



Anlaby Primary School: PSHE Long Term Plan (Year 3)	
<b>Year 3</b>	<b>Autumn 1- Relationships:</b> <i>Friendship; making positive friendships, managing loneliness, dealing with arguments</i>
<b>Key Question</b>	<b>How can we be a good friend?</b>
<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>• R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</li> <li>• R13. the importance of seeking support if feeling lonely or excluded</li> <li>• R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>• R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>• R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</li> </ul>

Autumn 2 - Relationships: <i>Families; family life; caring for each other</i>	
<b>Key Question</b>	<b>What are families like?</b>
<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</li> <li>• R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another</li> <li>• R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability</li> <li>• R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty</li> <li>• R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice</li> </ul>

**Spring 1- Living in the wider world:** *Community; belonging to groups; similarities and differences; respect for others*

Key Question	What makes a community?
<b>POS Statements</b>	<ul style="list-style-type: none"><li>• R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</li><li>• R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li><li>• L6. about the different groups that make up their community; what living in a community means</li><li>• L7. to value the different contributions that people and groups make to the community</li><li>• L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</li></ul>

**Spring 2- Health and wellbeing: *Keeping safe; at home and school; our bodies; hygiene; medicines and household products***

Key Question	What keeps us safe? Some objectives covered by Big Talk
POS Statements	<ul style="list-style-type: none"> <li>● H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it</li> <li>● H10. how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</li> <li>● H26. that for some people gender identity does not correspond with their biological sex</li> <li>● H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</li> <li>● H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe</li> <li>● H40. about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully)</li> <li>● H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</li> <li>● H43. about what is meant by first aid; basic techniques for dealing with common injuries</li> <li>● H44. how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say</li> <li>● R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact</li> <li>● R26. about seeking and giving permission (consent) in different situations</li> <li>● R28. how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this</li> <li>● R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online)</li> </ul>

**Summer 1- Health and wellbeing: *Being healthy: eating well, dental care***

Key Question	What can help us grow and stay healthy?
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<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• H1. how to make informed decisions about health</li> <li>• H2. about the elements of a balanced, healthy lifestyle</li> <li>• H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>• H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>• H5. about what good physical health means; how to recognise early signs of physical illness</li> <li>• H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.</li> <li>• H11. how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>• H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul>
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**Summer 2- Health and wellbeing: *Being healthy: eating well, dental care***

<b>Key Question</b>	<b>Why should we keep active and sleep well?</b>
<b>POS Statements</b>	<ul style="list-style-type: none"> <li>• H1. how to make informed decisions about health</li> <li>• H2. about the elements of a balanced, healthy lifestyle</li> <li>• H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>• H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> <li>• H7. how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle</li> <li>• H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>• H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online</li> <li>• H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health</li> </ul>