

**Welbeck Primary School**  
**PSHE & RSHE Curriculum – September 2021**



**Year 3**

Year 3 – Pupils are given the opportunity to learn:	Year 3 – ‘I can’ statements
<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>about a range of family types that may be similar or different to theirs (this includes same sex, adoption, fostering, single parents) (RE3)</li> <li>that marriage is one way that people might show their commitment to one another in a family (RE5)</li> </ul>	<p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>I understand that families come in all different varieties and can explain how these are similar or different to mine (RE3)</li> <li>I know what marriage is and why people might choose to get married (RE5)</li> </ul>
<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>how to solve friendship problems (RE10)</li> <li>how to welcome others into friendships and not leave people out (RE9)</li> </ul>	<p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>I understand that sometimes there are problems within friendships (RE10)</li> <li>I can demonstrate a range of strategies to resolve friendship problems (RE10)</li> <li>I can explain how someone might feel if they are left out and demonstrate how to include people in friendships (RE9)</li> </ul>
<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>recognise what bullying is and know some consequences of it (RE17)</li> <li>ways to responding to bullying and other negative behaviours (RE17)</li> <li>how to listen to and show respect for the views of others (RE8)</li> <li>They know the importance of valuing and respecting themselves and how this contributes to happiness (RE15)</li> <li>how to recognise and challenge stereotypes, particularly in relation to gender (RE18)</li> <li>understand about different genders and that all genders are equal (RE18)</li> </ul>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>I can describe what bullying is and the harm it causes (RE17)</li> <li>I know a range of strategies to respond to bullying and other negative behaviours that I experience or witness (RE17)</li> <li>I can listen and show respect for the view of others even if they differ from my own (RE8)</li> <li>I can identify my own strengths and tell these to someone (RE15)</li> <li>I can recognise stereotypes and challenge them (RE18)</li> <li>I know that all genders and all people are equal and have equal rights (RE18)</li> </ul>
<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>demonstrate skills for keeping safe online (RE22)</li> <li>how to show respect when communicating online, e.g. email (RE21)</li> </ul>	<p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>I understand how to use the internet safely and can demonstrate this (RE22)</li> <li>I can demonstrate respect when communicating in written form online (RE21)</li> </ul>
<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>understand rules for basic road and rail safety</li> <li>the difference between secrets and surprises and understand that some secrets should be told to a trusted adult (RE26)</li> <li>how to judge what kind of physical contact is acceptable or unacceptable and if they are worried about something that has or may happen to any part of their body they know how to respond -including who they should tell and how to tell them (RE27)</li> </ul>	<p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>I can demonstrate how to keep safe on and near roads and railways</li> <li>I can describe the difference between secrets and surprises and can recognise secrets that need to be shared with trusted adults (RE26)</li> <li>I can judge what kind of physical activity is acceptable or unacceptable to me and know what to do if I need support with this (RE27)</li> </ul>

