



PSHE/SRE
Year 3 Long Term Plan

Themes (Number of weeks/Term)	Being Me In My World Autumn 1	Celebrating Difference Autumn 2	Dreams and Goals Spring 1	Healthy Me Spring 2	Relationships Summer 1	Changing Me
NC Content/Coverage	Relationships Education Families and people Who care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education Families and people Who care For Me Caring Friendships Respectful, Kind Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online	Relationships Education Respectful Kind Relationships Online Safety and Awareness Health Education- General Wellbeing Physical health and Fitness Personal Safety	Relationships Online Safety and Awareness Being Safe Health Education- General Wellbeing Wellbeing Online Physical Health and Fitness Healthy Eating Drugs, Alcohol, Tobacco, Vaping Health and Prevention Personal Safety Basic First Aid	Relationships Families and People who Care for Me Caring Friendships Respectful Kind Relationships Online Safety and Awareness Being Safe Health Education General Wellbeing Wellbeing Online	Relationships Families and People who Care for Me Respectful Kind Relationships Being Safe Health Education General Wellbeing Health and Prevention Developing Bodies
Substantive knowledge teaching sequence	I can recognise my worth and achievements I can set personal goals I can face challenges positively and ask for help I understand why rules are needed and link to rights I know my actions affect myself and others I can make responsible choices and take action I can see things from other people's points of view. Social and Emotional I can value myself and make others feel welcome I can recognise my own and others' emotions I know how to make others feel valued I understand how rewards and consequences influence behaviour	I understand that everyone's family is different I know differences and conflicts can happen in families I know what it means to witness bullying I understand that witnesses can help or make things worse I recognise when words are hurtful I can reflect on how my words affect others Social and Emotional I appreciate my family or carers I can calm myself and use the 'Solve it together' technique I know ways to help someone who is bullied I can problem-solve bullying with others I try not to use hurtful words I can give and receive compliments and understand how it feels	I can tell you about a person who overcame challenges and succeeded I can identify a dream or ambition that is important to me I can enjoy facing new challenges and plan how to achieve them I am motivated and enthusiastic about achieving a challenge I can recognise obstacles and take steps to overcome them I can evaluate my learning and improve it next time Social and Emotional I can respect and admire people who overcome obstacles I can imagine how I will feel when I achieve my dream I can break a goal into steps and know how others can help I am responsible for my own learning and can use my strengths I can manage feelings of frustration when obstacles occur I can confidently share my success and store positive feelings internally	I can explain how exercise affects my body and why my heart and lungs are important I can explain how calories, fat, and sugar affect my health I can share my knowledge and attitude towards drugs I can identify things, people, and places I need to stay safe from I can use strategies to keep safe and know who to ask for help, including calling emergency services I can identify when something feels safe or unsafe I can explain how complex my body is and why I need to take care of it I can explain the need to be careful before sharing anything personal. (Online Reputation – Unit 3). I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos). (Online Safety – Unit 6) Social and Emotional I can set myself a fitness challenge I can recognise how it feels to make a healthy choice I can describe my feelings towards drugs I can express how being anxious or scared feels I can take responsibility for keeping myself and others safe I can respect my body and appreciate what it does for me	I can identify roles and responsibilities in my family and reflect on gender expectations I can use friendship skills like taking turns and listening I can explain the difference between a belief, an opinion and a fact and can give examples of how and where they might be shared online (e.g. in videos, memes, posts, news stories). (Managing Online Information- Unit 5) I can explain how people around the world influence my life and question media messages I can explain that children everywhere have needs, rights, and experience difficult feelings I can show appreciation to my friends and family Social and Emotional I can describe how taking responsibility in my family makes me feel I can negotiate in conflicts to find win-win solutions I know who to ask for help if worried about anything online I can appreciate different cultures and question stereotypes I can empathise with children whose lives are different to mine and know who to talk to I can enjoy being part of my family and friendship groups	I can explain how humans and animals grow I can explain that female mammals have babies I can describe how boys' and girls' bodies change as they grow I can explain why these changes are important I can keep myself clean and healthy during puberty I can name ways to protect my body from infections I can recognise stereotypes about parenting and family roles I can say what I am looking forward to in my next class Social and Emotional I can explain how I feel when I see babies or baby animals I can recognise my feelings about changes and cope with them I can think about ways to keep my body clean I can explain how I feel when my ideas are challenged I can plan changes I want to make next year
Disciplinary knowledge	Relationships Families and people Who care For Me F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's	Relationships Families and People who Care for me F1: That families are important for children growing up safe and happy because they can provide love, security and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection	Relationships – Respectful Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be	Relationships Online Safety and Awareness OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection	Relationships Families and People Who Care For Me F1: That families are important for children growing up safe and happy because they can provide love, security and stability. F2: The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection



	lives. Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference	and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, 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. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 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Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 6: That the internet contains a lot of content that can be inappropriate and	be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical health., GW 3: The range and	and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, 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. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring Friendships CF 1: How important friendships are in making us feel happy and secure, and how people choose and make friends. CF 2: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships CF 3: That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. CF 4: The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. CF 5: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened 4 5, 6 2, 6 CF 6: How to manage conflict, and that resorting to violence is never right. CF 7: How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and	and care for children and other family members, the importance of spending time together and sharing each other's lives. F3: That the families of other children, 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. F4: That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. F5: That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong F6: How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Respectful, Kind relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster
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	between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are difference (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure OSA 5: Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. Health Education General Wellbeing GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and	uncomfortable, and how to get support when needed. Respectful, Kind Relationships RKR 1: How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 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RKR 10: What a stereotype is, how	upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate Physical Health and Fitness PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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). Wellbeing Online WO 11: Where and how to report concerns and get support with issues online. Physical Health and Fitness PHF 1: The characteristics and mental and physical benefits of an active lifestyle. PHF 2: The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 6 PHF 3: The risks associated with an inactive lifestyle, including obesity. PHF 4: How and when to seek support including which adults to speak to in school if they are worried about their health. Healthy Eating HE 1: What constitutes a healthy diet (including understanding calories and other nutritional content). HE 2: Understanding the importance of a healthy relationship with food. HE 3: The principles of planning and preparing a range of healthy meals. HE 4: The characteristics of a poor diet and risks associated with	friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. RKR 2: The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. RKR 3: How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. RKR 4: Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. RKR 5: That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. RKR 6: practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships RKR 7: The conventions of courtesy and manners. RKR 8: The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 9: The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to	their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. RKR 10: What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype Being safe BS2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS3: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact BS6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 8: That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. GW 9: Where and how to seek support (including recognising the triggers for seeking
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	scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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). Well-Being Online WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.	stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. RKR 11: How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 5: How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g.		unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) Drugs, Alcohol, Tobacco, Vaping DATV 1: The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. Health and Prevention HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist Personal Safety PS 1: About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. PS 2: How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. Basic First Aid BFA 1: How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.	trust. Online Safety and Awareness OSA 1: That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. OSA 2: How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. (P5 scenarios) OSA 3: That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. OSA 4: The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. (P5 scenarios) OSA 6: That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. Being Safe BS 1: What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. BS 2: The concept of privacy and its implications for both children and adults; including that it is not	support), including who 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). Health and Prevention HP 4: About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. HP 5: About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Developing Bodies DB 1: About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. DB 2: The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. DB 3: The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress..
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		family, school and/or other sources. Health General Wellbeing GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 7: That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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). Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the			always right to keep secrets if they relate to being safe. BS 4: How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. BS 6: How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. BS 7: How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. General Well-Being GW 1: The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. GW 2: The importance of promoting general wellbeing and physical health. GW 3: The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. GW 4: How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. GW 5: How to judge whether what they are feeling and how they are behaving is appropriate and proportionate GW 6: That isolation and loneliness can affect children, and the benefits of seeking support. GW 9: Where and how to seek support (including recognising the triggers for seeking support), including who 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).	
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		reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.			Well-Being Online WO 1: That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. WO 2: Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection WO 3: The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. WO 4: How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. WO 5: Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. WO 6: The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. WO 7: How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. WO 8: That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. WO9: How to understand the information they find online, including from search engines, and know how information is selected and targeted. WO10: That they have rights in relation to sharing personal data, privacy and consent. WO 11: Where and how to report concerns and get support with issues online.	
