



# Year 3 – PSHRE



Autumn 1	Spring 1	Summer 1
<p>HWB</p> <p>To know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p> <p>To know 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.</p> <p>To know how to consider the effect of our online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>To use ICT safely, including keeping electronic data secure.</p> <p>LWW</p> <p>To understand why rules are needed in different situations.</p> <p>To recognise that rules may need to be changed.</p> <p>To understand why it is important to plan ahead and think of potential consequences as a result of our actions.</p> <p>To understand why it is important to behave responsibly.</p> <p>To recognise that actions have consequences.</p>	<p>HWB</p> <p>To know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>To know and understand the difference between the terms physical, emotional and mental.</p> <p>To become more self-aware.</p> <p>To understand why setting goals is important.</p> <p>To know the importance of sufficient, good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p>	<p>HWB</p> <p>To understand that the rate at which we grow differs from person to person.</p> <p>To know and understand how to look after our teeth.</p> <p>To understand what happens when we lose teeth as we grow up and why this happens.</p> <p>To understand the importance of 'First Aid'.</p> <p>To know how to make a clear and efficient call to emergency services if necessary.</p> <p>To know the importance of a paramedic.</p>
Autumn 2	Spring 2	Summer 2



# Year 3 – PSHRE



<p>R</p> <p>To know and understand the features of a good friend.</p> <p>To understand why it is important to be positive in relationships with others.</p> <p>To know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>To know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>To know 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.</p> <p>To know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p>To explore friendship by holding a friendship awards event called the BAFAs (Best at Friendship Awards) where individuals will be recognised for their excellent friendship skills and actions.</p> <p>To use the ideas from previous lessons to compile a list of categories for the awards e.g. most reliable, kindest, etc.</p> <p>HWB</p> <p>To know how to recognise and talk about our emotions, including having a varied vocabulary of</p>	<p>R</p> <p>To recognise that there are many ways to communicate.</p> <p>To understand the need to communicate clearly.</p> <p>To understand why it is important to listen to others.</p> <p>LWW</p> <p>To understand why it is important to be part of a community.</p>	<p>HWB</p> <p>To understand the meaning of the word 'healthy'.</p> <p>To know the risks associated with an inactive lifestyle (including obesity).</p> <p>To know the recommended guidelines for physical activity and understand the reasons for these.</p> <p>To know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>R</p> <p>To understand why it is important to work collaboratively.</p> <p>To know how to identify ways to improve the environment.</p> <p>To know how to spot problems and find ways of dealing with them.</p>
---	--	---



# Year 3 – PSHRE



words to use when talking about our own and others' feelings,		
Autumn Safe Zone	Spring Safe Zone	Summer Safe Zone
<p>To explain what is meant by the term 'identity'.</p> <p>To explain how I can represent myself in different ways online.</p> <p>To explain ways in which and why I might change my identity depending on what I am doing online (e.g. gaming, using an avatar, social media).</p> <p>To describe ways in which people who have similar likes and interests can get together online.</p> <p>To give examples of technology-specific forms of communication (e.g. emojis, acronyms, text speak).</p> <p>To explain some risks of communicating online with others I don't know very well.</p> <p>To explain why I should be careful who I trust online and what information I can trust them with.</p> <p>To explain how my, and other people's, feelings can be hurt by what is said or written online.</p> <p>To explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable, or worried.</p> <p>To explain what it means to 'know someone' online and why this might be different from knowing someone in real life.</p> <p>To explain what is meant by 'trusting someone online.' I can explain why this is different from</p>	<p>To describe appropriate ways to behave towards other people online and why this is important.</p> <p>To give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>To search for information about myself online.</p> <p>To recognise that I need to be careful before I share anything about myself or others online.</p> <p>To give examples of what anyone may or may not be willing to share about themselves online.</p> <p>To know who I should ask if I am not sure if I should put something online.</p> <p>To demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>To explain what autocomplete is and how to choose the best suggestion.</p> <p>To explain the difference between a 'belief', 'an opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p> <p>To explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed).</p> <p>To describe how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</p> <p>To explain why spending too much time using</p>	<p>To give reasons why I should only share information with people I choose to and can trust.</p> <p>To explain that if I am not sure or feel pressurised, I should ask a trusted adult.</p> <p>To understand and can give reasons why passwords are important.</p> <p>To describe simple strategies for creating and keeping passwords private.</p> <p>To describe how connected devices can collect and share my information with others.</p> <p>To explain why copying someone else's work from the internet without permission can cause problems.</p> <p>To give examples of what those problems might be.</p>



