

Deykin Avenue J.I. School – Relationships and Health Education scheme of work for Year 3

British Values and Law	Healthy Relationships	Keeping Myself Safe	My Healthy Body
Unit 1: British Values and Law			
Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE	
<ul style="list-style-type: none"> • that in school and wider society, they can expect to be treated with respect by others, and that in turn, they should show due respect to others, including those in positions of authority. (Regardless of gender, race, religion, sexuality, disability, beliefs, etc) • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. (Boys can dance, skip and be nurses; girls can play football, rugby and be a mechanic.) • what is meant by mutual respect and tolerance of different faiths and how we can support this. • that there are many social groups in society in terms of culture, religion, age, etc • that people live their lives in different ways and that different cultures may have different life patterns 	<ul style="list-style-type: none"> • Use of drama strategies to explore relevant views – role play, hot-seating, for example, on permission to go to a disco, vegetarianism, choice of clothes. • Decision-making games. • Value of different cultures modelled, for example, through literacy or collective worship involving visitors. • Discussion what is meant by mutual respect and tolerance of different faiths, and people with no faith, and an introduction to hate crime (because of someone’s race, skin colour, religion, etc) • Find examples of paid, voluntary, self-employed, domestic and other forms of work. • Survey of all the jobs and work done in school, and interviews with adults in school or visitors. • Use of local maps and newspapers to identify work in the district. • Inviting parents to talk about their work. • Gender issues in relation to work and home roles. • Discuss what stereotype means and how these can upset people • Watch videos re disabled people and how they want to be accepted as being ‘normal’ and able to do what they want (possible video clip https://www.youtube.com/watch?v=HXEEh6UteEo – common mistakes • Gender stereotypes - https://www.youtube.com/watch?v=Ulh0DnFUGsk • Lessons 1-5 Year 3 Birmingham plans – Being part of the wider world – additional links to RSHE 		

- the range of jobs carried out by people they know and what they like/dislike about their work
- ways in which different types of work are similar or different to each other

Unit 2: Healthy Relationships

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. (Also recognise how they impact on the feelings of others, eg, name calling and gossiping can make people feel sad) • the characteristics of friendships and support with problems and difficulties. (What makes a friend? What helps and hinders friendships? How can we resolve differences?) • that healthy relationships are positive and welcoming towards others, and do not make others feel lonely or excluded. • the conventions of courtesy and manners • how to initiate friendships. • how to recognise their own and someone else's feelings • how to respect other people's feelings, decisions, rights and bodies, whether they are friends or not. • the difference between falling out with someone and bullying them. • the different types of bullying – physical, emotional, cyber, 	<ul style="list-style-type: none"> • How do we make each other happy, sad or cross? Make someone feel special, choose a child of the week and give them positive comments. One thing I like about...is.. • Watch https://www.youtube.com/watch?v=nMN4JZ8crVY – You've Got a Friend In Me from Toy Story • Consequence diagram/tree. • Use family decisions/dilemma type stories/poems/plays as a focus for family dilemma discussions. • Circle time and interviewing in pairs on the qualities of a good friend. • Writing about friends – record what makes them happy, sad or cross about friends and pass round for discussion to show that we are all different. • Role play to explore difficulties in friendships. • Situation cards about situations in friendships to be acted out through role play – saying “No”, helping a friend, etc. • Anti-bullying Week activities – focus on the different types of bullying and what to do to stop it. • Use poetry to express feelings about good friendships or about being bullied. • Discussion that friendships are equal – it is not one person who decides what to play, or who to invite into games, etc. All friends are equal and have an equal say. • Children know that they can play with other people – boys and girls – and that this does not mean they are no longer friends with the usual people they play with. • Year Three lesson – Women's Aid – Resolving Conflict and Where To Get Help. <p style="color: red; font-weight: bold; margin-top: 10px;">ONLINE RELATIONSHIPS EVOLVE</p> <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. • 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. 	<ul style="list-style-type: none"> • Caring friendships • Respectful friendships

homophobic, etc and what to do if it happens to you.

- 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.

