

Southway Primary School RHE Overview – YEAR THREE

Vertical Concepts (informing disciplinary knowledge): Relationship Education; Physical Health & Well Being; Digital Media Literacy; Emotional Health & Well Being

Vision Statement:

Our RHE curriculum at Southway Primary School is designed around the West Sussex Education for Safeguarding framework. The four cornerstones are:

Relationship Education

Our curriculum is designed to enable children to build the foundations for a future of healthy relationships. The content aims to give children the 'tools' necessary to form and sustain relationships with others that are based on mutual respect. We aim for them to understand what a balanced relationship is. Acceptance and respect for both ourselves and others as individuals will be the basis from which the children can learn how to manage conflict in a healthy way which helps to preserve relationships.

Physical Health and Wellbeing

The relationship between food, exercise, and the choices we make as individuals will be explored so that the children are able to develop good habits in relation to food, hygiene, and exercise. We aim to teach the children some basic emergency life skills within this curriculum so that they are aware of who to turn to when things go wrong.

Digital and Media Literacy

This module will cover topics that include safety online, being critical when looking at online information, online relationships, reputation, influence, and managing time online. We want our children to develop the necessary skills to keep themselves safe both physically and emotionally when online.

Emotional Health and Wellbeing

The children will learn how healthy relationships and care of our physical health all play a part in building resilience to help in times of challenge. However, as we all need help sometimes this module is about teaching children that they are not alone and where help can be found.

To further support the children and families at Southway Primary, we have a Safeguarding team and Inclusion team. Courtyard Club supports those children who find the hour of unstructured time at lunch a challenge and operates daily.

Our ethos at Southway Primary is to have a 'growth mindset' and enable our pupils to develop confidence in themselves by giving them memorable experiences and a positive learning environment. We look to embed the Southway Seven wherever possible, through assemblies, conversations, modelling and teaching across the curriculum.


Substantive Knowledge	Disciplinary Knowledge	Year 3	
Relationship Education		Links to other areas of the curriculum	Resources
Family & friendships, online relationships, identity, being safe, feelings & attitudes			
<u>Family and friendship</u> <ul style="list-style-type: none"> • How to form a friendship that is balanced and respects an individual's preferences and privacy. • identify peaceful ways to solve problems that might arise in a friendship. • how to set boundaries to protect your own personal preferences and privacy. • What commitment means and how people show commitment in different ways • How things can change in good and not so good ways in a family and to cope with these changes 	<u>Family and friendship</u> <ul style="list-style-type: none"> • be able to recognise a genuine, balanced friendship • have the confidence to protect their own personal boundaries and privacy. • Be able to solve some conflicts within a friendship in a respectful manner. • Explain what commitment means and why it is important • Explain what changes can happen in a family and how they can affect the members of the family. • Identify some ways to help cope with the change 		<u>Discovery Education Health and Relationships, Health and Happy friendships unit:</u> <ul style="list-style-type: none"> • Video the friendship tree • 1) what makes a good friend • 2) Personal space • 3) Resilience <u>Discovery Education Health and Relationships, families and committed relationships unit:</u> <ul style="list-style-type: none"> • Video • 1) commitment and marriage • 2) All change! • 3) family changes: when parents separate
<u>Similarities and differences</u> <ul style="list-style-type: none"> • To know that there are many things that make us unique and we are similar and different to others in many ways • How to value and show respect for everyone's differences • What we mean by 'community' • What people in a community share • Learning about our school community and the things that link us 	<u>Similarities and differences</u> <ul style="list-style-type: none"> • Describe the things that make us who we are • Explain differences between people • Demonstrate respect towards others' differences • Describe what a community is and what people in a community share • Explain how our school community is formed and how the people in it are linked 		<u>Discovery Education Health and Relationships, Similarities and Differences unit:</u> Video you can do anything <ol style="list-style-type: none"> 1. Different but equal 2. Our school community 3. Valuing one another and considering people's feelings

	<ul style="list-style-type: none"> Identify some of the other communities that people in our school belong to 		
<u>Online relationships and media</u> <ul style="list-style-type: none"> Identify what things people might want to keep things private and how to keep things in private in real and virtual situations. 	<u>Online relationships and media</u> <ul style="list-style-type: none"> recognise when people might want to keep things private. Understand why it is important to respect someone's privacy. 		See DML curriculum
<u>Being safe/responsibilities</u> <ul style="list-style-type: none"> Be able to identify 5 adults they can trust and how to ask for help. know that everyone has a right to have their 'body space' respected and that they should respect others body space. To recognise the physical signs our bodies give us when we are feeling unsafe or scared What being responsible means Who and what we can be responsible for Why it is important to act in a responsible way 	<u>Being safe</u> <ul style="list-style-type: none"> To name 5 trusted adults Respect their own and others' bodies. know the difference between appropriate and inappropriate touch. recognise that physical contact that is aggressive or hurtful is not acceptable. Understand there is a difference between accidental and purposeful hurting Explain what being responsible means Describe our own and others' responsibilities Explain why it is important to be responsible 		<u>Discovery Education RHE unit:</u> Video Anita Care-More <u>caring and responsibility</u> <ol style="list-style-type: none"> Being responsible Responsibility and personal space Caring and empathy
<u>Feelings and attitudes</u> <ul style="list-style-type: none"> what responsibilities we have to care for and help others what is empathy and why it is important to show empathy towards others 	<u>Feelings and attitudes</u> <ul style="list-style-type: none"> describe the responsibilities they have to care for others and show ways they help others in and out of school describe what empathy is and why it is important to care for others 		<u>Discovery Education RHE unit:</u> Video Anita Care-More <u>caring and responsibility</u> <ol style="list-style-type: none"> Caring and empathy

