



Moorside Primary School

ERSHE Year 3 Overview

Autumn- Relationships	Spring- Living in the Wider World	Summer- Health and Wellbeing
<p>Families and Friendships</p> <p>to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents</p> <p>that being part of a family provides support, stability and love</p> <p>about the positive aspects of being part of a family, such as spending time together</p> <p>and caring for each other</p> <p>about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty</p> <p>to identify if/when something in a family might make someone upset or worried</p> <p>what to do and whom to tell if family relationships are making them feel unhappy or unsafe</p>	<p>Belonging to a Community</p> <p>the reasons for rules and laws in wider society</p> <p>the importance of abiding by the law and what might happen if rules and laws are broken</p> <p>what human rights are and how they protect people</p> <p>to identify basic examples of human rights including the rights of children</p> <p>about how they have rights and also responsibilities</p> <p>that with every right there is also a responsibility e.g. the right to an education and</p> <p>the responsibility to learn</p>	<p>Physical Health and Mental Wellbeing</p> <p>about the choices that people make in daily life that could affect their health</p> <p>to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep)</p> <p>what can help people to make healthy choices and what might negatively influence them</p> <p>about habits and that sometimes they can be maintained, changed or stopped</p> <p>the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle</p> <p>what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally</p> <p>that regular exercise such as walking or cycling has positive benefits for their mental and physical health</p> <p>about the things that affect feelings both positively and negatively</p> <p>strategies to identify and talk about their feelings</p> <p>about some of the different ways people express feelings e.g. words, actions, body language</p> <p>to recognise how feelings can change overtime and become more or less powerful</p>
<p>Safe Relationships</p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>about what privacy and personal boundaries are, including online</p> <p>basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>that bullying and hurtful behaviour is unacceptable in any situation</p> <p>about the effects and consequences of bullying for the people involved</p> <p>about bullying online, and the similarities and differences to face-to-face bullying</p> <p>what to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p>Media Literacy and Digital Resilience</p> <p>how the internet can be used positively for leisure, for school and for work</p> <p>to recognise that images and information online can be altered or adapted and the reasons for why this happens</p> <p>strategies to recognise whether something they see online is true or accurate</p> <p>to evaluate whether a game is suitable to play or a website is appropriate for their age-group</p> <p>to make safe, reliable choices from search results</p> <p>how to report something seen or experienced online that concerns them e.g. images</p>	<p>Growing and Changing</p> <p>that everyone is an individual and has unique and valuable contributions to make</p> <p>to recognise how strengths and interests form part of a person's identity</p> <p>how to identify their own personal strengths and interests and what they're proud of (in school, out of school)</p> <p>to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues</p>



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	or content that worry them, unkind or inappropriate communication	basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again
Respecting Ourselves and Others	Money and Work	Keeping Safe
<p>to recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>how to model respectful behaviour in different situations e.g. at home, at school, online</p> <p>the importance of self-respect and their right to be treated respectfully by others</p> <p>what it means to treat others, and be treated, politely</p> <p>the ways in which people show respect and courtesy in different cultures and in wider society</p>	<p>about jobs that people may have from different sectors e.g. teachers, business people, charity work</p> <p>that people can have more than one job at once or over their lifetime</p> <p>about common myths and gender stereotypes related to work to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</p> <p>about some of the skills needed to do a job, such as teamwork and decision-making</p> <p>to recognise their interests, skills and achievements and how these might link to future jobs</p> <p>how to set goals that they would like to achieve this year e.g. learn a new hobby</p>	<p>how to identify typical hazards at home and in school</p> <p>how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen</p> <p>about fire safety at home including the need for smoke alarms</p> <p>the importance of following safety rules from parents and other adults</p> <p>how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety</p>