



The BIG Picture

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, sometimes referred to virtues, in the individual. Pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

What do we already know? Year 3 PSHE – Me and My Relationships

- To mostly be able to accept the views of others and understand that we don't always agree with each other.
- To give lots of ideas about what I do to be a good friend
- To tell you some different ideas for how I make up with a friend if we have fallen out.

Key vocabulary & understanding:

ignored  
 delighted  
 teasing  
 calm  
 confident  
 feelings  
 compromise  
 body language  
 emotions  
 frightened  
 excluded  
 collaborate  
 pressure  
 bullying  
 joyful  
 excited  
 respectful s  
 cared  
 alone  
 worried  
 lonely

DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Caring Friendships: 2, 3, 4, 5
- Respective Relationships: 1, 2, 3, 4, 5, 6
- Online Relationships: 1, 2
- Mental Health and Wellbeing: 1, 2, 3, 4, 6, 7, 8
- Internet Safety and harms: 5
- Healthy Eating: 3

Specific unit objectives:

- To give examples of how I can tell a person is feeling worried just by their body language.
- To say what I could do if someone was upsetting me or if I was being bullied.
- To explain what being 'assertive' means and give a few examples of ways of being assertive.

Key Questions:

Can you tell how someone is feeling by looking at them? How?

What is the difference between bullying and teasing?

When would someone need to be assertive? Why?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Tolerance and Respect for others

Education for a Connected World: Self-Image and Identity, Online Relationships, Online Bullying, Health, Well-Being and Lifestyle and Privacy and Security

Additional Resources: Black History Month, Brain Breaks and Water Safety

Key Themes:

Healthy relationships  
 Listening to feelings  
 Bullying  
 Assertive skills



### The BIG Picture

Our world is constantly changing and as it becomes more diverse and interconnected, children need to understand that all people are unique; they have varying abilities, beliefs, and traditions. It is important that all children gain an understanding of the world they are growing up in, and learn how to live alongside, and show respect for a diverse range of people.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? Year 3 PSHE – Valuing Difference

- To give examples of different community groups and explain that is good about having different groups.
- To talk about examples in our classroom when respect and tolerance have helped to make it a happier, safe place.

### Key vocabulary & understanding:

challenge  
labelled  
confidence  
stereotype  
negotiate  
unique  
positive  
compromise  
label  
prejudice  
differences  
invade  
similarities  
respect

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

Families and people who care for me: 1, 2, 3  
Caring Friendships: 1, 2, 3, 4, 5  
Respective Relationships: 1, 2, 3, 5, 6, 7, 8  
Online Relationships: 2, 4, 5  
Being safe: 1, 3, 5  
Mental Health and Wellbeing: 4  
Internet Safety and harms: 2, 5, 6

### Specific unit objectives:

- To say some ways that people are different, including religious or cultural differences.
- To explain why it's important to challenge stereotypes that might be applied to me or others.

### Key Questions:

How are people different, besides how they look?  
What is a stereotype?  
Does labelling someone change them or affect them?  
Why is it important to challenge stereotyping?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Religion or Belief.

British Values: Tolerance and Respect for others

Education for a Connected World: Online Relationships and Online Bullying

Additional Activities: The Adoptable School Toolkit, Anti-bullying Week and Safeguarding - NSPCC

### Key Themes:

Recognising and celebrating difference (including religions and cultural difference)  
  
Understanding and challenging stereotypes



**The BIG Picture**

As children get older, they will want to become more independent. Allowing children to start doing things themselves will help increase their self-confidence and is an important part of growing up. Teaching children about personal safety and giving them the skills to make sensible decisions will help them to be safe when they go out. Teaching children about personal safety reduces the likelihood of a child entering into an unsafe situation and increases their sense of confidence and resiliency.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 3 PSHE – Keeping Safe**

- To say what I could do to make a situation less risky or not risky at all.
- To say why medicines can be helpful or harmful.
- To identify how to my personal details safe online.
- To explain why information I see online might not always be true

**Key vocabulary & understanding:**

- hazard
- risky
- liver
- decisions
- choices
- danger
- situation
- influence
- alcohol
- consequences
- lungs
- brain
- dare
- drug
- harmful
- cigarettes
- vapes
- shared
- e-cigarettes
- downloaded

**DfE Statutory Requirements – end of Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))  
Pupils should be taught:

- Caring Friendships: 3, 5
- Respectful Relationships: 4, 6
- Online Relationships: 2, 3, 4, 5
- Being safe: 1, 4, 5, 6
- Mental Health and Wellbeing: 4
- Internet Safety and harms: 2, 3, 5, 6
- Physical Health and Fitness: 3
- Healthy Eating: 1, 3
- Drugs, alcohol and tobacco: 1
- Health and Prevention: 2, 5

**Specific unit objectives:**

- To give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities) but that people have choices about whether they take risks.
- To say some of the risks of smoking and drinking alcohol on a person’s body.
- To give reasons why most people choose not to smoke, or drink too much alcohol.
- To give examples of positive and negative influences, including things that could influence me when I am making decisions.

