**PSHRE Year Group Objectives Overview 2022-23**

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| **Year 3** | **Strands and Objectives** |
| **Autumn 1**  **Mental Health** *Feelings, Friendships and Healthy Minds* | Mental Wellbeing   * mental wellbeing is a normal part of daily life, in the same way as physical health. * how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. * simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. * isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. * bullying (including cyber bullying) has a negative and often lasting impact on mental wellbeing. * 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 (including issues arising online).   **Celebrating achievements and setting personal goals**  *• explain how it feels to be challenged, try something new or difficult*  *• plan the steps required to help achieve a goal or challenge*  *• able to celebrate their own and othersʼ*  **Dealing with put-downs**  *• explain what is meant by a put-up or put down and how this can affect people*  *• demonstrate a range of strategies for dealing with putdowns*  *• recognise what is special about themselves*  **Positive ways to deal with set-backs**  *• describe how it feels when there are set-backs*  *• know some positive ways to manage set-backs and how to ask for help or support*  *• recognise that everyone has setbacks at times, and that these cannot always be controlled* |
| **Autumn 2**  **Physical Health and Wellbeing**  *Healthy Bodies and lifestyles* | **Healthy Eating**   * *principles of planning and preparing a range of healthy meals.* * *characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).*   **How branding can affect what foods people choose to buy**  *• explain why people are attracted to different brands*  *• compare similar products according to packaging, taste, cost and explain which they think is the best ʻvalue for moneyʼ*  *• understand how this can affect what food people buy*  **Health and Prevention**   * *safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.* * *dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.* |
| **Spring 1**  **Identity, Society and Equality**  *Families, friendships, Rights and Responsibilities* | **Families and people who care for me**   * *families are important for children growing up because they can give love, security and stability.* * *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.* * *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.* * *recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.*   **Caring friendships**   * *how important friendships are in making us feel happy and secure, and how people choose and make friends.* * *characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.* * *healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.* * *how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.*   **Valuing the similarities and differences between themselves and others**  *• know that differences and similarities between people arise from a number of factors including family, culture, age, gender, personal interests, belief*  *• recognise they have shared interests and experiences with others in their class as well as with people in the wider world*  *• understand that peers might be similar or different to each other but can play or work together*  **What is meant by ‘community’?**  *• explain what being part of a community means*  *• recognise some of the different groups or communities they belong to and their role within them*  *• value and appreciate the diverse communities which exist and how they connect*  **Belonging to groups**  *• identify positive and negative aspects of being a member of a group*  *• acknowledge that there may be times when they donʼt agree with others in the group*  *• can stand up for their own point of view against opposition* |
| **Spring 2**  **Medicines and More**  *Keeping safe, making choices, influences and weighing up risks* | **Definition of a drug and that drugs (including medicines) can be harmful to people**  • *able to define what is meant by the word ʻdrugʼ*  *• identify when a drug might be harmful*  *• recognise that tobacco is a drug*  **Effects and risks of smoking tobacco**  • *know the effects and risks of smoking and of secondhand smoke on the body*  *• express what they think are the most important benefits of remaining smoke free*  *• recognise that laws related to smoking aim to help people to stay healthy, with a particular concern about young people and secondhand smoke*  **Help available for people to remain smoke free or stop smoking**  *• know about some of the support and medicines that people might use to help them stop smoking*  *• explain what they might say or do to help someone who wants to stop smoking*  *• understand that there are benefits for people who choose to stop smoking but that it can be hard for someone to stop smoking once they have started*  **Using medicines to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use**   * *know what asthma is and how it can affect people* * *recognise the symptoms of an asthma attack* * *understand how people with asthma can look after themselves – treating asthma as a condition and treating an asthma attack* |
| **Summer 1**  **Keeping safe and managing risk**  *Respectful relationships, online safety and being safe* | **Respectful Relationships**   * *practical steps they can take in a range of different contexts to improve or support respectful relationships.* * *conventions of courtesy and manners* * *importance of self-respect and how this links to their own happiness.* * *that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.* * *different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help* * *importance of permission-seeking and giving in relationships with friends, peers and adults.*   **Online Relationships**   * *know that people sometimes behave differently online, including by pretending to be someone they are not.* * *that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous.* * *how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met* * *how information and data is shared and used online.* * *rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.*   **Being safe**   * *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 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.*   **Internet Safety and harm**   * *that for most people the internet is an integral part of life and has many benefits.* * *how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.* * *how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.* * *where and how to report concerns and get support with issues online.* |
| **Summer 2**  **Careers, Financial capability and economic wellbeing**  *Saving, Spending and money in the wider world* | **What influences peopleʼs choices about spending and saving money**  *• understand how manufacturers and shops persuade us to spend money*  *• recognise when people are trying to pressurise them to spend their money and how this feels*  *• can make decisions about whether something is ʻvalue for moneyʼ*  **Keeping track of money**  • *keep simple records to keep track of their money*  *• ask simple questions about needs and wants - decide how to spend and save their money*  *• know the best places people can go for help about money*  **The world of work**  • *know there are a range of jobs, paid and unpaid, including shift work, full-time, part-time work*  *• know about a number of different jobs people do*  *• identify the skills and attributes needed for different jobs* |