

Year 3

Health and Wellbeing:

What is meant by a healthy lifestyle and how to maintain, manage risks and the different influences of physical, mental and emotional health and wellbeing. Managing change, including puberty, transition and loss. How to make informed choices about health and wellbeing, including keeping physically and emotionally safe, and to recognise sources of help with this including how to respond in an emergency.

H2. How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle.'

H3. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.

H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.

H5. To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.

H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.

H8. About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.

H9. To differentiate between the terms, 'risk', 'danger' and 'hazard'.

H10. To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.

H11. To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.

H12. That bacteria and viruses can affect health and that following simple routines can reduce their spread.

H15. School rules about health and safety, basic emergency aid procedures, where and how to get help.

H16. What is meant by the term 'habit' and why habits can be hard to change.

H17. Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.

H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.

H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.

AFL Questions

- ***What should we include in our diet to eat well and why is this important?***
- ***Why should we keep active?***
- ***How do everyday health and hygiene rules keep us safe?***
- ***Why is it important to 'stay safe' online and how can we make sure we are safe?***
- ***What is meant by 'resilience' and why is this important to have?***

Relationships:

How to develop and maintain a variety of health relationships, within a range of social/cultural contexts. How to recognise and manage emotions within a range of relationships. How to recognise risky or negative relationships including all forms of bullying and abuse and how to respond and ask for help. How to respect equality and diversity in relationships.

R1. To recognise and respond appropriately to a wider range of feelings in others.

R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families.

R7. That their actions affect themselves and others.

R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

R16. To recognise and challenge stereotypes.

R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.

AFL Questions

- ***What do we mean by a 'stereotype' and how can we challenge these?***
- ***What ingredients do we need for a positive and healthy friendship?***
- ***What different types of relationships are there?***
- ***What does a family look like? Are they all the same? Why/how?***
- ***If we felt someone was giving us unacceptable physical contact how could/should we respond?***

Living in the wider world

Respect for self and others, including diversity and equality within different groups and communities, and how to be a productive member of a diverse community. Rights and responsibilities as family members and citizens and the importance of responsible behaviours and actions. A basic understanding of enterprise, where money comes from, keeping safe and the importance of managing in effectively.

L1. To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.

L6. To realise the consequences of anti-social, aggressive and harmful behaviours such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves or for others at risk.

L7. That they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities.

L9. What being part of a community means, and about the varied institutions that support communities locally and nationally.

L10. To recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing.

L11. To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.

AFL Questions

- ***What makes a community?***
- ***What is meant by a 'diverse' community?***
- ***What are the consequences of bullying?***
- ***Why are responsibilities important and what responsibilities do we have within school and our community?***
- ***Who can you turn to if you are experiencing or witness unpleasant behaviour in school or the wider community?***