Unit 3: Being Safe in the Outside World

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • about the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe. (Examples of good and bad secrets.) • that each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical and other, contact. (PANTS rule –safeguarding.) • how to recognise and report feelings of being unsafe or feeling bad. (Trusted adult. Risks they may take, eg, taking a shortcut home which puts them in danger – link to consequences.) • the importance of road safety as a pedestrian, and the importance of wearing seat belts. • the potential dangers of water and how to avoid risks. • about different types of bullying, the impact of bullying and how to get help. • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as face-to-face relationships, including respect for others, even when anonymous. 	<ul style="list-style-type: none"> • Freeze frame activity – explore unforeseen situations which might happen on their outings, e.g. someone getting left behind, scared, and worried. Ask the children how they might deal with the situation, what they might be thinking. Write their thoughts using speech bubbles • Ask the children to think of places and people with whom they feel really safe. Then ask them to imagine situations in which they may feel unsafe. What feelings do they experience in each situation? Are there times when they put themselves in these situations? Eg, take risks? • Discuss the physical contact that is generally acceptable and that which is unacceptable. Draw and write what you think may happen after different situations, e.g. being tickled and not enjoying it, being cuddled by someone they are not happy with. • Watch first part of https://www.youtube.com/watch?v=vbM0SLcqZa8 – My Underpants and explain that if a doctor etc needs to examine us, they always ask our permission first. Who else may need to see our private parts and why? (Parents) • What can they do if they are made to feel uncomfortable? • Watch Run, Run, Run, Yell and Tell to discuss what to do if an adult or someone else tries to hurt us https://www.youtube.com/watch?v=g0dHB3HWzbY . • With friends, seek permission before hugging them etc – some people (children and adults) do not like physical touch. My body, my rules. • Practical activity using play road equipment – how to use the zebra crossing/lights. • PCSO in to talk to the children about the importance of wearing a seat belt. Maybe around in mornings/home time to speak to the parents as well. • Never swim alone - https://www.youtube.com/watch?v=g0dHB3HWzbY . • Dangers of canal swimming - https://www.youtube.com/watch?v=nSiUDBkTsNI . • Circle time – “I don't like it when ...”, “I think a bully is ...”, “I would help someone who was being bullied by ...”. • Teacher-led explanations of how to report concerns/incidents. • Watch https://www.youtube.com/watch?v=GAXBz5kC3CQ – CBBC about staying safe, not having ‘friends’ and digital footprint. • Make links to cyberbullying – the effects this can have on people is the same as if they are being bullied in ‘real life’. • Role play activities. • Posters showing how to stay safe online – for themselves and/or younger children. • How can we all help to make our school a safe place to be? 	<ul style="list-style-type: none"> • Being safe • Respectful relationships • Online relationships • Internet safety and harms

<ul style="list-style-type: none"> • the rules for keeping safe online, how to recognise risks and how to report harmful content/contact. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • how they contribute to making the school environment a safe place • the different risks and situations and decide how to behave responsibly • how to develop skills for weighing up the choices involved in and the reasons for and against taking risks • the difference between the short and long term consequences of taking a risk 	<p>Actions and consequences cards/activity – think of examples of good and bad consequences. All actions have consequences – think what the consequences our actions will have before we make our choice.</p> <p>SELF IMAGE and IDENTITY EVOLVE – 1 Lesson</p> <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. ALL ONE LESSON <p>ONLINE BULLYING EVOLVE – 2 lessons</p> <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. <p>PRIVACY AND SECURITY EVOLVE – 1 lesson</p> <ul style="list-style-type: none"> • I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. 	
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Unit 4: My Healthy Body

Pupils should know...	Suggested Teaching and Learning Activities	Links to RSHE
<ul style="list-style-type: none"> • what constitutes a healthy diet. • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating. • about dental health, including regular check-ups at the dentist. • the facts about legal and illegal harmful substances and associated risks, eg, smoking, alcohol, drug-taking. • that mental wellbeing is a normal part of daily life, in the same way as physical health. • how to recognise and talk about their emotions and their own and others' feelings. • that bullying has a negative and often lasting impact on mental wellbeing. 	<ul style="list-style-type: none"> • Brainstorm feelings. • Cards with scenarios for role play. • On 2 paper plates children draw healthy foods and unhealthy foods. • Look at wheel of good health find foods and discuss balanced diet. • Cook some healthy food/prepare a healthy meal. • My favourite food is...circle time activity • Pairs or small groups, children list why they think they need to eat and drink. Categorise replies under headings of growth/energy/feeling good and enjoyment • Invite the school nurse/a dentist in to talk about dental hygiene. • What drugs are found in the home – sorting and drawing/writing activities. Sort into everyday drugs such as alcohol, tobacco and medicines. • Ask the children when people need drugs, e.g. prevention of illness, vaccination for travel, curing illness, emergencies, painkilling, lead normal life (asthma). • Discuss why some people smoke. This is a legal activity for over 18s. • Circle time re feelings and emotions. It is okay if we feel angry or sad but not if we bottle it up. Who can we talk to? The consequences of us being angry, however, can be negative and impact on ourselves and other people. • Bullying can have physical consequences (being hit and therefore bruised) as well as mental consequences (feeling of 'it's my fault', 'everybody hates me', etc.) <p style="color: red; text-align: center;">HEALTH WELL BEING AND LIFESTYLE EVOLVE</p> <p style="color: red; text-align: center;">I can explain why spending too much time using technology can sometimes have a negative impact on anyone, e.g. mood, sleep, body, relationships; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged (e.g. doing homework, games, films, videos).</p> <p style="color: red; text-align: center;">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).</p>	<ul style="list-style-type: none"> • Healthy eating • Drugs, alcohol and tobacco • Health and prevention • Mental wellbeing