

RSHE Curriculum Year 3

| National Curriculum target links: | | | |
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| | | Healthy and safe Anti-bullying Relationships and Sex Education (RSE) | Emotional Health Citizenship / British Values Values – inc. diversity and equal opportunities |
| SG = contributes to safeguarding | | | |
| Core Theme | Autumn Term | Spring Term | Summer Term |
| Health and Wellbeing | Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education ISHI Character Education Aspirations Talents – experiencing success | Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education Class virtue – Equality | Week 1 Character Education https://www.jubileecentre.ac.uk/1635/character-education Class virtue – Equality |
| | Week 3 Class virtue – Equality | | Week 3 Healthy Family Relationships - San Expect Respect Toolkit – PPT How do you resolve arguments? - Floor book |
| | Week 5 Emotions and feelings –(looking at pressure) Emotional Health Anti-bullying | Week 3 Feeling sad and making choices Emotional Health – self-awareness Children will learn: | Week 5 Accidents and prevention Healthy and safe Citizenship / British Values – rights and responsibilities |

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| | <p>Children will learn:</p> <ul style="list-style-type: none"> • how to deal with feelings, how to cope with pressure SG • what positively and negatively affects their physical, mental and emotional health SG (including the media) <p>Children should:</p> <ul style="list-style-type: none"> • know who they can talk to if they are beginning to feel pressured SG Keeping safe Healthy and safe Children will learn: • about risks they may face SG • that bacteria and viruses can affect health and that following simple routines can reduce their spread SG Children should: • be able to describe what risk is and how this may affect decisions SG | <ul style="list-style-type: none"> • that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) SG • about critical thinking and decision making <p>Children should:</p> <ul style="list-style-type: none"> • be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) SG • know about their right to keep certain things ‘private’ • be able to write about feelings SG | <p>Children will learn:</p> <ul style="list-style-type: none"> • about outdoor places and how to behave responsibly Children should: • produce a display on outdoor risks Drug Education Healthy and safety <p>Children will learn:</p> <ul style="list-style-type: none"> • about medicines and everyday drugs and how to deal with unhelpful pressure SG • school rules about health and safety, basic emergency aid procedures, where and how to get help SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to ask for help or assistance SG |
| <p>Relationships</p> | <p>Week 7 <u>All are Welcome</u> To understand how difference can affect someone To understand what ‘discrimination’ means To find a solution to a problem Use strategies to help someone who feels different</p> <p>Week 9 Looking after others</p> | <p>Week 5 Families who live far away Values – diversity Children will learn: • about extended families</p> <p>Children should: • be able to discuss issues for families living overseas Healthy relationships Healthy and safe Children will learn:</p> | <p>Week 7 <u>RSE – Journey in Love (Linked to Science)</u> <i>How we live in love</i></p> <p>Week 9 Special people in school Emotional Health – self-awareness Children will learn: • about different roles in school</p> <p>Children should:</p> |

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| | <p>Citizenship / British Values – rights and responsibilities Emotional Health Children will learn:</p> <ul style="list-style-type: none"> • about behaving responsibly SG • the importance of respecting others’ privacy <p>Children should:</p> <ul style="list-style-type: none"> • have looked after a toy pet, and recorded this • be able to talk about feelings SG • recognise and respond appropriately to a wider range of feelings in others | <ul style="list-style-type: none"> • what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships SG <p>Children should:</p> <ul style="list-style-type: none"> • recognise ways in which a relationship can be unhealthy and who to talk to if they need support SG | <ul style="list-style-type: none"> • conduct an interview Peer influence/pressure Healthy and safe <p>Children will learn:</p> <ul style="list-style-type: none"> • that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources SG, including people they know and the media • the responsible use of mobile phones and safe user habits (time limits, use of passcode, turning it off at night etc.) SG • how to manage requests for images of themselves or others; what is and is not appropriate to ask for or share SG <p>Children should:</p> <ul style="list-style-type: none"> • be able to describe how to deal with unhelpful pressure SG • be able to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong. SG |
| <p>Living in the Wider World</p> | <p>Week 11 Councillors –what do they do? Citizenship / British Values – rights and responsibilities, democracy and government</p> | <p>Week 7 Where do things come from? Citizenship / British Values – sustainable development, environment</p> | <p>Week 11 Our ideal community</p> |

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| | <p>Children will learn:</p> <ul style="list-style-type: none"> • why and how rules and laws that protect themselves and others are made and enforced, SG why different rules are needed in different situations and how to take part in making and changing rules • that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment • about school and local democracy <p>Children should:</p> <ul style="list-style-type: none"> • show an understanding of the role of a school councillor • resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices | <p>Children will learn:</p> <ul style="list-style-type: none"> • about sources of products and Fairtrade <p>Children should:</p> <ul style="list-style-type: none"> • be able to debate about ethics <p>Week 9</p> <p>Me and my community?</p> <p>Citizenship / British Values</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • what being part of a community means, and about the varied institutions that support communities locally and nationally <p>Children should:</p> <ul style="list-style-type: none"> • recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing | <p>Citizenship / British Values – sense of community, participation, world of work</p> <p>Children will learn:</p> <ul style="list-style-type: none"> • about how community facilities work <p>Children should:</p> <ul style="list-style-type: none"> • produce a map of the community |
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| Aspect | Date covered |
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| Circle time - fortnightly | |
| Mission statement | |
| <u>Class virtue – Equality</u> Courage, friendship, kindness and love | |
| Aspirations and vocational choices | |

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| Success for all | |
| Staying safe | |
| <u>All are Welcome</u> To understand how difference can affect someone To understand what 'discrimination' means To find a solution to a problem Use strategies to help someone who feels different | |
| <u>RSE – Journey in Love</u> How we live in love | |
| <u>Healthy Family Relationships</u> Expect Respect Toolkit – PPT How do you resolve arguments? - Floor book | |
| Emotional wellbeing - Ishi | |
| Physically and emotionally healthy A healthy (including physically, emotionally and socially), balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and lifestyle choices) | |