

Year 3 PSHCE curriculum

TERM	TOPIC	OBJECTIVES
Autumn 1	shine and grow	<p><i>mindmate: Life In KS2, new faces, new routines</i></p> <p>Mental Health H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing H17. to recognise that feelings can change over time and range in intensity <i>mindmate: Introducing strong emotions, including anger</i></p> <p>Communities L6. about the different groups that make up their community; what living in a community means L7. to value the different contributions that people and groups make to the community</p> <p>Keeping safe – link to forest school H38. how to predict, assess and manage risk in different situations</p>
Autumn 2	shine and grow	<p>Shared responsibilities L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>Media literacy and digital resilience L11. recognise ways in which the internet and social media can be used both positively and negatively L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>
Spring 1	rock stars	<p>Relationships R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p>
Spring 2	rock stars	<p>Ourselves, growing and changing H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) H26. that for some people gender identity does not correspond with their biological sex H27. to recognise their individuality and personal qualities</p> <p>Economic wellbeing: Aspirations, work and career L25. to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes L26. that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life <i>mindmate: Goals and aspirations</i></p>

Summer 1	Pyramids, pets and people	<p>Safe relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R23. about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact mindmate: unkind behaviours</p> <p>Health and well-being H1. how to make informed decisions about health H2. about the elements of a balanced, healthy lifestyle H3. about choices that support a healthy lifestyle, and recognise what might influence these H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</p>
Summer 2	Pyramids, pets and people	<p>Respecting self and others R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online mindmate: Differing opinions mindmate: Dealing with difficult situations</p> <p>Economic well-being – money L17. about the different ways to pay for things and the choices people have about this</p>

Ongoing targets across school:

H29. to recognise risk in simple everyday situations and what action to take to minimise harm.

On trips: H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

On trips: H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

H38. how to predict, assess and manage risk in different situations.

H36. strategies to manage transitions between classes and key stages