



Year 3

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	HEALTH AND WELLBEING Why should we eat well and look after our teeth?	RELATIONSHIPS How can we be a good friend?	LIVING IN THE WIDER WORLD What makes a good community?	RELATIONSHIPS What are families like?	HEALTH AND WELLBEING Why should we eat healthy, keep active and sleep well?	HEALTH AND WELLBEING What keeps us safe?
Outcome	Children understand how to be healthy: eating well, dental care	Children understand how to make positive friendships, manage loneliness and deal with arguments	Children understand what a community is; people have similarities and differences and belong to different groups; respect for others	Children understand how to care for each other; and what families and family life is	Children understand the importance of being healthy, keeping active and taking rest	Children understand how to keep safe at home and school including: our bodies, hygiene, medicines and household products
Sequence of Learning	<p>Learning sequence:</p> <ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care <p>Linked with year four science: Animals including Humans</p>	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can describe some benefits and challenges in a friendship in a positive way I can explain how to manage changes in a friendship in a positive way I can identify how to manage a difficulty with a friend I can describe what makes a good friendship and explain why I can identify strategies to help manage challenges within friendships I can identify adults to talk to if someone has worries or concerns about their friendships I can describe the characteristics of friendships and what makes them special I can explain how to look out for people who feel left out or lonely I can analyse ways to manage feelings of loneliness I can describe the feature of a healthy friendship I can identify the different types of friendships people can have I can analyse strategies to manage conflict in friendships 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can identify special things about me that make me who I am I can describe similarities and differences between myself and others I can recognise that everyone is equal I can identify different groups people can belong to I can describe how it can feel to belong to a group or community I can identify behaviours that can make people feel they don't belong I can describe behaviours that can help people in a group feel valued and welcome 	<p>Learning sequences:</p> <ul style="list-style-type: none"> I can recognise features of family life I can identify the qualities of different family relationships I can explain how families can support and care for each other I can describe positive aspects of belonging to a family I can describe different family structures I can identify what families have in common and how they can differ I can recognise that all family types should be valued and celebrated I can describe some changes that can happen in a family I can recognise how changes in a family can make someone feel I can identify ways to manage changes in a family, some strategies for resolving conflicts, and who can help if feeling worried or unhappy 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can recognise the range of foods that make up a healthier, balanced diet I can identify food/drinks that should be consumed regularly and those that should be consumed less often or in smaller amounts I can explain the effects different foods can have on bodies I can describe some healthier eating habits I can recognise where to find reliable information about food and drink I can explain what it means to be physically active and different types of physical activity I can describe the benefits of physical activity on body (physical health) and mind (mental health) I can explain the importance of healthy habits and balancing different types of activities I can identify opportunities to be physically active throughout the day and week I can explain how to seek support and advice in relation to physical activity 	<p>Learning sequence:</p> <ul style="list-style-type: none"> I can assess some hazards in the home that could cause harm or injury I can explain how the desire for peer approval might put pressure on a young person to act in a riskier way at home I can describe strategies to reduce risk at home and help keep myself (or others) safe, including strategies to manage peer influence I can explain the TALK pants rules and that my body belongs to me I can identify examples of appropriate and inappropriate touch I can recognise that no means no and different ways to express this I can demonstrate ways to tell an adult and seek support if I feel worried or uncomfortable I can explain the importance of taking medicines correctly and using household products safely I can identify risk in relation to the use of medicines and household products, and suggest what action to take to help prevent or minimise harm I can recognise sources of information and whom to ask for help with medicine safety
Vocabulary	Plaque, cavity, enamel, dental hygiene, dentist,	friendship, changes, best friend, trust, making friends, loneliness, relationship, bullying, healthy relationships	special unique likes dislikes same different similar equal belonging group community welcome included valued excluded	Family, relationship, brother, sibling, nephew, uncle, stepdad, relative, Blended family, extended family, step family, nuclear family, foster family, adoptive family, single parent family, stereotype, challenge, change, hope, worry, conflict	carbohydrates, calories, dairy, habits, fats, fatty acids, minerals, nutrition, ultra-processed, junk food, protein, pulses, starch, sugar, sweeteners, vitamins, active, aerobic, balance, bones, breath, confidence, coordination, exercise, habits, inactive, mental, mind, mobility, muscles, physical, social, strengthen, weight	Hazard, harm, injury, risk, reduce, strategy, peer influence, safe, unsafe, consent, belong, inappropriate, uncomfortable, accidental, children's rights, penis, vulva, Household, product, medicine, safety, risk, instructions, warning, side effects, dose, dosage, prescribed, pharmacy, vaccination
Quality Assured resources to support planning	Health education (pshe-association.org.uk) Dental Health (pshe-association.org.uk)	Our Class Educational resources about children's friendships (northampton.ac.uk)	Belonging and community (pshe-association.org.uk)	Families (pshe-association.org.uk)	Health education (pshe-association.org.uk) - lessons 1 and 4 The Sleep Factor (pshe-association.org.uk) - revisit KS1	Keeping safe at home lesson pack (pshe-association.org.uk) PANTS resources for schools and teachers NSPCC Learning Drug and alcohol education (pshe-association.org.uk) CyberSprinters - NCSC.GOV.UK