



## PSHE Framework: Year 3

<b>Autumn 1</b>	<b>Healthy &amp; Safer Lifestyles:</b> Digital Lifestyles (in ICT)	<ul style="list-style-type: none"> <li>• How might my use of technology change as I get older, and how can I make healthier and safer decisions?</li> <li>• How does my own and others' online identity affect my decisions about communicating online?</li> <li>• <b>Extra objective: what happens when I share images and what images are appropriate to share?</b></li> <li>• How might people with similar likes &amp; interests get together online?</li> <li>• Can I explain the difference between "liking" and "trusting" someone online?</li> <li>• What does it mean to show respect online, and how could my feelings, and those of others, be affected by online content or contact?</li> <li>• When looking at online content, what is the difference between opinions, beliefs and facts?</li> <li>• Why is it important to ration the time we spend using technology and/or online?</li> <li>• How might the things I see and do online affect how I feel and how healthy I am, and how can I get support when I need it?</li> <li>• Why are social media, some computer games, online gaming and TV/films age restricted and how does peer influence play a part in my decision making?</li> </ul>
<b>Autumn 2</b>	<b>Myself and My Relationships</b> Anti-Bullying	<ul style="list-style-type: none"> <li>• How are falling out and bullying different?</li> <li>• How do people use power when they bully others?</li> <li>• What are the key characteristics of different types of bullying?</li> <li>• How can lack of respect and empathy towards others lead to bullying?</li> <li>• What is the difference between direct and indirect forms of bullying?</li> <li>• What are bystanders and followers and how might they feel?</li> <li>• Do I understand that bullying might affect how people feel for a long time?</li> <li>• How can I support people I know who are being bullied by being assertive?</li> <li>• How does my school prevent bullying and support people involved?</li> </ul>
<b>Spring 1</b>	<b>Healthy &amp; Safer Lifestyles</b> Healthy Lifestyles (in science, Y4 to teach teeth in science)	<ul style="list-style-type: none"> <li>• What does healthy eating and a balanced diet mean? (spring 1 science link)</li> <li>• What is an active lifestyle and how does it help me to be healthier?</li> <li>• What is mental wellbeing and how is it affected by my physical health?</li> <li>• How much sleep do I need &amp; what happens if I don't have enough?</li> <li>• How can I plan and prepare simple, healthy meals safely?</li> <li>• How can I look after my teeth and why is it important? (Y4 link to teeth in science).</li> </ul>
<b>Spring 2</b>	<b>Healthy and Safer Lifestyles</b>	<ul style="list-style-type: none"> <li>• When might I meet adults I don't know &amp; how can I respond safely?</li> </ul>

	<p>Managing Safety and Risk</p> <p><b>Myself and My Relationships</b> My Emotions</p>	<ul style="list-style-type: none"> <li>• What actions could I take in an emergency or accident and how can I call the emergency services?</li> <li>• Why is it important to accept and feel proud of who we are?</li> <li>• What does the word 'unique' mean and what do I feel proud of about myself?</li> <li>• Why is mental wellbeing as important as physical wellbeing?</li> <li>• How can I communicate my emotions?</li> <li>• Can I recognise some simple ways to manage difficult emotions?</li> <li>• What does it mean when someone says I am "over reacting" and how do I show understanding towards myself and others?</li> <li>• How do my actions and feelings affect the way I and others feel?</li> <li>• How do I care for other people's feelings?</li> <li>• Who can I talk to about the way I feel?</li> </ul>
Summer 1	<p><b>Citizenship</b> Rights, Rules and Responsibilities</p>	<ul style="list-style-type: none"> <li>• What does it mean to be treated and to treat others with respect?</li> <li>• Who are those in positions of authority within our school and communities and how can we show respect?</li> <li>• Why do we need rules at home and at school?</li> <li>• What part can I play in making and changing rules?</li> <li>• What do we mean by rights and responsibilities?</li> <li>• What are my responsibilities at home and at school?</li> <li>• How do we make democratic decisions in school?</li> <li>• What is a representative and how do we elect them?</li> <li>• (Extra objective from Y4) How might others' expectations of girls and boys affect people's feelings and choices?</li> <li>• (added from parent consultation) There are people who don't feel like a boy or a girl - definition of non-binary - taught through a storybook)</li> </ul>
Summer 2	<p><b>Healthy and Safer Lifestyles</b> Relationships and Sex Education</p>	<ul style="list-style-type: none"> <li>• How are male and female bodies different and what are the different parts called?</li> <li>• When do we talk about our bodies, how they change, and who do we talk to?</li> <li>• Why is it important to keep myself clean?</li> <li>• What can I do for myself to stay clean and how will this change in the future?</li> <li>• How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>