<p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> demonstrate strategies to use if someone's behaviour (touch or unwanted attention) makes them worried or uncomfortable. Develop strategies to break confidence or not keep secrets that feel uncomfortable 	<p><u>Worries and asking for help</u></p> <ul style="list-style-type: none"> Understand if they have been asked to keep something private, but it is making them feel unsure, uncomfortable, or hurt about something they should tell an adult they trust (even if they have been asked not to) Be able to name 5 trusted adults 		<p>Discovery Education RHE unit: Video Anita Care-More</p> <ol style="list-style-type: none"> Responsibility and personal space <p><u>Teaching point:</u> Know The Difference: SECRETS: can make us nervous, sad or scared exclude others have no end date SURPRISES: make is feel good, happy, excited are shared with others come out eventually</p>
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<p align="center"><u>Physical Health & Well Being</u></p> <p>Keeping safe & taking risks, emergencies, hygiene & protecting health, drugs, alcohol & tobacco, eating well & being active</p>		<p align="center"><u>Links to other areas of the curriculum</u></p>	<p align="center"><u>Resources</u></p>
<p><u>Safety Rules and laws</u></p> <ul style="list-style-type: none"> Explore practical examples for why rules are needed. 	<p><u>Safety Rules and laws</u></p> <ul style="list-style-type: none"> Know why rules and laws are made and why they are important 		
<p><u>Responsibility to be safe/what to do in an emergency/who can help</u></p> <ul style="list-style-type: none"> Discuss ways to keep ourselves safe. Discuss what is meant by 'risk', 'danger' and 'hazard'. How to ask for help for help in different scenarios 	<p><u>Responsibility to be safe/what to do in an emergency/who can help</u></p> <ul style="list-style-type: none"> Be able to explain the terms risk, danger and hazard. Identify ways they can keep themselves safe. Know how, and who to ask for help in different situations. 		<p>Discovery Education Healthy Bodies, <u>Healthy minds unit</u></p> <p>Video: Healthy Habits</p> <ol style="list-style-type: none"> The power of sleep Making Healthy food choices Germ

<p><u>Hygiene & protecting health</u></p> <ul style="list-style-type: none"> • Revisit basic hygiene routines <p><u>Dental health</u></p> <ul style="list-style-type: none"> • Understand that good dental hygiene helps our overall health not just teeth <p><u>Eating well & being active</u></p> <ul style="list-style-type: none"> • Recap factors that affect overall health: healthy eating habits, regular exercise and sleep routines 	<p><u>Hygiene & protecting</u></p> <ul style="list-style-type: none"> • Talk about ways to prevent infection <p><u>Dental health</u></p> <ul style="list-style-type: none"> • Have established good dental hygiene routines <p><u>Eating well & being active</u></p> <ul style="list-style-type: none"> • Demonstrate habits that contribute to their overall good health 		
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<p>Digital Media Literacy</p> <p>Staying safe online, online content & critical thinking, self-image, mental health & well-being, online relationships & cyberbullying, online reputation</p>	<p>Links to other areas of the curriculum</p>	<p>Resources</p>												
<div style="text-align: center;"> <p>Year 3: PSHE e-Safety unit</p>  <table border="1" data-bbox="672 869 1534 1364"> <thead> <tr> <th>Lesson Title</th> <th>e-Safety success criteria [& Project Evolve resources]</th> </tr> </thead> <tbody> <tr> <td>1 Self image and identity</td> <td> <ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how people can represent themselves in different ways online. • I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. </td> </tr> <tr> <td>2 Online relationships 1</td> <td> <ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. </td> </tr> <tr> <td>3 Online relationships 2</td> <td> <ul style="list-style-type: none"> • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. </td> </tr> <tr> <td>4 Online bullying</td> <td> <ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. </td> </tr> <tr> <td>5 Health and wellbeing</td> <td> <ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on anyone. I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites). </td> </tr> </tbody> </table> </div>			Lesson Title	e-Safety success criteria [& Project Evolve resources]	1 Self image and identity	<ul style="list-style-type: none"> • I can explain what is meant by the term 'identity'. • I can explain how people can represent themselves in different ways online. • I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming, using an avatar, social media) and why. 	2 Online relationships 1	<ul style="list-style-type: none"> • I can describe ways people who have similar likes and interests can get together online. • I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. 	3 Online relationships 2	<ul style="list-style-type: none"> • I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. • I can explain how someone's feelings can be hurt by what is said or written online. • I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos. 	4 Online bullying	<ul style="list-style-type: none"> • I can describe appropriate ways to behave towards other people online and why this is important. • I can give examples of how bullying behaviour could appear online and how someone can get support. 	5 Health and wellbeing	<ul style="list-style-type: none"> • I can explain why spending too much time using technology can sometimes have a negative impact on anyone. I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged. • I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).
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Emotional Health & Well Being		<u>Links to other areas of the curriculum</u>	<u>Resources</u>
Emotional resilience, sense of self, well-being, relationships, transition			
<ul style="list-style-type: none"> • The link between our physical health and our mental health • How healthy relationships are beneficial for EHWB • How changes can affect our lives and makes us feel. Where/who we can go to for help if we need it • That change is part of growing up and life in general. Change can often be positive 	<ul style="list-style-type: none"> • Explain the ways that our mental health can be affected by how we look after our bodies (see PHWB) • Talk about the relationships they have that are important to them and why (see Relationship Ed) • Discuss the impact of some changes and how they can make us feel • Talk about people who can help them if they need it (Identify the 5 people in their support team) 	<p><u>Discovery Education: Coping with change:</u> video: When Bailey’s dog died</p> <ol style="list-style-type: none"> 1. New changes 2. Feeling sad and showing empathy 3. Happiness 	