

Year 3 PSHE Progression Map

	<u>Autumn 1</u>	
Topic	Emotions and Communities	
Prior Learning	Emotions - Pupils can recognise and name a range of emotions such as happiness, sadness, anger, worry, excitement and frustration in themselves and others. - Pupils should know that they can talk to a trusted adult when feelings feel strong, confusing or overwhelming. - Pupils should understand from earlier learning that sharing how they feel with trusted adults helps them to manage their emotions in healthy ways. Communities - Pupils should know that they belong to different groups such as their family, school, local community and the United Kingdom. - Pupils should understand that rules and laws help keep groups fair, safe and respectful for everyone. - Pupils can demonstrate kindness and respect to others and understand how working together helps make their community a better place.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Communication Emotional literacy Self-regulation Critical thinking Problem-solving Decision-making Resilience Cooperation Independence Reflection	Emotions - I can describe the differences between everyday emotions and stronger feelings - I can explain what deep feelings are - I can describe the range of ways I can respond to emotions and explain where to get support - I can describe how to handle conflict in a positive way Communities - I can explain what the fundamental British Values are and why they are important - I can explain what democracy is and why it is important - I can explain why rules and laws are important and describe what rule of law means - I can explain what individual liberty means and why it matters - I can explain how to show mutual respect and tolerance for people with different beliefs and faiths
	<u>British Values</u>	
	Democracy Rule of law Individual liberty Mutual respect and tolerance	
Vocabulary	Emotions	

	emotion, feeling, afraid, scared, worried, lonely, content, calm, frustrated, angry, upset, overwhelmed, strong emotions, trigger, conflict, manage, regulate, cope, strategy, self-control, trusted adult, express, communicate, perspective, empathy, resolve Communities community, group, belonging, responsibility, rights, rules, laws, fairness, equality, democracy, vote, decision, choice, liberty, freedom, respect, tolerance, diversity, inclusion, kindness, cooperation, citizen, society, responsibility, consequences, safe, fair, voice, opinion, disagreement, compromise
Unit Aim	Emotions This unit focuses on naming feelings such as being afraid, lonely or content. Pupils learn to experience, name and manage these emotions, building on their emotions toolkit from previous years. Pupils explore strong emotions and develop strategies for managing conflict in healthy ways. Communities This unit introduces Year 3 pupils to fundamental British values including the rule of law, democracy, individual liberty and mutual respect and tolerance. Pupils explore what these values mean in practice and how they help create fair, safe and inclusive communities for everyone.
Future Learning	Emotions Year 4: How can we add to our emotions toolkit? What does a healthy relationship feel like? Year 5: How can we manage challenges? Year 6: How can we manage our emotions through periods of change? Communities Year 4: How are we all different? Year 5: How can we ensure fairness and respect for women and girls? Year 6: How can we show respect to people of different races and cultures? How can we live in harmony?
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.

	Autumn 2	
Topic	Healthy Relationships - How can I help my family? Are friendships ever perfect?	
Prior Learning	Healthy relationships - How can I help my family? - Pupils should know from earlier learning that families can look different but all families should be characterised by love, care and support for one another. - Pupils should understand that showing kindness, respect and commitment to family members through words and actions helps families thrive. - Pupils can identify trusted adults both within their family and in school who can help them if they feel worried or unsafe. Healthy relationships - Are friendships ever perfect? - Pupils should know from earlier learning what it means to be a good friend, including showing kindness, honesty, respect, generosity and trust. - Pupils may understand that everyone has personal boundaries and that respecting these boundaries helps friendships stay healthy and safe. - Pupils can recognise when a friendship is making them feel unhappy or uncomfortable and know they can talk to a trusted adult.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Communication Emotional literacy Self-regulation Problem-solving Decision-making Resilience Cooperation Independence Reflection	Healthy Relationships - How can I help my family? - I can describe the way that a healthy family should treat each other - I can describe what roles and responsibilities people have at home - I can explain how to ask for help Healthy relationships - Are friendships ever perfect? - I can describe how to be a good friend and explain what a compromise is - I can decide how to disagree with respect and kindness - I can explain why personal boundaries are important and why we should respect others boundaries - I can describe strategies to repair relationships after arguments
	<u>British Values</u>	
	Mutual respect and tolerance Individual liberty Democracy Rule of law	
Vocabulary	Healthy Relationships – How can I help my family? Family, relationship, love, care, support, kindness, respect, trust, commitment, responsibility, roles, cooperation, helping, sharing, communication, feelings, safe, unsafe, worried, trusted adult, ask for help, advice Healthy Relationships – Are friendships ever perfect? Friendship, friend, trust, honesty, kindness, respect, generosity, compromise, disagreement,	

