

## Year 3 PSHE and RHE Curriculum Map

| Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <b>Being Me in My World</b> <ul style="list-style-type: none"> <li>• I recognise my worth and can identify positive things about myself and my achievements.</li> <li>• I can set personal goals</li> <li>• I value myself and know how to make someone else feel welcome and valued</li> <li>• I can face new challenges positively, make responsible choices and ask for help when I need it</li> <li>• I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions</li> <li>• I understand why rules are needed and how they relate to rights and responsibilities</li> <li>• I know how to make others feel valued</li> <li>• I understand that my actions affect myself and others and I care about other people's feelings</li> <li>• I understand that my behaviour brings rewards / consequences</li> <li>• I can make responsible choices and take action</li> <li>• I can work cooperatively in a group</li> <li>• I understand my actions affect others and try to see things from their points of view</li> <li>• I am choosing to follow the Learning Charter</li> </ul>                                                                                                                                          | <b>Celebrating Differences</b> <ul style="list-style-type: none"> <li>• I understand that everybody's family is different and important to them</li> <li>• I appreciate my family/the people who care for me</li> <li>• I understand that differences and conflicts sometimes happen among family members</li> <li>• I know how to calm myself down and can use the 'Solve it together' technique</li> <li>• I know what it means to be a witness to bullying</li> <li>• I know some ways of helping to make someone who is bullied feel better</li> <li>• I know that witnesses can make the situation better or worse by what they do</li> <li>• I can problem-solve a bullying situation with others</li> <li>• I recognise that some words are used in hurtful ways</li> <li>• I try hard not to use hurtful words</li> <li>• I can tell you about a time when my words affected someone's feelings and what the consequences were</li> <li>• I can give and receive compliments and know how this feels</li> </ul>                                                                                                                                                                                                                                 |
| Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• I can tell you about a person who has faced difficult challenges and achieved success</li> <li>• I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</li> <li>• I can identify a dream/ambition that is important to me</li> <li>• I can imagine how I will feel when I achieve my dream / ambition</li> <li>• I enjoy facing new learning challenges and working out the best ways for me to achieve them</li> <li>• I can break down a goal into a number of steps and know how others could help me to achieve it</li> <li>• I am motivated and enthusiastic about achieving our new challenge</li> <li>• I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</li> <li>• I can recognise obstacles which might hinder my achievement and can take steps to overcome them</li> <li>• I can manage the feelings of frustration that may arise when obstacles occur</li> <li>• I can evaluate my own learning process and identify how it can be better next time</li> <li>• I am confident in sharing my success with others and can store my feelings in my internal treasure chest</li> </ul> | <b>Healthy Me</b> <ul style="list-style-type: none"> <li>• I understand how exercise affects my body and know why my heart and lungs are such important organs</li> <li>• I can set myself a fitness challenge</li> <li>• I know that the amount of calories, fat and sugar I put into my body will affect my health</li> <li>• I know what it feels like to make a healthy choice</li> <li>• I understand that medicines can help me if I feel poorly and I know how to use them safely</li> <li>• I know some ways to help myself when I feel poorly</li> <li>• I can identify things, people and places that I need to keep safe from</li> <li>• I know some strategies for keeping myself safe, who to go to for help and how to call emergency services</li> <li>• I can express how being anxious or scared feels</li> <li>• I can identify when something feels safe or unsafe</li> <li>• I can take responsibility for keeping myself and others safe</li> <li>• I understand how complex my body is and how important it is to take care of it</li> <li>• I respect my body and appreciate what it does for me</li> <li>• I can tell you my knowledge and attitude towards drugs</li> <li>• I can identify how I feel towards drugs</li> </ul> |
| Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

**Relationships**

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
- I can describe how taking some responsibility in my family makes me feel
- I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener
- I know how to negotiate in conflict situations to try to find a win-win solution
- I know and can use some strategies for keeping myself safe online
- I know who to ask for help if I am worried or concerned about anything online
- I can explain how some of the actions and work of people around the world help and influence my life and that media doesn't always show complete information
- I can show an awareness of how this could affect my choices
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
- I can empathise with children whose lives are different to mine and appreciate what I may learn from them
- I know how to express my appreciation to my friends and family
- I enjoy being part of a family and friendship groups
- I can appreciate different cultures, and question stereotypes I might see in photos or information

**Finance**

- I can recognise some of the different ways we get money and some of the different forms it comes in
- I understand how I can look after money to keep it safe
- I know the difference between things that we need to spend money on and the things that we want to spend money on
- I can express how I feel when I have to make a difficult choice and understand that choosing how to spend our money can sometimes be difficult
- I can identify different ways that I can pay for things and keep track of money
- I recognise how and why people decide to spend their money

**Changing Me**

- I can identify what I am looking forward to when I move to my next class
- I can start to think about changes I will make next year and know how to go about this
- I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.
- I understand that it is not always right to keep secrets if they relate to being safe.