

Year 3

Area	Topic	Learning	Notes and references
Relationships	<p>Families and friendships</p> <p>What makes a family; features of family life</p>	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe 	
	<p>Safe relationships</p> <p>Personal boundaries; safely responding to others; the impact of hurtful behaviour</p>	<ul style="list-style-type: none"> • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour 	Computing- Esafety
	<p>Respecting ourselves and others</p> <p>Recognising respectful behaviour; the importance of self respect; courtesy and being polite</p>	<ul style="list-style-type: none"> • to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society 	Computing- Esafety
Living in the wider world	<p>Belonging to a community</p> <p>The value of rules and laws; rights, freedoms and responsibilities</p>	<ul style="list-style-type: none"> • the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities 	RE

		<ul style="list-style-type: none"> that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn 	
	<p>Media literacy and Digital resilience</p> <p>How the internet is used; assessing information online</p>	<ul style="list-style-type: none"> how the internet can be used positively for leisure, for school and for work to recognise that images and information online can be altered or adapted and the reasons for why this happens strategies to recognise whether something they see online is true or accurate to evaluate whether a game is suitable to play or a website is appropriate for their age-group to make safe, reliable choices from search results how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication 	Computing- Esafety
	<p>Money and Work</p> <p>Different jobs and skills; job stereotypes; setting personal goals</p>	<ul style="list-style-type: none"> about jobs that people may have from different sectors e.g. teachers, business people, charity work that people can have more than one job at once or over their lifetime about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM about some of the skills needed to do a job, such as teamwork and decision-making to recognise their interests, skills and achievements and how these might link to future jobs how to set goals that they would like to achieve this year e.g. learn a new hobby 	
Health and wellbeing	<p>Physical and mental wellbeing</p> <p>Health choice and habits; what affects feelings; expressing feelings</p>	<ul style="list-style-type: none"> about the choices that people make in daily life that could affect their health to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) what can help people to make healthy choices and what might negatively influence them about habits and that sometimes they can be maintained, changed or stopped the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally that regular exercise such as walking or cycling has positive benefits for their mental and physical health about the things that affect feelings both positively and negatively strategies to identify and talk about their feelings about some of the different ways people express feelings e.g. words, actions, body language 	Science

		<ul style="list-style-type: none"> to recognise how feelings can change overtime and become more or less powerful 	
	<p>Growing and changing</p> <p>Personal strengths and achievements; managing and reframing setbacks</p>	<ul style="list-style-type: none"> that everyone is an individual and has unique and valuable contributions to make to recognise how strengths and interests form part of a person's identity how to identify their own personal strengths and interests and what they're proud of (in school, out of school) to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again 	
	<p>Keeping safe</p> <p>Risks and hazards; safety in the local environment and unfamiliar places</p>	<ul style="list-style-type: none"> how to identify typical hazards at home and in school how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen about fire safety at home including the need for smoke alarms the importance of following safety rules from parents and other adults how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety 	

Defined end points:

Relationships: To understand and respect that there are different types of families and to know what to do if they feel unhappy or unsafe in family relationships.

Living in the wider world: To understand the importance of rules and laws in society (including human rights).

Health and wellbeing: To understand what constitutes a healthy lifestyle, including diet and exercise.

Esafety: To make safe choices when using the internet and know how to report things that make them feel worried or uncomfortable.