	argument, conflict, boundaries, personal space, feelings, empathy, communication, apologise, forgive, repair, resolve, unhappy, uncomfortable, support, trusted adult
Unit Aim	Healthy relationships: How can I help my family? This unit covers understanding what makes families healthy and safe, developing skills to be a supportive family member, recognising when family relationships feel unhappy or unsafe and knowing how to ask for help from trusted adults both within and outside the family. Healthy relationships: Are friendships ever perfect? This unit explores understanding that friendships have ups and downs, disagreeing with friends respectfully, being a good friend, setting and respecting healthy boundaries, and making up after arguments to repair and strengthen friendships.
Future Learning	Healthy Relationships – How can I help my family? Year 4: Is there such a thing as a perfect family? What does a healthy relationship feel like? Healthy Relationships – Are friendships ever perfect? Year 4: How can I be a great friend? What does a healthy relationship feel like? Year 5: How can we live in harmony? How can we have healthy boundaries?: What are my boundaries?
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.

	Spring 1	
Topic	Media influence - How can I keep myself safe online?	
Prior Learning	• Pupils should know from earlier learning that the internet can be used for learning, playing and communicating with others but that adults help keep them safe online. • Pupils should understand from earlier learning that personal information such as their name, address, school and photos should be kept private online. • Pupils should know that people online may not always be who they say they are and can identify trusted adults who can help them stay safe.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u> • I can explain how to make healthy choices around screen time. • I can plan a healthy and balanced week online. • I can choose what to do and not do online. • I can explain how to keep my personal information safe. • I can describe what content can be found online and explain if influencers are trustworthy. • I can explain how best to be safe and responsible online.
	<u>British Values</u> Individual liberty Rule of law Mutual respect and tolerance Democracy	
Vocabulary	Online, internet, screen time, wellbeing, healthy choices, balance, personal information, private, password, username, trusted adult, trust, influencer, content, responsible, digital citizen, online safety, risk, scam, bullying, cyberbullying, report, block, privacy, safe, unsafe, choice, permission, communication	
Unit Aim	This unit explores choosing appropriate online activities, understanding who to trust online, protecting personal information, recognising online risks, including bullying and scams, managing screen time for wellbeing and being responsible digital citizens who know how to report concerns.	
Future Learning	Year 4: What is fake news? How do I decide who to trust online? Year 5: Who decides what I experience in the online world? How do I thrive online? Year 6: How can I evaluate the information I see online? How can I stay safe and positive online?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people’s differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.	

	Spring 2	
Topic	Our online lives: How can I be kind and happy online?	
Prior Learning	• Pupils should know from previous learning that the internet can be used for playing, learning and communicating with others but requires safety awareness. • Pupils should understand that people online may not always be who they say they are and that they should talk to a trusted adult if something online feels wrong or uncomfortable. • Pupils may know that the same principles of kindness and respect that apply in person also apply online and that unkind behaviour can hurt others.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u> • I can describe enjoyable things to do online and explain how to keep personal information safe. • I can explain how to get help if I'm feeling uncomfortable online. • I can explain how to be a good friend online. • I can identify online images, questions and comments that are inappropriate. • I can recap the principles of staying safe online.
	Communication Emotional literacy Self-regulation Critical thinking Decision-making Problem-solving Resilience Cooperation Independence Reflection	
	<u>British Values</u> Individual liberty Rule of law Mutual respect and tolerance Democracy	
Vocabulary	Online, internet, friendship, kindness, respect, personal information, private, privacy, safe, unsafe, trusted adult, uncomfortable, inappropriate, boundaries, consent, communication, comment, image, message, cyberbullying, report, block, help, responsible, digital citizen, online safety	
Unit Aim	This unit covers understanding the rules for online friendship and kindness, identifying when questions are too personal, recognising uncomfortable feelings online, and knowing how to respond. It also includes enjoying favourite online activities safely and creating positive online experiences.	
Future Learning	Year 4: How do I decide who to trust online? What is fake news? Year 5: Who decides what I experience in the online world? How do I thrive online? Year 6: How can I evaluate the information I see online? How can I stay safe and positive online?	
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask	

