

## Year 3 Year Overview PSHE/RSHE

Key dates through the year. PSHE/RSHE objectives. Possible key questions. Science. Computing. PE

Autumn - 7 sessions approx	Spring - 5 sessions approx	Summer - 6 sessions approx
<p><b>Mental Health - October Anti-bullying - November</b>  <u>Each term should start with an introduction/recap to RSHE and create class ground rules/ distancing character.</u>                      1.The Core TAB values - exploring the TAB values and setting goals.</p> <p>2. That bacteria and viruses can affect health and that following simple routines can reduce their spread. <b>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. What are good habits for looking after my growing body?</b> (Health and Wellbeing)</p> <p>3.To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. The importance of permission-seeking and giving in relationships with friends, peers and adults. <i>What makes me feel good? What makes me feel bad? How do I know how other people are feeling? How can I cope with strong feelings?</i> (Relationships)</p> <p>4. To identify different influences on health and wellbeing. (Health and Wellbeing)</p> <p>5.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. <i>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up? Why are my feelings changing as I get older?</i> (Health and Wellbeing)</p> <p>6. How to respect equality and diversity in relationships. <i>Why can it be fun to have a friend who is different to me?</i> (Relationships)</p> <p>7. about different types of bullying <b>(including cyberbullying)</b>,</p>	<p><b>Internet Safety - February Fairtrade - February Children's Mental Health Week - February</b>  <u>Each term should start with an introduction/recap to RSHE and create class ground rules/ distancing character.</u>                      1. How money plays an important part in people's lives. <i>Why is money important? What do we need money for? Why do some people have more money than others? Is money the most important thing?</i> (Living in the wider world)</p> <p>2.To recognise and respond appropriately to a wider range of feelings in others. <i>How can I make up with my friend when we have fallen out?</i> (Relationships)</p> <p>3.How important friendships are in making us feel happy and secure, and how people choose and make friends. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>How have my relationships changed as I have grown up? Why do friendships change? How can I be a good friend?</i> (Relationships)</p> <p>4.about different types of bullying <b>(including cyberbullying)</b>, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (To judge what kind of physical contact is acceptable or unacceptable and how to respond). <i>How do I know when I am being bullied? What do I do</i></p>	<p><b>Walk to School - May Healthy Eating - June Mental Health Awareness - May</b>  <u>Each term should start with an introduction/recap to RSHE and create class ground rules/ distancing character.</u>                      1. <b>What is meant by a healthy lifestyle.</b> (Health and Wellbeing)</p> <p>2.To recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet. <i>What are good habits for looking after my growing body?</i> (Health and Wellbeing)</p> <p>3.That families are important for children growing up because they can give love, security and stability <i>Why are some parents married and some not?</i> (Relationships)</p> <p>4. About different types of bullying <b>(including cyberbullying)</b>, the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (To judge what kind of physical contact is acceptable or unacceptable and how to respond) <i>How do I know when I am being bullied? What do I do if I am being bullied? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</i> (Relationships)</p>

<p>the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. (To judge what kind of physical contact is acceptable or unacceptable and how to respond)</p> <p><i>How do I know when I am being bullied? What do I do if I am being bullied? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</i> (Relationships)</p>	<p><i>if I am being bullied? When is it good or bad to keep secrets? What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?</i> (Relationships)</p> <p>5. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. (Relationships)</p>	<p>5. To recognise and respond appropriately to a wider range of feelings in others <i>How can I make up with my friend when we have fallen out?</i> (Relationships)</p> <p>6. 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. <i>Who can I talk to if I feel anxious or unhappy? Where can I find information about growing up? Why are my feelings changing as I get older?</i> (Health and Wellbeing)</p>
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