

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 3

NYCC Outcomes	Slingsby Outcomes
Me and my relationships	
I can identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline.	I know that there are different types of relationships. I know how to maintain a positive, healthy relationship (online). I know how to maintain a positive, healthy relationship (offline).
I understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy.	I understand that relationships both on and offline may change over time. I know how to ask for help if a relationship make me unhappy.
I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them.	I know what kind of physical contact is acceptable and what is unacceptable. I know how to respond to unacceptable physical contact. I know who to tell if I receive unacceptable physical contact.
I understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult.	I can explain the difference between secrets and surprises. I understand that I should not keep adult secrets both online and offline. I know when to support a friend to tell a secret to a trusted adult.
I know how other families are similar or different to mine (this includes same sex), I respect those differences and I know families as characterised by love and care.	I know how other families are similar or different to mine (this includes same sex). I respect how families are different. I know that families love and care for each other.
I understand that it is OK to be different to others.	I understand that it is okay to be different to others.
I understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring.	I identify how humans grow and change (baby to elderly). I know that as I gain increasing independence, I will gain new opportunities and responsibilities both online and offline. I can identify ways I am more independent now, from when I was younger. I can describe additional responsibilities that I have now compared to when I was younger (in class, school and at home).
I can name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention.	I can name people who look after me. I can name trusted adults. I know that I should go to these trusted adults if I am worried about anything online or offline. I know how to attract the attention of a trusted adult if I am worried about anything online or offline.
I know how to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g not violent.	I know how to be a good friend both online and offline. I know how to manage a fall out with a friend without a physical reaction e.g not violent.
I can describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies).	I can describe what bullying is like offline. I can describe what bullying is like online. I know how to deal with bullying, even if I am not the one being bullied (how to recognise it, how to seek help and coping strategies)

Slingsby CP PSHE & RSE Scheme of Work 2020

Year 3

I can empathise with other people and understand how people can react differently to the same situation.	I can empathise with other people. I can understand how people can react differently to the same situation.
I can listen to and show respect for the views of other both on and offline .	I can listen to and show respect for the views of others online. I can listen to and show respect for the views of others offline.
I know the importance of valuing myself.	I know the importance of valuing myself.
I can recognise and challenge stereotypes (including supporting trans children).	I can recognise and challenge stereotypes (including supporting trans children).
I know about change and loss including separation, divorce and bereavement and the associated feelings.	I know about change and loss including separation, divorce and bereavement. I know how people can feel when things change or there is a loss.
Keeping myself safe	
I can identify and explain how to manage risks in different situations including on and offline.	I can identify risks in different situations including online and offline. I can explain how to manage risks in different situations online and offline.
I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline.	I can make judgements and decisions and use basic techniques for resisting negative peer pressure both on and offline.
I can explain how my behaviour may have consequences for myself and others both on and offline	I can explain how my behaviour may have consequences for myself and others offline. I can explain how my behaviour may have consequences for myself and others online.
I can demonstrate basic safety procedures when using medicines, sun protection, crossing roads, riding a bike, swimming etc.	I can demonstrate basic safety procedures when using medicines. I can demonstrate basic safety procedures when riding a bike. I can demonstrate basic safety procedures when crossing roads. I can demonstrate basic safety procedures in the sun. I can demonstrate basic safety procedures when swimming.
I know school rules for health and safety, basic first-aid procedures and where to get help for myself and others in need including how to call 999 in an emergency.	I can identify school rules about health and safety. I can give reasons for having school rules about health and safety. I can identify school rules about basic first aid procedures. I can give reasons for having school rules about basic first aid procedures. I can explain that an emergency is a dangerous or serious situation, such as an accident, that happens suddenly or unexpectedly and needs immediate action. I can explain where and how to get help if they feel a situation is unsafe or in an emergency
I know the internet has many benefits but I know I need to balance my time spent on and offline and adhere to the age rating of computer games.	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). 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).
I have a growing understanding of a range of risks when communicating online and I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.	I have a growing understanding of a range of risks when communicating online. I can demonstrate ways of reducing the risk to ensure myself and my friends are safe online.

