



End of Year Attainment Summary – PSHE (Health & Relationships)

Year Group: 3	To be taught in stipulated term:		
Living In The Wider World.	Autumn 1:	Autumn 2:	
Economical awareness – how is money managed? – earning (aspirations & pride), spending on essentials (what are basic needs), saving (luxuries & future) & keeping it safe.			
I can research, discuss and debate topical issues, problems and events.			
Gender stereo-types: look at roles within wider community for both males & females: police officers, doctors, boxers, chefs /great cooks,			
I can emphasise with other people’s differences and understand that it’s alright to be different- spiritual, moral, social and cultural (SMSC).			
I can explain what a democracy is (and basically compare with ‘dictatorship’).			
I can explain why Britain is a democracy			
I can understand that under English law (the only law in England) my well-being and safety are protected			
I can understand that I belong to various groups and communities (such as school and family) and understand how rules we follow are there to help us live in harmony & safety.			
I know that humans need to take care/ responsibility for the world around them.			

Recognise what kind of websites are trustworthy sources of information.			
Recognise the benefits and risks of different apps and websites.			
Understand that the media can portray groups of people differently			
Health and Wellbeing.	Spring 1:	Spring 2:	
I can understand a balanced approach to food and understand why sugar is harmful.			
I understand that my physical, emotional and mental well-being are all linked			
Device time restrictions – what length of time is detrimental to my mental & physical health?			
I am, who I am. Everyone's body is different: tall/short, fat/skinny, able/disabled, fast/slow.			
I am aware that humans grow and change from young to old so their needs change.			
Resilience – What am I good at? With a focus on frustration.			
I can identify and use simple routines which will limit and reduce the spread of bacteria and viruses.			
I can explain people who can keep me well: doctors, nurses, dentist, opticians, etc.			
I can explain that household products, including medicines, can be harmful if not used properly			
I can explain how I can keep myself safe in different situations: out on the street, in the home, online.			
I understand how and why to keep myself safe in the sun.			
Emotions – loss and separation (death/bereavement, falling out with other people, moving away from friends, family members separating, dealing with family changes (possibly going between two homes).			
First Aid: who to call? When to call? How to call?			

I can recognise, name and deal with my feelings in a positive way (right from wrong –emotions can lead to actions/behaviour)			
I can learn from my experiences and recognise what I am good at			
Understand the benefits of a good password. Online safety			
Understand that games and films have age ratings, and what that means.			
Understand the 'PANTS' Rule.			
I can use Cape's 'No! Stop! I don't like it.' when I feel very upset about someone else's behaviour towards me.			
I know I can seek help, when feeling worried, hurt or sad, by talking to someone.			
Relationships.	Summer 1:	Summer 2:	
I can recognise how my behaviour affects 'Me' and others – focus on telling the truth.			
To care about others feelings and their point of view.			
I can listen to other people's views, values and customs.			
I can play and work with others co-operatively and be aware of different types of relationships.			
I can identify racism, teasing, bullying and aggressive behaviours and know that they are unacceptable.			
I can resolve differences by looking at alternative choices.			
I can understand that families and friends should care for each other, and know where to get help if there is a problem			
I know when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.'			
I can explain the 'PANTS' rule.			
I know who I can speak to, if I need help.			
I know how to keep myself safe within different situations: online, street/park -peer pressure, talking out if worried/upset.			

Valuing differences: Although families come in different shapes & sizes they are all capable of showing love, support and understanding. (Different abilities, cultures, likes, structures, one child, extended family, etc.)			
Are aware that some people lie about who they are online.			
Understand when to share personal information and when not to.			