

Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
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Year 3, Autumn 1: Relationships: How can we be a good friend? Topic Threads: Friendship; making positive friendships, managing loneliness, dealing with arguments POS refs: R10, R11, R13, R14, R17, R18	
By the end of this unit, children should <i>know:</i> (knowledge)	By the end of this unit, children should be <i>able to:</i> (skills)
<ul style="list-style-type: none"> • Know how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • Know how to build good friendships, including identifying qualities that contribute to positive friendships • Know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences 	<ul style="list-style-type: none"> • Be able to recognise if others are feeling lonely and excluded and strengths to include them • Be able to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe what characteristics make a good friend • I can explain different ways to build friendships • I can talk about what could make a friendship unhealthy 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? • Year 2: what makes a good friend? What is bullying? 	<ul style="list-style-type: none"> • Year 4: How do we treat each other with respect? • Year 5: How can friends communicate safely? • Year 6: How do friendships change as we grow?
Careers link/visitors	Quality Assured resources to support planning
•	Medway Public Health Directorate – Changing and growing up Our Class – Caring Friendships
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
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<p style="text-align: center;">Year 3, Autumn 2: Health and Wellbeing: What keeps us safe?</p> <p style="text-align: center;">Topic Threads: Keeping safe; at home and school; our bodies; hygiene; medicines and household products</p> <p style="text-align: center;">POS refs: H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • Know how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • Know 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 • Know what to do in an emergency, including calling for help and speaking to the emergency services 	<ul style="list-style-type: none"> • Be able to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • Be able to explain 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, and other household products, responsibly) • Be able to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how everyday routines can help keep us healthy • I can describe what I should do in an emergency situation • I can deal with small accidents such as scratches, grazes and burns 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: Who helps us to keep safe? • Year 2: What helps us to stay safe? What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 4: How can we manage risks in different places? • Year 5: How can we help in an emergency?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • SY Fire and Rescue – fire safety talk 	PSHE Association – Drug and Alcohol Education (Y3-Y4) Environment Agency – Canal and River safety/Flood alert Lifebuoy – ‘Scraper Heroes’ lesson plans PSHE Association – Keeping Safe at home PSHE Association – Keeping safe: sun safety PSHE Association – Firework safety

	National Cyber Bullying Centre – CyberSprinters PSHE Association – pick your pics
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Year 3, Spring 1: Relationships: What are families like? Topic Threads: Families; family life; caring for each other POS refs: R5, R6, R7, R8, R9	
By the end of this unit, children should <i>know:</i> (knowledge)	By the end of this unit, children should be <i>able to:</i> (skills)
<ul style="list-style-type: none"> • Know how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • Know how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays 	<ul style="list-style-type: none"> • Be able to give examples how people within families should care for each other and the different ways they demonstrate this • Be able to explain how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can describe how families are different and similar • I can explain how families care for each other • I can talk about how to ask for help if I am worried or feel unsafe 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What is the same and different about us? 	<ul style="list-style-type: none"> • Year 4: How do we treat each other with respect?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	Coram Life Education – Adoptables Schools Toolkit PSHE Association - Families
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	• Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.
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Year 3, Spring 2: Living in the Wider World: What makes a community? Topic Threads: Community; belonging to groups; similarities and differences; respect for others <i>POS refs: R32, R33, L6, L7, L8</i>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • Know what is meant by a diverse community; how different groups make up the wider/local community around the school 	<ul style="list-style-type: none"> • Be able to explain how the community helps everyone to feel included and values the different contributions that people make • Be able to discuss how to be respectful towards people who may live differently to them
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can talk about what groups I belong to in the community • I can explain how to show respect for everyone in the community • I can discuss the positives about being part of a diverse community 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: How can we look after each other and the world? • Year 2: What jobs do people do? 	<ul style="list-style-type: none"> • Year 4: How do our choices make a difference to others and the environment? • Year 5: What jobs would we like? • Year 6: How can the media influence people?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
•	PSHE Association – Inclusion, belonging and addressing extremism Premier League Primary Stars – Diversity Worcester University – Moving and moving home
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect. Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views. • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 3, Summer 1: Health and Wellbeing: Why should we eat well and look after our teeth?</p> <p>Topic Threads: Being healthy; eating well, dental care</p> <p>POS refs: H1, H2, H3, H4, H5, H6, H11, H14</p>	
By the end of this unit, children should know: (knowledge)	By the end of this unit, children should be able to: (skills)
<ul style="list-style-type: none"> • Know how to eat a healthy diet and the benefits of nutritionally rich foods <p>Know how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <ul style="list-style-type: none"> • Know how to how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health 	<ul style="list-style-type: none"> • Be able to explain how people make choices about what to eat and drink, including who or what influences these • Be able to explain how, when and where to ask for advice and help about healthy eating and dental care
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can make good choices about my lifestyle to make it healthier • I can discuss where I can look for help and advice about healthy lifestyles • I can describe what I need to do to keep my teeth healthy 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? 	<ul style="list-style-type: none"> • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
•	<p>PSHE Association – Health Education: food choices, physical activitiy & balanced lifestyles</p> <p>PSHE Association – Dental Health</p>
Links to areas of PD:	
<p>Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.</p> <p>Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.</p>	<p>Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <ul style="list-style-type: none"> • Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.

<p>Year 3, Summer 2: Health and Wellbeing: Why should we keep active and sleep well?</p> <p>Topic Threads: Being healthy; keeping active; taking rest</p> <p>POS refs: H1, H2, H3, H4, , H7, H8, , H13, H14</p>
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By the end of this unit, children should <i>know:</i> (knowledge)	By the end of this unit, children should be <i>able to:</i> (skills)
<ul style="list-style-type: none"> • Know how regular physical activity benefits bodies and feelings • Know how to be active on a daily and weekly basis - how to balance time online with other activities • Know how the lack of physical activity can affect health and wellbeing • Know how to seek support in relation to physical activity, sleep and rest, and who to talk to if they are worried 	<ul style="list-style-type: none"> • Be able to make choices about physical activity, including what and who influences decisions • Be able to explain how lack of sleep can affect the body and mood and simple routines that support good quality sleep •
Sticky Knowledge:	Vocabulary:
<ul style="list-style-type: none"> • I can explain how physical activity helps my body • I can describe the effects of not getting enough rest or sleep • I can explain how to seek support if I am worried 	
Direct Links to prior learning:	Direct Links to future learning:
<ul style="list-style-type: none"> • Year 1: What helps us stay healthy? • Year 2: What helps us grow and stay healthy? • Year 3: Why should we eat well ad look after our teeth? 	<ul style="list-style-type: none"> • Year 4: How will we grow and change? • Year 6: How can we keep healthy as we grow?
Careers link/visitors:	Quality Assured resources to support planning (including Curiosity Library resources):
<ul style="list-style-type: none"> • 	PSHE Association – Keeping safe at home PSHE Association – The Sleep Factor
Links to areas of PD:	
Spiritual: Explore beliefs and experience; respect values; discover oneself and the surrounding world; use imagination and creativity; reflect.	Moral: Recognise right and wrong; understand consequences; investigate moral and ethical issues; offer reasoned views.
Social: Use social skills in different contexts; work well with others; resolve conflicts; understand how communities work.	Cultural: Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity.