

# Kingston St Mary C of E Primary School



## PSHE & SRE CURRICULUM PLANNING

YEAR 3 OVRVIEW		
SRE OBJECTIVE (statutory)	PHSE PoS	LEARNING THEMES
<b>AUTUMN 1 How can we be a good friend?</b>		
<b>CARING FRIENDSHIPS</b> <ul style="list-style-type: none"> <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> </ul> <b>RESPECTFUL RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>The conventions and courtesy of manners</li> </ul> <b>MENTAL WELLBEING</b> <ul style="list-style-type: none"> <li>Isolation and loneliness can affect children and that is very important for children to discuss their feelings with an adult and seek support</li> </ul>	<b>RELATIONSHIPS</b> Friendship Making positive friendships Managing loneliness Dealing with arguments	<ul style="list-style-type: none"> <li>How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</li> <li>How to recognise if others are feeling lonely and excluded and strategies to include them</li> <li>How to build good friendships, including identifying qualities that contribute to positive friendships</li> <li>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>How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> </ul>
<b>AUTUMN 2 What keeps us safe?</b>		
<b>BEING SAFE</b> <ul style="list-style-type: none"> <li>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> </ul>	<b>HEALTH AND WELLBEING</b> Keeping safe at home and school Our bodies Hygiene Medicines	<ul style="list-style-type: none"> <li>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>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>How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</li> <li>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.</li> <li>How to react and respond if there is an accident and how to deal with minor injuries e.g. Scratches, grazes, burns</li> <li>What to do in an emergency, including calling for help and speaking to the emergency services.</li> </ul>
<b>SPRING 1 What are families like?</b>		
<b>FAMILIES AND PEOPLE WHO CARE FOR ME</b> <ul style="list-style-type: none"> <li>That others' families, either in school or in the wider world, sometimes look different from their family, but that they should</li> </ul>	<b>Relationships</b> Families Family life Caring for each other	<ul style="list-style-type: none"> <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> </ul>



## PSHE & SRE CURRICULUM PLANNING

<p>respect those differences and know that other children's families are also characterised by love and care.</p> <ul style="list-style-type: none"> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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> <p><b>BEING SAFE</b></p> <ul style="list-style-type: none"> <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> </ul>		<ul style="list-style-type: none"> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</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> <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> </ul>
<b>SPRING 2 What makes a community?</b>		
	<p><b>LIVING IN THE WIDER WORLD</b></p> <p>Community - belonging to groups</p> <p>Similarities and differences</p> <p>Respect for others</p>	<ul style="list-style-type: none"> <li>• How they belong to different groups and communities, e.g. Friendship, faith, clubs, classes/year groups</li> <li>• What is meant by a diverse community; how different groups</li> <li>• Make up the wider/local community around the school</li> <li>• How the community helps everyone to feel included and values</li> <li>• The different contributions that people make</li> <li>• How to be respectful towards people who may live differently to them.</li> </ul>
<b>SUMMER 1 Why should we eat well and look after our teeth?</b>		
<p><b>HEALTH AND PREVENTION</b></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> </ul> <p><b>HEALTHY EATING</b></p> <ul style="list-style-type: none"> <li>• The principles of planning and preparing a range of healthy meals</li> </ul>	<p><b>HEALTH AND WELLBEING</b></p> <p>Being healthy</p> <p>Eating well</p> <p>Dental care</p>	<ul style="list-style-type: none"> <li>• How to eat a healthy diet and the benefits of nutritionally rich</li> <li>• Foods</li> <li>• How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</li> <li>• How not eating a balanced diet can affect health, including the</li> <li>• Impact of too much sugar/acidic drinks on dental health</li> <li>• How people make choices about what to eat and drink, including who or what influences these</li> <li>• How, when and where to ask for advice and help about healthy eating and dental care.</li> </ul>



## PSHE & SRE CURRICULUM PLANNING

### SUMMER 2 Why should we keep active and sleep well?

<p><b>MENTAL WELLBEING</b></p> <ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li></ul> <p><b>PHYSICAL HEALTH AND FITNESS</b></p> <ul style="list-style-type: none"><li>• The risks associated with an inactive lifestyle (inc. Obesity)</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>	<p><b>HEALTH AND WELLBEING</b></p> <p>Being healthy - keeping active, taking rest</p>	<ul style="list-style-type: none"><li>• How regular physical activity benefits bodies and feelings</li><li>• How to be active on a daily and weekly basis - how to balance time online with other activities</li><li>• How to make choices about physical activity, including what and who influences decisions</li><li>• How the lack of physical activity can affect health and wellbeing</li><li>• How lack of sleep can affect the body and mood and 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>
---	---	---