Key vocabulary	Feelings, Pride, Fairness, Manners, Achievement,	Connected Conflict	Ambition Motivated	Oxygen Calories	Friendship Respect	Birth, genitals, growing up, puberty, penis,



	personal, Goal, Rewards, Responsibilities, Solution	Resolutions Bystander Consequences Compliment	Responsible Evaluate Respect	Fitness Strategy Harmful	Feelings Family Support Responsibilities Rights Conflict Differences Appreciation	breasts, vagina, uterus, personal hygiene, egg
Additional/ Cross Curricular and continuous opportunities				Science PE	Computing	Science
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	Purpose and placement This unit is taught at the beginning of the year to establish a positive class culture and to support pupils in understanding themselves as part of a community. It provides the emotional security and shared expectations needed for effective learning across the remainder of the PSHE curriculum. Starting with identity, responsibility and belonging ensures pupils are prepared for the more complex themes that follow. Links to prior learning The unit builds on earlier work in Years 1 and 2, where pupils explored rules, routines, simple responsibilities and identifying basic feelings. In Year 3, these foundations are strengthened through deeper reflection on personal strengths, the consequences of actions and how individual behaviour affects the wider group. Preparation for future learning This learning underpins later units such as <i>Celebrating Difference</i>, <i>Healthy Me</i>, <i>Relationships</i> and <i>Changing Me</i>. By developing secure self-awareness, empathy and responsibility now, pupils are better equipped to engage safely and thoughtfully with topics involving diversity, wellbeing, friendships and personal change. Progression of resources and skills Resources in Year 3 encourage more independent thinking, moving from concrete, story-based materials to reflective discussion and collaborative tasks. Pupils advance in: Emotional literacy: describing more complex feelings and using regulation strategies independently. Social skills: understanding group roles, cooperating effectively and recognising their	Purpose and Placement <i>Celebrating Difference</i> follows <i>Being Me in My World</i>, building on pupils' sense of identity and community. It focuses on understanding diversity, promoting empathy, and fostering respect. Positioned early in the year, it helps establish inclusive attitudes and behaviours that support all subsequent PSHE learning. Links to Prior learning Recognition of personal strengths and individuality is an important foundation, alongside an early understanding of feelings, empathy, and group dynamics. Children also develop an awareness that their actions affect others. By Year 3, these concepts are extended to explore more complex ideas such as fairness, prejudice, and inclusion. Preparing for future learning This foundation supports later units on relationships, conflict resolution, and emotional well-being, while also helping children develop the confidence to navigate diverse social situations. It encourages reflection on personal behaviour and responsibility, fostering a deeper understanding of how their actions impact themselves and others. Progression of resources and skills Emotional Literacy: articulate feelings about differences; develop empathy. Social Skills: work collaboratively, respect diversity, solve problems fairly. Self-awareness & Responsibility: reflect on biases, challenge unfairness, promote inclusion. This unit ensures coherent progression in PSHE, nurturing respectful, responsible, and empathetic learners.	Purpose and Placement <i>Dreams and Goals</i> follows <i>Celebrating Difference</i>, building on pupils' developing self-awareness and understanding of others. This unit focuses on setting personal goals, understanding perseverance, and managing challenges. Positioned in the middle of the year, it supports motivation and resilience, preparing children to take ownership of their learning and personal development. Links to Prior learning Children develop an awareness of their personal strengths, preferences, and individuality, alongside an understanding of group dynamics, empathy, and inclusion. These early experiences also provide opportunities to take responsibility and make choices, laying the groundwork for social and emotional growth. Year 3 extends these skills to goal-setting, effort, and problem-solving. Preparing for future learning This stage lays the foundation for future units on health, relationships, and managing change, while fostering resilience and confidence in facing challenges. It also encourages reflection on personal achievements and consideration of strategies for improvement, supporting continuous growth and self-awareness. Progression of resources and skills Emotional Literacy: recognise feelings associated with success and setbacks; manage frustration and celebrate achievement. Social Skills: collaborate effectively, support peers in achieving goals, negotiate challenges. Self-awareness & Responsibility: set realistic personal goals, reflect on progress,	Purpose and Placement <i>Healthy Me</i> follows <i>Dreams and Goals</i> and builds on pupils' developing self-awareness and resilience. This unit focuses on physical and emotional health, making healthy choices, and understanding personal responsibility. Positioned in the second half of the year, it helps pupils develop independence in managing their own wellbeing and reinforces strategies for maintaining both physical and mental health. Links to Prior learning Pupils have already developed an awareness of their strengths, individuality, and the impact of their behaviour on others. They have experience reflecting on personal goals and managing challenges, which supports them in making positive choices and understanding the consequences of unhealthy behaviours. Preparing for future learning This unit prepares pupils to engage confidently with more complex issues around relationships and change. It helps them develop the knowledge and strategies to manage risk, take responsibility for their actions, and make informed decisions regarding their physical and emotional wellbeing. Progression of resources and skills Pupils extend their emotional literacy by recognising feelings associated with health and wellbeing and using strategies to manage stress, worry, or peer pressure. Socially, they practise cooperating and supporting others in making healthy choices. In terms of self-awareness and responsibility, pupils learn to assess personal habits, set realistic goals for their health, and make independent, informed choices.	