<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• know the difference between mental wellbeing and mental ill health, and recognise that many people will experience mental ill health in their lives (HE1, HE10)</li> <li>• how to recognise the normal range of human emotions and how they change in different situations (HE2)</li> <li>• awareness of things that may impact on someone's mental wellbeing (HE7, HE8)</li> <li>• about change and loss including separation, divorce and bereavement and the associated feelings (HE4)</li> </ul>	<p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>• I know what mental wellbeing and mental ill health mean and understand that many people experience mental ill health (HE1, HE10)</li> <li>• I know that there are lots of emotions and that people's emotions change in different situations (HE2)</li> <li>• I know that change may cause me to have a range of feelings and can describe some ways to deal with change positively (HE4, HE7, HE8)</li> </ul>
<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• understand the risks of communicating online and can demonstrate ways of reducing risk to ensure themselves and their friends are safe online when using websites, playing games, using email/text/video chat (HE13, HE15)</li> <li>• how to ration time spent online and the benefits of this (HE12)</li> <li>• how to get help if they are worried about something online (HE17)</li> <li>• that some information in the media and online is not true (HE16)</li> </ul>	<p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>• I can describe and demonstrate safety rules when playing, working and communicating online (HE13, HE15)</li> <li>• I understand the benefits of rationing time spent online (HE12)</li> <li>• I know where and how to get help if I am worried about something online (HE17)</li> <li>• I understand that some information in the media and online is not true (HE16)</li> </ul>
<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• Awareness of a range of practical ways to increase daily exercise levels, for example walking or cycling to school (HE19)</li> </ul>	<p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>• I can set myself a target to increase my physical activity and achieve it (HE19)</li> </ul>
<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• understand the importance of drinking water regularly and how much to drink (HE22)</li> <li>• aware of which foods may contribute towards tooth decay (HE24)</li> </ul>	<p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>• I know why it is important to drink water regularly and how much I should drink (HE22)</li> <li>• I can list and describe foods that may contribute towards tooth decay (HE24)</li> </ul>
<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• understand that there are other substances that affect the body that are not medicines and are legal, e.g. caffeine, tobacco, alcohol (HE25)</li> </ul>	<p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>• I know that there are a range of legal substances that affect the way a person's body or mind work, including caffeine, tobacco and alcohol (HE25)</li> </ul>
<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• the importance of keeping their skin protected from the sun and how to do this (HE27)</li> <li>• how to brush teeth effectively (HE29)</li> </ul>	<p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>• I can explain how to keep my skin protected from the sun (HE27)</li> <li>• I can brush my teeth well in the morning and before bed (HE29)</li> </ul>
<p><b>Basic first aid</b></p> <p>N/A</p>	<p><b>Basic first aid</b></p> <p>N/A</p>
<p><b>Changing adolescent body</b></p> <p>N/A</p>	<p><b>Changing adolescent body</b></p> <p>N/A</p>

<b>Sex education</b>  N/A	<b>Sex education</b>  N/A
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<b>Year 3 – Pupils are given the opportunity to learn:</b>	<b>Year 3 – ‘I can’ statements</b>
<b>Becoming an active citizen</b> <ul style="list-style-type: none"> <li>• how to participate in making and changing rules</li> <li>• why different rules are needed in different situations</li> <li>• that choices we make impact on the local, national and global communities</li> <li>• where to find impartial advice to inform their decision making</li> <li>• how to empathise with other people and situations through topical issues, problems and local and global events</li> </ul>	<b>Becoming an active citizen</b> <ul style="list-style-type: none"> <li>• I can participate in making and changing rules</li> <li>• I understand why different rules are needed in different situations</li> <li>• I know where to find impartial advice to support my decision-making</li> <li>• I can show empathy with other people and situations</li> </ul>
<b>Moving on</b> <ul style="list-style-type: none"> <li>• how to identify and celebrate positive achievements during their time in Year 3</li> <li>• how to identify their strengths, areas for improvement and set themselves some goals for Year 4</li> <li>• how to explain what they are worried about and what they are looking forward to in Year 4</li> <li>• what to expect when they start in Year 4</li> </ul>	<b>Moving on</b> <ul style="list-style-type: none"> <li>• I can identify and celebrate positive achievements during my time in Year 3</li> <li>• I can identify my strengths, areas for improvement and set myself some goals for Year 4</li> <li>• I can explain my feelings about moving to year 4, what I am worried about and what I am looking forward to</li> <li>• I know what to expect in Year 4</li> </ul>
<b>Finance</b> <ul style="list-style-type: none"> <li>• how to look after and handle money in everyday situations</li> <li>• how to make simple financial decisions and consider how to spend money, including pocket money and contributions to charity</li> <li>• there are different ways to gain money, including earning it through work</li> <li>• reasons why we have charities</li> </ul>	<b>Finance</b> <ul style="list-style-type: none"> <li>• I can demonstrate how to look after and handle money in everyday situations</li> <li>• I can make simple financial decisions and consider how to spend money</li> <li>• I know some of the different way to gain money</li> <li>• I understand why we have charities</li> </ul>