

Teaching and Learning about Human Relationships and Sex Education Year 3

- Core Theme 1: Growing in love for myself and God
- Core Theme 2 Growing in love for family, friends, faith and community
- Core Theme 3 Growing in love for my character and well-being

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Objective		When covered?		Statutory Guidance and Context					
Core Theme 1	Value themselves as a child of God, believing life is precious and their body is God's gift to them to be treated with respect and care		Christian Family		Being Safe: That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Genesis- Creation Sacrament of Baptism & welcome to God's family						
			Being a Christian								
	Begin to be thankful for the Gifts of God		Christian Family		Think about the gifts we have. Why is this gift special to me?						
	Recognise cause and effect in their actions and take personal responsibility		Ongoing		Caring Friendships: That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.						
	Pupils should build on their learning about the main body parts and internal organs Pupils should learn how to keep their bodies healthy		Science Nutrition		Mental Well-Being: The benefits of physical exercise, time outdoors, community participation, voluntary and service based activity on mental well-being and happiness. Healthy Eating: What constitutes a healthy diet (including understanding calories and other nutritional content) The characteristics of a poor diet and risks associated with unhealthy eating (including for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health)						
Core Theme 2	To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice based language) how to respond and ask for help.		Internet Safety Day		RR about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.						
	To value the diversity of national, regional, religious and ethnic identities in the United Kingdom and beyond.		Multi Faith Week		RR the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.						
	About forgiveness, recognising it's importance in relationships and know something about Jesus' teaching on forgiveness		Called to Change		Caring Friendships: That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded Respectful Relationships: Practical steps they can take in a range of different contexts to improve or support respectful relationships.						

			Sacrament of Reconciliation Teaching of Forgiveness by Jesus
	About relationships in families. That relationships in all families should be respectful and they should respect other families and look for what is shared in common rather than emphasise difference	The Christian Family	Families: Characteristics of a healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives and that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that each other children's families are also characterised by love and care.
	That, with their family, they share responsibility for staying healthy and safe and they may be supported by other agencies to maintain well-being.	The Christian Family	Teachers should...talk about the steps pupils can take to protect and support their own and others' health and well-being, including simple self-care techniques, personal hygiene, prevention of health and well-being problems and basic first aid.
	That being part of a community means working together for common aims	The Christian Family	Respectful Relationships: That in school and in 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.
Core Theme 3	That giving time to prayer and reflection is a way of growing in understanding of themselves and their own character, as well as deepening their relationship with God.	Ongoing	Liturgy and Worship in class, school and church
	About change including transitions (between key stages and schools) loss, separation, divorce and bereavement. For example, loneliness when starting a new school, confusion following family changes or isolation following a bereavement as no one knows what to say.	New to Year 3 Transition Work	MW isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
	To manage their personal safety. That they are responsible for managing the risks they are exposed to, pressure to behave in an unacceptable, unhealthy or risky way can come from many sources such as people they know and media.	Online Safety Computing	
	To extend their vocabulary of emotion, to explain both the range and intensity of their feelings to others and to recognise that they may experience conflicting emotions and when they might need to listen to their emotions and some ways to control them.	Initial HRSE Lesson	MW how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

	That all people have worth and dignity as creations of God. All lives have purpose and we are all created equal	Being a Christian	
	Christians believe that they should work for justice for all people because everyone has equal worth in the eyes of God	CAFOD Special Place	During Lent how can we give alms, prayer and fast.

Areas in the Statutory Guidance not included in HRSE

The following areas require additional content to that in the HRSE programme of study or are not covered at all. However, many of them are already covered in PSHE lessons, science and health and well-being teaching and learning.

PRIMARY AGE RANGE - AREAS NOT COVERED IN THE HRSE PROGRAMME OF STUDY

ONLINE RELATIONSHIPS

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

BEING SAFE areas requiring additional coverage are in red. Though many of the areas are covered in the Programme of Study, safeguarding requirements mean each school should check these areas are covered in the context of their own safeguarding policy with particular reference to online safety.

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. In a Catholic context, we teach our bodies are a precious gift.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult. This needs emphasising in each school's context.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse in their school context, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

MENTAL WELL BEING

- It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

INTERNET SAFETY AND HARMS

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being.
- 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.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

PHYSICAL HEALTH AND FITNESS Many areas are partially covered in Core Theme 3

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

HEALTHY EATING

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

DRUGS, ALCOHOL AND TOBACCO

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

HEALTH & PREVENTION

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

the facts and science relating to allergies, immunisation and vaccination.

BASIC FIRST AID

- how to make a clear and efficient call to emergency services if necessary.

concepts of basic first-aid, for example dealing with common injuries, including head injuries