Purpose and Placement <i>Relationships</i> builds on prior units by focusing on interpersonal skills, empathy, and understanding the qualities of healthy friendships. Positioned after pupils have explored self-identity, diversity, and resilience, it provides the foundation for recognising and managing positive and negative social interactions. This helps children develop confidence in forming respectful and supportive relationships both in school and beyond. Links to Prior learning Pupils already understand their own strengths, feelings, and responsibilities within a group. They have begun to explore diversity, fairness, and empathy, giving them the foundation to navigate complex social situations and appreciate different perspectives. Preparing for future learning This unit prepares pupils for later PSHE units on emotional wellbeing, personal safety, and changing relationships. It equips them with the skills to resolve conflicts, communicate effectively, and maintain positive connections with peers and adults. Progression of resources and skills Pupils extend their emotional literacy by recognising and managing feelings in themselves and others during social interactions. They practise social skills such as active listening, cooperation, and conflict resolution. In terms of self-awareness and responsibility, pupils reflect on their behaviour, recognise the impact of their actions on relationships, and develop strategies to maintain positive and healthy connections.	Purpose and Placement <i>Changing Me</i> concludes the Year 3 PSHE programme by exploring personal change, growth, and developing self-confidence. This unit builds on previous learning about self-awareness, relationships, and health, helping pupils understand the physical, emotional, and social changes they experience. Positioned at the end of the year, it supports pupils in navigating change positively and prepares them for the transition to Year 4. Links to Prior learning Pupils have explored personal identity, goal-setting, diversity, health, and relationships. They have developed emotional literacy and resilience, giving them the foundation to reflect on change and growth, and to approach new experiences with confidence. Preparing for future learning This unit prepares pupils for future units on puberty, personal development, and further relationship management. It helps them develop strategies for managing change, understanding emotions, and maintaining a positive sense of self in evolving social and educational contexts. Progression of resources and skills Pupils deepen their emotional literacy by recognising and articulating feelings associated with change, growth, and uncertainty. They practise social skills such as empathy and support for peers experiencing change. In terms of self-awareness and responsibility, pupils reflect on personal development, set goals for improvement, and develop strategies to approach change positively and confidently.



	responsibility within the class community. Self-awareness: evaluating personal strengths, setting goals and making considered behaviour choices. This ensures continuity within the Jigsaw spiral curriculum and supports steady development of social, emotional and reflective skills.		develop perseverance and self-motivation. This unit ensures coherent progression in PSHE, nurturing motivated, resilient, and reflective learners ready to engage with more complex social and personal challenges.			
Adaptations for LA pupils	Break learning into small, manageable steps and tackle one idea at a time Use concrete, real-life examples to explain concepts like rules, responsibility, and empathy Check understanding frequently and provide immediate feedback Model expected behaviours and responses before asking pupils to try themselves Use repetition and overlearning of key ideas, such as caring, fairness, and personal goals Allow pupils to express understanding in different ways: talking, drawing, acting Provide extra processing time for discussion, reflection, and decision-making Pair or group pupils with supportive peers for collaborative tasks Use simple self-assessment tools or guided reflection to help pupils recognise their contributions and feelings	Break learning into small, manageable steps: understanding families → recognising bullying → managing words → problem-solving Use concrete, relatable examples from pupils’ own experiences or school life Model appropriate behaviours and responses before pupils try themselves Use repetition and overlearning of key vocabulary Check understanding frequently and provide immediate feedback Use paired or small group activities with supportive peers to practise problem-solving Allow pupils to express understanding in different ways: talking, drawing, acting, or pointing Provide structured scaffolds for conflict resolution, such as the “Solve it together” technique Focus on celebrating pupils’ efforts to use positive words and show kindness Provide extra time for reflection on feelings, personal experiences, and actions