

Keeping safe and looking after myself

This unit adds on to my body and my health where we looked at how we needed to keep healthy and safe and make sure we knew the difference between safe and unsafe touch.

In keeping safe and looking after myself, we look at what children should do if someone wants them to do something dangerous, wrong or that makes them feel uncomfortable. We investigate the term 'peer pressure' and how we can handle it. We discuss how we can stop it and how we can say no.

We also look at what new things the children have to think about to keep themselves safe now they are in KS2 including online and road safety. These areas are also covered in more detail in computing lessons and with the pedestrian training Year 3 take part in.



People who help me

This unit will help the children to identify who they can talk to if they feel anxious or unhappy, with an emphasis on trust.

The children will have the opportunities to explore their ideas of what trust is, and how to become trustworthy, through discussions using vocabulary such as, reliable, dependable, honest, keeping confidences, showing loyalty.

The children will engage in trust-building games to support their understanding that trust means that you have faith in someone and are able to count upon them.

Through this work, the children will learn that people who help them make them feel comfortable and safe because they trust them to act in their best interests.

Living in our World

This unit helps to start to prepare children for life in society and for living successfully in their local community.

We also examine democracy, what it is and why we have one. We pick apart its features and we compare to a dictatorship. Finally, we investigate how countries can have a range of cultures and customs and how that makes a country an interesting and lively place to live.

Further information for parents and carers

We aim to work in partnership with parents and carers by ensuring you are well informed about curriculum content. We welcome your questions and are happy to share resources and teaching materials. Please contact your child's class teacher if you would like more information.

DFE information for parents:

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Useful website links

<https://overfields.ironstoneacademy.org.uk/>

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents>

Overfields Primary School



What is PSHE including RSE?

Year 3

My body and my health

Relationships

Life Cycles

Keeping safe and looking after myself

People who help me

Feelings and attitudes

Mental wellbeing

Living in our world



Why do we teach PSHE including RSE?

Relationships, Sex and Health Education (RSE) is a statutory part of the National Curriculum and it forms part of the wider PSHE curriculum.

It helps children to make informed decisions about relationships and friendships, emotional well-being, staying safe both online and offline and changes in their life and to their bodies. It supports our children in preparing for all the opportunities, challenges, life decisions and responsibilities they'll face.

This leaflet gives information on the RSHE curriculum we deliver and the use of themes, resources and progressive vocabulary to talk about well-being, health and relationships at an age appropriate level.

Relationships

In Year 3, the work on relationships is based on friendship. Children will explore the characteristics of a good friend and why friendships change.

Children will have the opportunity to think about why it can be fun to have friends who are different to themselves and learn strategies for overcoming difficulties within a friendship, using the terms conflict and resolution.

Another aspect of this unit is understanding what bullying is to enable children to recognise how it is different to someone just being mean.

Children will engage in role play and scenarios to help them identify bullying as something that is unwanted and aggressive behaviour that is repetitive, with intent and a balance of power.

Children will also learn what they should do, and who they should talk to, if they feel they are being bullied.

My body and my health

In Year 3, we build on the focus of how to be healthy that the children looked at in Year 2. We look at why it is important to keep clean and stay healthy with good sleep and an active lifestyle. We begin to investigate why our bodies change as we get older and why some children are growing quicker than others.

We also look at medicines and the difference between prescription and non-prescription medicines. We look at how medicines can help us and if they are not used safely or correctly, they can be dangerous.

Life cycles

This unit of work is very closely linked to, and will be taught through, science.

The children will learn the different ways of having babies in different species of animals and how animal babies are looked after before and after birth.

We will then think about and discuss what a new baby needs to be happy and healthy.

Feelings and attitudes

Feelings and attitudes in Year 3 focuses predominantly on respect. We use the Yasmine and Tom resource to investigate how we can firstly respect ourselves and then how we can show respect to others who are different to ourselves. We also ensure the children know that they should expect respect from others and that it is a two-way process.

Another part of this unit in Year 3 is being able to recognise feelings in ourselves and other people. We look at the main feelings we experience and how are bodies react and respond. We make the link between our emotional and mental feelings and our physical feelings.

Mental Wellbeing

In Year 3, we build on previous learning about why it is important to talk about our emotions by thinking about how our emotions can range and knowing what a scale of emotions is.

Following this, the children will then learn how their emotions affect their behaviour and explore ways to manage this responsibly.

Finally, we will think about how we look after ourselves/self-care techniques starting with the physical and then link to caring for our minds too. The children will also begin to identify how they will know when they need to use their self-care techniques.

