



PSHE/RHE Year 3

Theme	Children should learn...
Families	<ul style="list-style-type: none">• 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.• 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.• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
Friendships and Relationships	<ul style="list-style-type: none">• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.• What a stereotype is, and how stereotypes can be unfair, negative or destructive.• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
Staying Safe	<ul style="list-style-type: none">• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• 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.• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• How to recognise and report feelings of being unsafe or feeling bad about any adult.• How to ask for advice or help for themselves or others, and to keep trying until they are heard,• How to report concerns or abuse, and the vocabulary and confidence needed to do so.• Where to get advice e.g. family, school and/or other sources.



The internet	<ul style="list-style-type: none">• That for most people the internet is an integral part of life and has many benefits.• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.• Why social media, some computer games and online gaming, for example, are age restricted.
Physical Health	<ul style="list-style-type: none">• The characteristics and mental and physical benefits of an active lifestyle.• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• How and when to seek support including which adults to speak to in school if they are worried about their health.• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.• What constitutes a healthy diet (including understanding calories and other nutritional content).• The principles of planning and preparing a range of healthy meals.
Mental Health	<ul style="list-style-type: none">• That mental wellbeing is a normal part of daily life, in the same way as physical health.• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions• That bullying has a negative and often lasting impact on mental well-being.
First Aid	<ul style="list-style-type: none">• How to make a clear and efficient call to emergency services if necessary.• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Living in the wider world	<ul style="list-style-type: none">• Understand rules and laws and how they protect us• Understand basic human rights• How to be a responsible citizen at school, in the community and in the environment



Uplands Primary School and Nursery

Inspired to Achieve

British values
and school
behaviours

- The school behaviours are:
 - Respectful, kind, resilient, brave and motivated
- The five British Values are:
 - Democracy
 - The rule of law
 - Individual liberty
 - Mutual respect
 - Tolerance of those of different faiths and beliefs.