toward others	Break learning into small, manageable steps: identifying dreams → planning goals → facing challenges → reflecting on progress Use concrete, real-life examples of people who have overcome challenges Model thinking aloud when breaking down goals and planning steps to achieve them Check understanding frequently and provide immediate feedback Use repetition and visual prompts to reinforce key concepts like obstacles, motivation, and success Allow pupils to express understanding in multiple ways: talking, drawing, acting, or writing Pair pupils with supportive peers for collaborative problem-solving and goal-setting Provide scaffolds for evaluating progress, such as simple reflection sheets or step-by-step guides Focus on celebrating small achievements and recording successes in a visual “internal treasure chest” Provide extra time for discussion, reflection, and planning how to overcome obstacles	Break learning into small steps: understanding the body → healthy choices → safety → expressing feelings Use concrete, real-life examples for exercise, food choices, safety, and emergencies Model expected behaviours and responses, such as making healthy choices and calling for help Use repetition and visual prompts to reinforce key concepts like heart, lungs, calories, safety, and responsibility Check understanding frequently and provide immediate feedback Allow pupils to express understanding in multiple ways: talking, drawing, acting, or pointing Provide scaffolds for identifying safe/unsafe situations and strategies for keeping safe Use simple step-by-step activities for fitness challenges or exploring healthy choices Encourage reflection on personal feelings about drugs, anxiety, and self-care Celebrate positive behaviours such as making healthy choices, respecting their body, and keeping themselves and others safe	Break learning into small steps: family roles → friendship skills → online safety → global awareness → empathy Use concrete, relatable examples from pupils’ own experiences Model expected behaviours like listening, taking turns, negotiating, and showing appreciation Use repetition and visual prompts to reinforce key ideas Check understanding frequently and provide immediate feedback Allow pupils to respond through talking, drawing, acting, or pointing Provide step-by-step scaffolds for conflict resolution and expressing feelings Encourage reflection on personal feelings about responsibility, family, and friendships Use small groups or pairs to practise empathy, appreciation, and online safety Celebrate pupils’ efforts to show respect, understanding, and positive contribution	Break learning into small steps: growth and changes → body changes → hygiene → coping with feelings → planning next year Use concrete, visual examples such as baby animals, diagrams, or pictures of bodies changing Model expected behaviours, such as keeping clean and managing feelings about change Repeat key vocabulary and ideas: puberty, hygiene, feelings, family roles, coping strategies Check understanding frequently and provide immediate feedback Allow pupils to express understanding in multiple ways: talking, drawing, acting, or pointing Use sentence starters and scaffolds to help pupils express feelings about changes Encourage reflection on personal feelings about growing up and how to cope with them Support pupils in thinking about changes they will make next year and planning small steps
Adaptations for GD pupils	Encourage independent reflection and critical thinking about personal strengths and achievements Challenge pupils to set ambitious personal goals and create detailed action plans Use open-ended tasks and discussions to explore the impact of actions on themselves and others Facilitate debates or discussions about rights, responsibilities, fairness, and empathy Encourage pupils to take leadership roles in group activities or mentor peers Promote analysis of complex scenarios, including rewards, consequences, and ethical choices Allow creative responses and higher-order thinking: presentations, extended writing, or campaigns Encourage pupils to evaluate their own and others’ contributions and suggest improvements	Encourage independent reflection on how family differences and conflicts affect feelings and relationships Challenge pupils to analyse the role of witnesses in bullying situations and the impact of different choices Facilitate open-ended discussions and debates about hurtful language and respectful communication Encourage pupils to design strategies or campaigns to prevent bullying and promote kindness Promote leadership in group problem-solving tasks, including mentoring peers in using techniques like “Solve it together” Extend vocabulary with precise terms such as witness, empathy, respect, conflict resolution, and affirmation Encourage creative responses and higher-order thinking:	Encourage independent reflection on personal dreams, ambitions, and the steps needed to achieve them Challenge pupils to analyse obstacles and develop multiple strategies to overcome them Facilitate open-ended discussions about people who have faced challenges, including exploring social and emotional factors that influenced their success Promote higher-order thinking by asking pupils to evaluate their own learning processes and suggest improvements Encourage pupils to take leadership roles in group planning, supporting peers to break down goals and problem-solve Extend vocabulary with precise terms such as resilience, motivation, ambition, evaluation, and strategy Encourage creative, independent responses: presentations, posters,	Encourage independent research and reflection on how exercise affects the body and why organs like the heart and lungs are important Challenge pupils to analyse the impact of diet, calories, fat, and sugar on overall health Facilitate open-ended