**Key Questions:**

- What might influence someone to take risks?
- Is smoking and alcohol more harmful for a young person’s body? Why?
- What can influence someone’s behaviour and decisions?
- Can the consequences of decisions be positive or negative? How?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Online Reputation, Online Bullying, Managing Online Information,

Additional Resources: Children’s Mental Health Week, A to Z of coping strategies, Anxiety and Stress, Dental Hygiene, Digital Media Awareness, Gambling, Road Safety and Vaccinations and Immunisations

**Key Themes:**

- Managing risk
- Understanding the norm of drug use (cigarette and alcohol use)
- Influences
- Online safety



### The BIG Picture

Young people need to understand equality and know their rights, to understand both how they should be treated, and how they should treat others. Learning about rights, respect and responsibilities helps children to achieve their potential and develop into responsible citizens. This teaches children how to respect others, think critically and make informed decisions.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know? Year 3 PSHE – Rights and Respect

- To say some ways of checking whether something is a fact or just an opinion.
- To say how I can help the people who can help me, and how I can do this.
- To give examples of how I can help people.

### Key vocabulary & understanding:

anti-social behaviour  
 media  
 United Nations  
 rights  
 spending  
 reduce  
 influence  
 environment  
 public services  
 income tax  
 negative recycle  
 essential  
 actions  
 positive  
 community  
 responsibility  
 reuse  
 volunteer  
 School Council

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))  
Pupils should be taught:

Respectful Relationships: 3, 5, 6  
 Online Relationships: 2, 3, 4 5  
 Being safe: 2, 7  
 Internet Safety and harms: 2, 6, 7  
 Physical Health and Fitness: 4

### Additional Learning:

Respecting Rights  
 Looking after the environment  
 Money

### Specific unit objectives

- To explain how a ‘bystander’ can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour
- To explain how reports (TV, newspapers or websites) can give messages that might influence how people think about things and why this might be a problem.
- To give examples of decisions about how to spend money and explain how they might relate to me

### Key Questions:

Can one person make a difference to the environment?  
 How can someone be an active bystander?  
 Can media reports influence people? How?  
 How do decisions about money affect groups in the community?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

British Values: Tolerance and Respect for others, Democracy and The Rule of Law

Education for a Connected World: Online Relationships, Online Reputation, Online Bullying, Managing Online Information and Copyright and Ownership

Additional Resources: Belonging Toolkit , Careers Education and Economic Education (money)

### Key Themes:

Making a difference  
 (different ways of helping others or the environment)  
 Media influence  
 Decisions about spending money



**The BIG Picture**

Self-care skills can help children of all ages to become more introspective and aware of their physical and emotional needs, preparing them to effectively handle future stressors and promoting wellness of the body and mind. A nutritious diet is essential for health and wellbeing to fuel growth and development. Teaching children to consume the right food and drink and regular exercise and sleep patterns help to establish lifelong positive habits. Developing a Growth Mindset encourages a passion for learning and an ease in facing new challenges as they are more likely to bounce back from failures in order to succeed.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

**What do we already know? Year 3 PSHE – Being My Best**

- To give a few examples of things I can do to take ownership of being healthy.
- To give an example of something that I have done which shows I am trying to be healthy.
- To explain and give an example of a skill or talent that I have developed.
- To explain the goal-setting that I have already done (or plan to do) in order to improve it.

**Key vocabulary & understanding:**

- accident
- emergency
- affect
- balanced diet
- recycle
- breathing
- community
- repair
- reduce
- creative
- give to others
- injury
- exercise
- choices
- wound
- mental health
- active
- first aid
- repair
- connect
- future
- choking
- reuse
- wellbeing
- be mindful

**DfE Statutory Requirements – end of Primary statements**

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

Pupils should be taught:

- Caring Friendships: 2
- Respective Relationships: 1, 2, 4
- Online Relationships: 4
- Internet Safety and harms: 2, 3
- Physical Health and Fitness: 1, 2
- Healthy Eating: 1, 2, 3
- Health and Prevention: 3
- Basic First Aid: 1, 2

Additional Learning:

- Looking after the environment
- Community

**Specific unit objectives:**

- To give a few examples of different things that I do already that help me to keep healthy.
- To give different examples of some of the things that I do already to help look after my environment.