Slingsby CP PSHE & RSE Scheme of Work 2020

Year 3

I know how to report concerns and get support with issues online.	I know how to report concerns and get support with issues online.
My healthy lifestyle	
I can make choices about my lifestyle to improve my health and well-being and recognise that choices can have good and not so good consequences.	<p>I can recognise what makes a balanced diet.</p> <p>I can identify what food I think should be eaten regularly to maintain good health.</p> <p>I can identify what or who helps me decide what to eat and drink.</p> <p>I can recognise when I have opportunities to make choices about food and drink.</p> <p>I can explain what I need to consider when making these choices.</p> <p>I can recognise that exercise is important when staying healthy.</p> <p>I can recognise that it is important to keep my mind health and not just my body.</p>
I know what are the good habits for looking after my growing body both physically and emotionally on a daily and regular basis.	<p>I can identify what a habit is.</p> <p>I can identify habits that help us and habits that do not.</p> <p>I can identify some examples of healthy habits.</p> <p>I can recognise that although it can be difficult, unhelpful habits can be changed or stopped</p>
I know the benefits of physical exercise and time outdoors.	I know the benefits of physical exercise and time outdoors for my physical and mental health.
I know how to look after my mental wellbeing through some self care techniques e.g relaxation, benefits of hobbies and interest	I know how to look after my mental wellbeing through some self-care techniques e.g relaxation, benefits of hobbies and interests etc.
I can communicate my feelings to others, recognise how others show feelings and know to respond appropriately.	<p>I can communicate my feelings to others.</p> <p>I can recognise how others show feelings.</p> <p>I know how to respond appropriately to other people's feelings.</p>
I understand what being resilient means to me and I have strategies I can use.	<p>I know that being resilient means that I don't give up.</p> <p>I have strategies that I can use to be more resilient.</p>
I can understand why other people are behaving as they are when they are finding change difficult.	I can understand why other people are behaving as they are when they are finding change difficult.
Me and my future	
I know how to look after and handle money in everyday situations.	I know how to look after and handle money in everyday situations.
I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.	I can make simple financial decisions and consider how to spend money, including pocket money and contributions to charity.
I know there are different ways to gain money, including earning it through work.	<p>I know that there are different ways of gaining money, including going to work.</p> <p>I can recognise that being enterprising is about having an idea, developing it and gaining something (e.g. money) from doing so.</p> <p>I can give examples of being enterprising in school (e.g. eco council growing and selling produce, toy sales, fundraising events).</p> <p>I can describe or demonstrate some of the skills that are needed to help to raise / make money at these events.</p>
I understand that money is a finite resource for individuals, institutions and the community.	I understand that money is a limited resource for individuals, institutions and the community.
I begin to understand why we have charities.	I can explain why we have charities.

Slingsby CP PSHE & RSE Scheme of Work 2020
Year 3

I can explain why people work and the different jobs that people do and can challenge some of the work stereotypes.	I know that people work so that they can earn money. I know that women and men can do a range of jobs.
I am aware that the learning choices I make will affect my future options.	I am aware that the learning choices I make will affect my future options.
I can talk positively about what I like to do and what I would like to do in the future.	I can talk positively about what I like to do. I can talk about what I would like to do in the future.
I can identify positive achievements during my time in Year 3.	I can identify positive achievements during my time in Year 3.
I can identify my strengths, areas for improvement and set myself some goals for Year 4.	I can identify my strengths, areas for improvement and set myself some goals for Year 4.
Becoming an active citizen	
I can participate in making and changing rules.	I can participate in making and changing rules.
I know why different rules are needed in different situations.	I know why it is important to have rules at school. I know why it is important to have rules at home. I know why different rules are needed in different situations.
I know that choices we make can impact on the local, national and global communities.	I can give suggestions of how they can make a difference to local and world-wide environment issues. Examples: turning off lights recycling fairtrade
I know where to find impartial advice to inform my decision making.	I know where to find impartial advice to inform my decision making.
I understand the media can be biased.	I understand the media can be biased.
I can empathise with other people and situations through topical issues, problems and local and global events.	I can empathise with other people. I can empathise with situations through topical issues, problems and local and global events.