discussions about drugs, including attitudes, risks, and consequences Encourage pupils to identify and evaluate safety risks in complex situations, considering people, places, and activities Promote higher-order thinking by designing personal strategies for keeping themselves and others safe Support pupils to set ambitious fitness or health goals and plan steps to achieve them Encourage creative responses such as presentations, posters, or digital projects about healthy lifestyles and safety	Encourage independent reflection on family roles, responsibilities, and gender expectations Challenge pupils to analyse and evaluate effective friendship skills and strategies for conflict resolution Facilitate open-ended discussions about online safety, global influences, and media bias Encourage pupils to compare and question cultural stereotypes and assumptions Promote higher-order thinking by reflecting on children’s rights, shared needs, and different experiences around the world Encourage leadership in group activities, mentoring peers in expressing appreciation and empathy Support pupils to design strategies for positive communication, negotiation, and conflict resolution Extend vocabulary with precise terms like	Encourage independent reflection on the stages of growth in humans and animals and the purpose of changes in puberty Challenge pupils to analyse and compare body changes in boys and girls, including internal changes for reproduction Facilitate open discussions about hygiene, health, and how puberty affects routines Encourage pupils to question and evaluate stereotypical ideas about parenting, family roles, and gender expectations Promote higher-order thinking by reflecting on feelings about changes and strategies for coping Encourage leadership in group discussions or peer mentoring on managing changes and hygiene routines Support creative and independent responses: presentations, posters, or research on growth and health Promote self-evaluation and reflection on



	Provide opportunities to design solutions for real-life situations that promote inclusion and respect	presentations, role-play, posters, or reports Promote self-evaluation and peer feedback on behaviour, use of positive words, and conflict resolution Provide opportunities for pupils to link personal actions to the wellbeing of others and the wider school community Challenge pupils to consider long-term effects of words and actions and ways to foster inclusive, respectful environments	digital projects, or reports on goals and achievements Promote self-evaluation and peer feedback on progress, strategies, and managing emotions during challenges Challenge pupils to connect personal goals with broader aspirations and their potential impact on themselves and others	Promote self-evaluation and reflection on feelings about anxiety, fear, and personal responsibility Encourage discussion of personal values around self-care, respect for the body, and caring for others Challenge pupils to make connections between learning about health and safety and their wider life and community	responsibility, empathy, negotiation, rights, and cultural diversity Encourage creative, independent responses: presentations, posters, or campaigns promoting respect, appreciation, and global awareness Promote self-evaluation and reflection on personal contributions to family, friendship, and community	feelings, coping strategies, and personal plans for next year Extend vocabulary with precise terms such as puberty, reproduction, hygiene, coping strategies, and stereotypes Encourage pupils to plan and articulate personal steps for managing changes and developing self-care routines
Continuous provision	1. Communication & Relationships - Role-play/friendship area → practice conflict resolution, kind/unkind words - Discussion corners → share feelings and successes - Buddy system → support peers and reflect on behaviour 2. Personal Development & Emotional Literacy - Treasure chest/feelings board → celebrate achievements - Calm corner → manage emotions, practice coping strategies - Emotion cards/journals → explore feelings during conflicts or anxiety 3. Learning & Reflection - Learning stations → try different ways to learn and improve - Success wall → celebrate progress and achievements - Self-assessment checklists → track personal growth 4. Safety & Wellbeing - Health & hygiene resources → learn about staying healthy - Problem-solving scenarios → use strategies like “Solve It Together” 5. Cultural Awareness & Global Citizenship - World/cultural corner → explore different countries and cultures - Stories & discussions → learn how choices affect others locally and globally - Celebrations of diversity → festivals, traditions, and cultural stories 6. Creativity & Expression - Art & craft → express feelings, friendships, or achievements - Drama / storytelling → act out scenarios about kindness and conflict - Music → express emotions and celebrate successes 7. Physical & Cooperative Play - Team games / PE challenges → practice cooperation and following rules Obstacle courses → develop resilience, confidence, and problem-solving					
Career links	Teacher / Teaching Assistant Counsellor Police Officer Nurse / Healthcare Worker Team Leader / Manager Social Worker	Counsellor Social Worker Teacher Youth Worker Psychologist Family Support Worker	Teacher Learning Support Assistant Coach/Mentor Psychologist Counsellor Trainer Personal Development Coach	Nurse Doctor Paramedic Police Officer Firefighter Lifeguard Health and Safety Officer	Teacher Diplomat / Foreign Service Officer Social Worker Community Worker Humanitarian Aid Worker Travel Writer / Cultural Researcher International Relations Specialist Nonprofit / Charity Worker	Doctor, nurse, midwife, health visitor, teacher, school nurse, counsellor, psychologist, fitness coach, social worker