**Key Questions:**

- Why is it important to look after my health now?
- Why is it important to look after myself in the future?
- Why is it important to look after our environment?
- How does this affect our future?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Education for a Connected World: Health, Well-Being and Lifestyle

Additional Resources: Kindness through animal welfare, Resilience and Sleep

**Key Themes:**

- Having choices and making decisions about my health
- Taking care of my environment
- My skills and interests



### The BIG Picture

Learning about life cycles is an important way to develop children's understanding of the world and help them understand and deal with weighty concepts such as life, death and birth. Children should be taught about relationships and health, including puberty. It is important to prepare children for the emotional and physical changes that occur as children go through puberty and how to approach this stage with confidence. Age-appropriate lessons on Relationships and Sex Education will be included here.

Bringing SCARF values home:

<https://www.coramlifeeducation.org.uk/family-scarf>

### What do we already know Year 3 PSHE – Growing and Changing

- To name a few things that make a positive relationship and some things that make a negative relationship.

- To say what happened to the women's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

- To identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave if I feel uncomfortable.

### Key vocabulary & understanding:

breasts  
testicles  
womb  
choice  
civil partnership  
sperm  
enjoy  
penis  
hormones  
pubic hair  
periods  
marriage  
love  
puberty  
live together  
civil partnership  
uncomfortable feelings  
menstruation  
vagina  
vulva  
compromise  
share  
ovaries  
wet dreams

### DfE Statutory Requirements – end of Primary statements

(See DfE Statutory Guidance Categories: Relationship Education (Primary))

#### Pupils should be taught:

Families and people who care for me: 1, 2, 3, 4, 5  
Caring Friendships: 1, 2, 4, 5  
Respective Relationships: 1, 2, 8  
Being safe: 1, 2, 3, 4, 5, 7  
Mental Health and Wellbeing: 2, 3, 4, 9  
Changing adolescent body: 1, 2

### Specific unit objectives:

- To label some parts of the body that only boys have and only girls have.
- To list some of the reasons why a teenager might have difficult feelings when going through puberty (e.g. conflict with parents).
- To tell you why people get married.

### Key Questions:

How do some parts of the body change during puberty?

Why might someone have difficult feelings during puberty?

Why do some people choose to get married?

Why do some people choose to have a civil ceremony?

Why do some people choose to live together?

Protected Characteristics (including LGBT+), British Values and Education for a Connected World are integrated into the Teaching and Learning of our spiral curriculum. Some areas benefit from more in-depth time to explore the knowledge and attitudes. These include:

Protected Characteristics: Age, Marriage and Civil Partnership, Religion or Belief, Sex and Sexual Orientation.

Additional Resources: Bereavement and Loss

### Key Themes:

Body changes during puberty

Managing difficult feelings

Relationships including marriage



By the end of primary school pupils should know:

Families and people who care for me (FPC)	<ol style="list-style-type: none"><li>1. that families are important for children growing up because they can give love, security and stability.</li><li>2. the characteristics of healthy family life, 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 lives.</li><li>3. that others' families, 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.</li><li>4. that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ol>
Caring friendships (CF)	<ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>4. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>5. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ol>
Respectful relationships (RR)	<ol style="list-style-type: none"><li>1. importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>3. the conventions of courtesy and manners.</li><li>4. the importance of self-respect and how this links to their own happiness.</li><li>5. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li><li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li></ol>
Online relationships (OR)	<ol style="list-style-type: none"><li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>2. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li><li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>5. how information and data is shared and used online.</li></ol>



Being safe (BS)

1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
2. about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
5. how to recognise and report feelings of being unsafe or feeling bad about any adult.
6. how to ask for advice or help for themselves or others, and to keep trying until they are heard,
7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.
8. where to get advice e.g. family, school and/or other sources.

Mental wellbeing (MW)

1. that mental wellbeing is a normal part of daily life, in the same way as physical health.
2. that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
3. how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
9. where and how to seek support (including recognising the triggers for seeking support), including whom 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).
10. it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.





Internet safety and harms (ISH)	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. about the benefits of rationing 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.</li> <li>3. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online.</li> </ol>
Physical health and fitness (PHF)	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. the importance of building regular exercise 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, vigorous exercise.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
Healthy eating (HE)	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>
Drugs, alcohol and tobacco (DAT)	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
Health and prevention (HP)	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>



Basic first aid (BFA)	<ol style="list-style-type: none"><li>1. how to make a clear and efficient call to emergency services if necessary.</li><li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li></ol>
Changing adolescent body (CAB)	<ol style="list-style-type: none"><li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li><li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li></ol>