

**Personal, Social, Health, Relationships and Economic Education (PSHRE)**

**Curriculum Overview**

The following document outlines the key objectives that all pupils will be taught during each unit of work for their year group.

Where children are taught in a mixed age class, units are delivered on a rolling-programme so that by the end of Year 2, Year 4 and Year 6, all objectives will have been taught.

**What does PSHRE look like in Year 3?**

By the end of each unit, a child will be able to:

**TEAM (Relationships)**

I can talk about changes and how they might make me feel (changes in family such as divorce, bereavement, transition between key stages).

I can explain how and why we should work well as a team.

I can describe how my actions and behaviour affect my team.

I can pay attention to and respond considerately to others.

I can describe why disputes might happen and strategies to resolve them (respecting others points of view).

I can talk about my responsibilities towards my team.

**Think Positive (Health and Well-Being)**

I understand that having a positive attitude is good for our mental health.

I can recognise and manage positive and negative thoughts effectively.

I understand that some changes can be difficult but that there are things we can do to cope.

I can use mindfulness techniques to keep calm.

I can identify uncomfortable emotions and manage them effectively.

I can apply a positive attitude towards learning and take on new challenges.

**Diverse Britain (Living in the Wider World)**

I can describe what it is like to live in the British Isles.

I can explain what being British means to me and to others.

I can talk about what democracy is and understand why it is important.

I can talk about what rules and laws are and identify how they help us.

I can talk about what liberty means and I can identify the rights of British people.

I can describe a diverse society and talk about why it is important.

I can explain what being British means to me and to others.

**Be Yourself (Relationships)**

I can say the things about myself that I am proud of (aspirations and goals).

I can identify the feelings I have and describe how different emotions feel.

I can describe different ways to cope with any uncomfortable feelings I may have and understand why this is important.

I know how to be assertive.

I can explore messages given by the media and decide if they are helpful or harmful.

I can identify different strategies I can use if I make a mistake

**It’s My Body (Health and Well-Being)**

I can choose what happens to my body including which type of touch I am and am not happy with.

I understand that I can get help with any concerns I have for myself and others.

I know how to keep my body (head, heart, teeth and muscles) healthy including making choices around food/drink which may look healthy but isn’t.

I know why it is important to get enough sleep, what to do to get a good night’s sleep, what to avoid and how sleep deprivation affects us.

I understand the importance of hygiene and what to do if I feel unwell including diseases and allergies.

I know how to take medicine safely and keep safe around drugs (medicines and illegal drugs) and which items are safe to eat or not.

I know how and when to ask for help.

I know how to make better choices and choose healthy habits.

I understand that choices have consequences.

**Aiming High (Living in the Wider World)**

I can identify achievements and suggest how my actions can help me achieve.

I can identify personal goals and suggest actions I can take to achieve them.

I can explain how a positive learning attitude can help me learn new things.

I can identify the skills and attributes needed to do a certain job.

I understand that gender does not limit us in becoming what we want to do in the future.

I can discuss what job I might like to do when I grow up and what skills I will need to achieve this.