## Year 3 – PSHRE



<p>'liking someone online' and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>To explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online are the same as sharing online e.g. sharing images and videos.</p>	<p>technology can sometimes have a negative impact on me; I can give some examples of activities where it is easy to spend a lot of time engaged (e.g. games, films, video).</p> <p>To explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or websites).</p>	
--	---	--

<u>Vocabulary</u>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Engage with, Talk about, Explore, Ask questions, Recognise, Listen and respond, Find out about, Identify, Hear and respond, Listen to, Find out about					
community groups ICT health and safety collaborate common goals responsibly consequences	fairness consideration sympathise empathise influence responsible choices consequences	recognise similarities differences strategies relationship physically mentally respect goals healthy lifestyle	cooperative manage control local organisations feelings relationship balance empathise reflect actions emotions	strategies risk sensibly impact responsibly awareness changes strategies emergency consideration	Negotiate present views physical activity nutrition responsible choices consequences needs wants media managing risk contribute
<u>Safe Zone Vocabulary</u>					
Identity, avatar, social media, emojis, acronyms, text speak, trust, online, belief, opinion, bullying, technology, password.					



# Year 3 – PSHRE



I will learn...					
<p>To show awareness of issues affecting communities and groups.</p> <p>To identify and understand why laws are made and how they are applied justly.</p> <p>To reflect on the impact of people's actions on others.</p> <p>To know how to keep safe and how and where to get help.</p> <p>To recognise and respond to issues of safety relating to myself and others and how to get help.</p> <p>To use strategies to stay safe when using ICT and the internet.</p> <p>How to behave safely and responsibly in different situations.</p> <p>How to follow school rules about health and safety and know where to get</p>	<p>How to work co-operatively, showing fairness and consideration to others.</p> <p>To talk about their views on issues that affect them and their class.</p> <p>How to empathise with another viewpoint.</p> <p>To form and maintain appropriate relationships with a range of different people.</p> <p>To recognise how their behaviour and that of others may influence people both positively and negatively.</p> <p>To listen to and show consideration for other people's views.</p> <p>To develop strategies for managing and</p>	<p>To recognise and respect similarities and differences between people.</p> <p>To recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health.</p> <p>To explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle.</p> <p>To begin to make informed lifestyle choices.</p> <p>How to set goals, prioritise and manage time and resources, understanding how this will help their future actions.</p>	<p>To face new challenges positively and know when to seek help.</p> <p>To recognise the importance of local organisations in providing for the needs of the local community.</p> <p>To reflect on how people can take actions, make a positive contribution and have a say in what happens, both locally and nationally.</p> <p>To recognise how new relationships may develop</p>	<p>To show awareness of changes that take place as they grow.</p> <p>How to make decisions, giving consideration to the impact they may have on others.</p> <p>How to recognise and manage risk in everyday activities.</p> <p>To take responsibility for their own safety and the safety of others and be able to seek help in an emergency.</p> <p>To extend strategies to cope with risky situations.</p>	<p>How to negotiate and present my own views.</p> <p>To identify the difference between needs and wants.</p> <p>To recognise the factors influencing opinion and choice, including the media.</p> <p>To reflect on their own mistakes and make amends.</p> <p>How to respond to challenges, including recognising, taking and managing risk.</p> <p>To suggest how they can contribute to a range of activities that help them to become more enterprising.</p>



## Year 3 – PSHRE

<p>help.</p> <p>How to use ICT safely.</p> <p>To begin to make responsible choices and consider consequences.</p> <p>To recognise the need to take responsibility for my actions.</p> <p>To recognise right and wrong, what is fair and unfair and explain why.</p> <p>How to self-assess, understanding how this will help my future actions.</p> <p>How to work independently and in groups, taking on different roles and collaborating towards common goals.</p> <p>How to take the lead, prioritise actions and work independently and collaboratively towards goals.</p>	<p>controlling strong feelings and emotions.</p> <p>To recognise and respond to issues of safety relating to themselves and others and how to get help.</p> <p>To listen to, reflect on and respect other people's views and feelings.</p> <p>How to work and play independently and in groups, showing sensitivity to others.</p> <p>How to manage risk in everyday activities.</p>				
--	--	--	--	--	--



# Year 3 – PSHRE



To reflect on own mistakes and make amends.					
---	--	--	--	--	--