	for help.
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	<u>Summer 1</u>	
Topic	Physical health: How can I get active and eat well every day? Staying safe and healthy: How can I stay safe while out and about?	
Prior Learning	Physical health: How can I get active and eat well every day? - Pupils will know from previous learning that eating a variety of foods from different food groups helps to keep them healthy and gives them energy to grow, play and learn. - Pupils should understand that some foods are healthier choices than others and that drinking water regularly helps the body to work properly. - Pupils will recognise from other learning that physical activity and exercise help to keep their bodies strong, healthy and full of energy. Staying safe and healthy: How can I stay safe while out and about? - Pupils should know from Year 1 and Year 2 about dangers inside and outside the home such as sharp objects, traffic, hazardous substances and water and be able to identify common risks. - Pupils should understand from earlier learning that following safety rules such as using crossings, wearing seatbelts and staying with adults helps to keep people safe. - Pupils should be familiar with identifying trusted adults such as parents, carers and teachers who help keep them safe, and should know they should tell an adult if worried about something.	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u>
	Communication Critical thinking Decision-making Problem-solving Self-regulation Independence Resilience Reflection	Physical health: How can I get active and eat well every day? - I can explain how bones and muscles make my body strong. - I can describe how being active keeps my bones and muscles healthy. - I can explain which foods help to keep my body healthy. - I can describe what a healthy week looks like and why it is important. Staying safe and healthy: How can I stay safe while out and about?
	<u>British Values</u>	
	Individual liberty Rule of law Mutual respect and tolerance Democracy	

		• I can describe dangers around water and explain how to keep safe. • I can describe dangers around roads and explain how to stay safe. • I can describe dangers around railways and explain how to stay safe.
Vocabulary	Physical health: Physical activity, exercise, healthy, balanced, nutrition, diet, food groups, nutrients, energy, strength, muscles, bones, wellbeing, hydration, water, active, healthy choices, portion, plan, routine Staying safe and healthy: Risk, danger, safety, safe, unsafe, road, traffic, pedestrian, crossing, road crossing, railway, level crossing, platform, water safety, emergency, emergency services, 999, lifeguard, warning, hazard, responsibility, rules, consequences, trusted adult	
Unit Aim	Physical health: How can I get active and eat well every day? This unit emphasises keeping the body strong through regular physical activity and balanced nutrition, planning a healthy week with daily activity, making an activity plan, choosing foods carefully to support health and energy and understanding the connection between diet, exercise and wellbeing. Staying safe and healthy: How can I stay safe while out and about? This unit teaches pupils about recognising and avoiding dangers near roads, understanding water safety, staying safe near railways and level crossings and knowing how to call emergency services if needed. Pupils learn to assess risks and make safe choices in different environments.	
Future Learning	Physical health Year 4: What makes a balanced lifestyle? Year 5: Is it hard to be healthy? Year 6: How can I take responsibility for my health? Staying safe and healthy Year 4: How do I avoid getting ill?	

	Year 5: How can I avoid harm? Year 6: How can I take responsibility for my health
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.

	<u>Summer 2</u>	
Topic	SRE: Christopher Winter	
Prior Learning	Year 1: Understand we are all different, learn how children grow and change, explore different types of families and who to ask for help, identify who can help when families make us feel unhappy or unsafe. Year 2: Identify differences between males and families, understand how this is part of a lifecycle, focus on sexual differences and name body parts	
Knowledge	<u>PSHE Skills</u>	<u>Essential Knowledge</u> • I can explore the differences between males and female bodies • I can consider appropriate and inappropriate physical contact and consent • I can explore different types of families and who to go for help and support
	Communication Emotional Literacy Self-regulation Critical Thinking Decision-making Problem-solving Cooperation Independence Reflection	
	<u>British Values</u> Individual liberty Rule of law Mutual respect Democracy	
Vocabulary	Male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship, stereotypes, gender roles, similar, different, consent, appropriate, inappropriate	
Unit Aim	By the end of the unit, understand and respect differences in bodies, families and relationships, recognise personal boundaries and consent, communicate appropriately, make safe and healthy choices, and know how to seek help and support.	
Future	Year 4: Explore the human lifecycle, identify some basic facts about puberty, explore how puberty is linked to reproduction, explore respect in a range of relationships, explore	

Learning	characteristics of healthy relationships Year 5: Explore the emotional and physical changes occurring in puberty, understand male and female changes in more detail, explore the impact of puberty on the body and the importance of physical hygiene, explore the ways to get support during puberty Year 6: Consider puberty and reproduction, exploring the importance of communication and respect in relationships, consider different ways people might start a family
KS2 End Point	To understand and manage my feelings, build healthy relationships, respect people's differences and personal boundaries, make safe and healthy choices, stay safe online, and know how to ask for help.