</li> <li>- The importance of self-respect and how this links to their own happiness</li> </ul>	<ul style="list-style-type: none"> <li>· Know the difference between a job and a vocation.</li> <li>· Know that in the Catholic Church a Priest dedicates his life to his work for God.</li> <li>· Know that for some jobs you have to study for many years while others you can do when you leave school.</li> <li>· Know that some people work alongside study as university courses can cost a lot of money.</li> <li>· Know the difference between schools, colleges, universities and work placements.</li> <li>· Know the importance of some jobs. For example the role in which key workers played during the corona virus pandemic in order to keep our country running.</li> <li>· Understand how jobs help people earn money to pay for things they need and want.</li> <li>· Know that some people are volunteers and so not get paid with money for the work that they do but are rewarded in other ways.</li> <li>· Learn about a range of different jobs, including those done by people they know or people who work in their community.</li> <li>· Understand that people have different strengths and interests that enable them to do different jobs.</li> <li>· Know that in order to achieve their goals and do the job they would like to do they need to work hard, have self-respect, have self-belief, show determination, resilience and have faith.</li> <li>· Know that people use the internet and digital devices in their jobs and everyday life.</li> <li>· Know that nobody should ever be denied a job because of the colour of their skin or beliefs. Everyone should have the same opportunity to succeed.</li> </ul>	<p>Vocations Community Strengths Interests Self-belief Determination Resilience Faith Corona virus Key workers</p>	<p>Internet Integral Digital devices Benefits Self-respect Jobs Volunteers Succeed</p>
<p><b>Resources:</b> <b>PSHE KS1 / KS2: What's my job? - BBC Teach – explore different types of jobs</b></p>			
<p><b>Previous Learning Experiences:</b> EYFS - See whole school progression map for PSHE Education and SRE Year 1 - What can we do with money? Year 1 - How can we look after each other and the world? Year 2 – What makes a community?</p>	<p><b>Future learning experiences:</b> Year 4 - How can our choices make a difference to others and the environment? Year 5 – What jobs would we like? Year 6 - How can the media influence people?</p>		
<p><b>British values - Mutual respect for and tolerance for those with different faiths and beliefs and those without faiths.</b></p>			



Year 3	Topic – Health and well-being - Why should we eat well and look after our teeth?		Vocabulary	
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>- 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).</li> <li>- How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to eat a healthy diet.</li> <li>- Know the benefits of the different food groups.</li> <li>- Understand that foods that are higher in fats and sugars should not be eaten often but are ok in moderation and can form part of a balanced diet.</li> <li>- Recognise a range of healthy foods and choose to include some of these in their diet.</li> <li>- Plan a healthy meal.</li> <li>- Recognise the link between a healthy diet and positive mental wellbeing.</li> <li>- Know that people make choices about what to eat and drink, including who or what influences these (including the media).</li> <li>- Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist. Know what happens to teeth if they are not looked after and how this could affect them long term.</li> <li>- Recognise how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</li> <li>- Know how, when and where to ask for advice and help about healthy eating and dental care.</li> </ul>	Dental health Benefits Oral hygiene Dentist Diet Risks Obesity Tooth decay	Support Health Nutrition Sugar Choices Advice Support	
<p>Resources:  <a href="https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and">https://www.pshe-association.org.uk/curriculum-and-resources/resources/dental-health-%E2%80%94-teacher-guidance-lesson-plans-and</a>  <a href="#">Be Food Smart: KS2 toolkit   PHE School Zone</a>  <a href="#">Food Detectives KS2 toolkit   PHE School Zone</a></p>				
<p><b>Previous Learning Experiences:</b>  <b>EYFS - See whole school progression map for PSHE Education and SRE</b>  <b>Year 1 – What helps us to stay healthy?</b>  <b>Year 1 – Who helps to keep us safe?</b>  <b>Year 2 - What helps us to stay safe?</b>  <b>Year 2 - What helps us grow and stay healthy?</b>  <b>Year 2 - How do we recognise our feelings?</b>  <b>Year 3 – What keeps us safe?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 3 - Why should we keep active and sleep well?</b>  <b>Year 4 - What strengths, skills and interests do we have?</b>  <b>Year 4 - How can we manage our feelings?</b>  <b>Year 4 - How can we help in an accident or emergency?</b>  <b>Year 4 - How can we manage risk in different places?</b></p>	<p><b>Year 5 - What makes up a person’s identity?</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b>  <b>Year 5 - How will we grow and change?</b>  <b>Year 6 – How can we keep healthy as we grow?</b></p>		
<p><b>British values – Individual liberty</b></p>				



Year 3	Topic – Health and well-being - Why should we keep active and sleep well?		Vocabulary
<p>National Curriculum Objectives:</p> <ul style="list-style-type: none"> <li>- The characteristics and mental and physical benefits of an active lifestyle.</li> <li>- 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.</li> <li>- The risks associated with an inactive lifestyle (including obesity).</li> <li>- The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>- Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- Know that regular physical activity benefits both mental and physical health.</li> <li>- Know of ways to be active on a daily and weekly basis.</li> <li>- Know that online activities can be fun and educational but it is important to balance time online with other activities.</li> <li>- Know how to make choices about physical activity, including what and who influences decisions.</li> <li>- Recognise how the lack of physical activity can affect health and wellbeing.</li> <li>- Know what the term ‘obesity’ means and how this can be caused by a poor diet and an inactive lifestyle.</li> <li>- Know that obesity can cause poor health.</li> <li>- Know that lack of sleep can affect the body and mood and know simple routines that support good quality sleep.</li> <li>- How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li> </ul>		<p>Mental Physical Active Balance Choices Influences Decisions Lack Health Well-being Routines Quality Sleep Support Obesity Inactive</p>
<p>Resources:  <a href="http://www.pshe-association.org.uk">The Sleep Factor lesson plans &amp; PowerPoints   www.pshe-association.org.uk</a>  <a href="#">Can't Sleep? Sleep for Kids - Teaching Kids the Importance of Sleep</a>  <a href="#">Kristana - Be active - BBC Teach</a></p>			
<p><b>Previous Learning Experiences:</b>  <b>Year 1 – What helps us to stay healthy?</b>  <b>Year 1 – Who helps to keep us safe?</b>  <b>Year 2 - What helps us to stay safe?</b>  <b>Year 2 - What helps us grow and stay healthy?</b>  <b>Year 2 - How do we recognise our feelings?</b>  <b>Year 3 – What keeps us safe?</b>  <b>Year 3 - Why should we eat well and look after our teeth?</b></p>	<p><b>Future learning experiences:</b>  <b>Year 3 - Why should we keep active and sleep well?</b>  <b>Year 4 - What strengths, skills and interests do we have?</b>  <b>Year 4 - How can we manage our feelings?</b>  <b>Year 4 - How can we help in an accident or emergency?</b>  <b>Year 4 - How can we manage risk in different places?</b></p>	<p><b>Year 5 - What makes up a person’s identity?</b>  <b>Year 5 - How can drugs common to everyday life affect health?</b>  <b>Year 5 - How will we grow and change?</b>  <b>Year 6 – How can we keep healthy as we grow?</b></p>	
<p><b>British values – Individual liberty</b></p>			