



Knowledge, Understand, Skills and Processes for:
Personal, Social, Health and Economic Education (PSHEE) & Citizenship

PSHEE & Citizenship coverage for YEAR 3

Me and My Relationships

WHEN was it taught? In WHAT way? WHO needs extra support?

Relationships and Sex Education:

- I can identify different types of relationships, including same sex; and show ways to maintain positive, healthy relationships (both online and offline)
- I understand relationships may change over time (both online and offline) and to ask for help if this makes me unhappy
- I can judge what kind of physical contact is acceptable or unacceptable and how to respond, including who I should tell and how to tell them
- I understand the difference between secrets and surprises; and understand not to keep secrets (both online and offline), including when to support a friend to tell a trusted adult
- I know how other families are similar or different to mine, including same sex families
- I understand that it is okay to be different to others
- I understand about growing and changing and the new opportunities and responsibilities (both online and offline) that increasing independence may bring

Anti-Bullying:

- I know how to be a good friend (both online and offline) and how to manage a fall out with a friend without a physical reaction
- I can describe the nature and consequences of negative behaviours and bullying (both online and offline)
- I can express some ways of responding to negative behaviours and bullying, even if I am not the target of it, and can seek help (both online and offline)
- I can empathise with other people and understand how they can react differently to the same situation
- I am able to listen to and show respect for the views of others (both online and offline)
- I know the importance of valuing myself
- I can recognise and challenge stereotypes, including supporting trans children
- I know about change and loss; including separation, divorce and bereavement; and the associated feelings

Keeping Myself Safe

WHEN was it taught? In WHAT way? WHO needs extra support?

Drug (and Wider Risk Taking) Education:

- I can identify and explain how to manage risks in different situations (both online and offline)
- I can make judgements/decisions about, and use basic techniques for, resisting peer pressure (both online and offline)
- I can explain how my behaviour may have consequences for myself and others (both online and offline)
- I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding bikes, swimming
- I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need, including how to call 999 in an emergency

Internet Safety:

- I know the internet has many benefits, but I know I need to balance my time spent online and offline and adhere to the age rating of computer games
- I have a growing understanding of a range of risks when communicating online
- I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online

PSHEE & Citizenship coverage for YEAR 3	My Healthy Lifestyle	<i>WHEN was it taught? In WHAT way? WHO needs extra support?</i>
	Physical and Mental Wellbeing: - I can make choices about my lifestyle to improve my wellbeing and recognise that choices can have good and not so good consequences - I know what the good habits for looking after my growing body, both physically and mentally, are - I know the benefits of physical exercise and spending time outdoors Emotional Health and Resilience: - I know how to look after my emotional health through self-care techniques e.g. relaxation and hobbies - I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately - I understand what being resilient means to me and I have strategies I can use - I can understand why other people are behaving as they are when they are finding change difficult	
	Me and My Future	<i>WHEN was it taught? In WHAT way? WHO needs extra support?</i>
	Personal Finance: - I know that even when not using cash money is being used, including buying online and in-app purchases - I know how to look after and handle money in everyday situations - I can make simple financial decisions around spending money, including pocket money - I know there are different ways to gain money, including earning it through work - I understand that money is a finite resource for individuals, institutions and the community - I begin to understand the reasons why people give money to charities Careers and Enterprise: - I can explain why people work - I can explain about some of the different jobs that people do - I can challenge some of the work stereotypes that exist in society - I am aware that the learning choices I make will affect my future options - I can talk positively about what I like to do and what I would like to do in the future Transition: - I can identify positive achievements during my time in Year 3 - I can identify my strengths, areas for improvement and set myself some goals for Year 4 - I can explain what I am worried about and what I am looking forward to in Year 4 - I know what to expect when I start Year 4	
	Becoming an Active Citizen	<i>WHEN was it taught? In WHAT way? WHO needs extra support?</i>
	Citizenship Education: - I can participate in making and changing rules - I know why different rules are needed in different situations - I know that choices we make can impact on local, national and global communities - I know where to find impartial advice to inform my decision making - I understand the media can be biased - I can empathise with other people and their situations through topical issues, local/global events and problems	