



# Year 3 RSHE Curriculum



*'Every child has the right to an education.' Article 28  
'Every child has the right to information and to express their views' Article 13*



The Relationships and Health part of the RHSE curriculum has now been made mandatory. This is to reflect modern Britain and the variety of different relationships that we encounter daily. In line with this new policy, we will be teaching the children about relationships. We will be exploring topics such as:

- What is friendship?
- What does family mean?
- What does a positive relationship between friends and family look like?
- Who are the people who support me?
- How can I make sure I am safe online?



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At Star, we follow the Happy Centred School curriculum for RSHE. The curriculum falls under these headings:

- Positive Relationships (Autumn Term)
- Coping Skills (Spring 1)
- Achievement and Success (Spring 2)
- Self-Confidence (Summer 1)
- Support (Summer 2)

The following slides will detail what will be taught each term in line with this curriculum:



# Autumn 1 - Positive Relationships



1. Reflecting on the things that make a relationship positive - having fun, giving each other positive, supportive feedback
2. Thinking about our role in creating positive relationships in school - what makes people friendly or not
3. Making plans to problem solve and resolve conflict, to create more positive relationships
4. Further understanding why everyone needs to have positive relationships
5. Thinking about ways in which we feel we belong, in different areas of our lives
6. Assessment: Identifying ways in which a member of our family adds to the positive relationship at home

**Example of Vocabulary Taught:** Team; Supportive; Care; Trust; Encourage; Beneficial; Tolerance; Negotiation; Consideration; Equality; Enemy; Family



## Autumn 2 - Positive Relationships

7. Understanding what privacy is for children and adults, and why it is important
8. Understanding how we can respond safely to adults that we don't know
9. Identifying the risks of online activity and how we can keep ourselves safe
10. Thinking about the information and data about us, that is online
11. Understanding that every family is unique and special and that we should respect other people's families
12. Understanding what stereotypes are, and how we can challenge these

**Example of Vocabulary Taught:** Private; Privacy; Respect; Stranger; Safety; Polite; Togetherness; Acceptance; Togetherness; Protection; Stereotype; Difference; Online (Presence); Risk; Social Media; Pride; Protection



# Spring 1 - Coping Skills



1. Considering how learning to cope will help us with our bounce-back-ability
2. Creating coping cubes as a strategy to motivate us when we are struggling
3. Understanding how personal mantras can help people to cope
4. Identifying times when we cope less well and thinking of a personal mantra to overcome this
5. Thinking of ways in which we can help others cope better, by suggesting changes they can make to their behaviours, actions and body language
6. Assessment: Thinking about the advice we can give to others, when it seems they aren't coping

Example of Vocabulary Taught : Cope; Help; Deal with; Manage; Emotions; Bravery; Persist; Trust; Look after



## Spring 2 - Achievement and Success

1. Understanding what achievement and success are
2. Understanding the role that we can play in helping others to achieve success - being encouraging, giving advice, praising and celebrating
3. Understanding how Paralympians can be supported to achieve great things, e.g. through specialist equipment, through the help of others
4. Identifying some of the barriers to being successful and ways to overcome them
5. Understanding some of the ways in which we can succeed as a team - letting others speak, taking turns, being an effective communicator
6. Assessment: Creating a piece of drama that shows how we can achieve and succeed

Example of Vocabulary Taught : Celebrate; Humble; Teamwork; Accomplishment; Targets; Effort; Quit; Resilience; Failure; Losing; Winning; Impossible; Hope



# Summer 1 - Self-Confidence

1. Identifying what confidence means to us
2. Knowing how our body language can show that we are confident
3. Recognising a 'can-do' attitude in others - how people overcome setbacks
4. Having a 'can-do' attitude and pushing ourselves to complete a challenge
5. Becoming increasingly independent - using dictionaries, electronic devices and reference books
6. Assessment: Identifying words and phrases that now apply to us that show we have become more confident

Example of Vocabulary Taught : Confidence; Arrogance; Body Language; Explore; Reflection; Inner Belief; Failure is part of the process; Pride; Practise; Inner Belief



## Summer 2 - Support

1. Understanding how we feel when we are working in a team and either are or aren't being supportive
2. Recognising times and situations when we need support - when we're feeling lonely or angry or upset
3. Reflecting on the current support that we get and give at school - people's words and actions e.g. being a play leader, listening to a younger child read
4. Understanding that different people can offer different types of support, depending on the situation or problem - being more selective in who we might approach
5. Evaluating how successfully we can work in a team and how supportive we are of other people
6. Assessment: Evaluating whether or not we have been better at approaching the right people to ask for support recently

Example of Vocabulary Taught : Compassion; Listen; Achieve; Reassurance; Success; Thoughtfulness; Teamwork; Together; Giving; Guide