

Year 3

Living in the Wider World

Learning Objective	Learning Outcomes
<u>LOL7: our responsibilities, rights and duties (home, school and the environment)</u>	<ul style="list-style-type: none"> • recognise the relationship between rights and responsibilities • describe rights and responsibilities they have at home, at school, in the community and environment • identify steps they can take and the skills they need to help fulfil duties/responsibilities • give examples of how they can make a difference to local and world-wide environment issues
<u>LOL15: sustainability of the environment across the world</u>	<ul style="list-style-type: none"> • identify what the earth's resources are used for (electricity, heating, food, paper, fuel etc.) • identify that there is a limited supply of the earth's resources • recognise that if one group of people use all the resources there are not enough for others and how this relates to the environment • describe or demonstrate what can be done in school to help environmental sustainability (e.g. paper recycling, saving water, composting, saving energy) • explain how the environment provides resources needed by humans (for electricity, heating, food, paper, fuel etc.) • recognise that there is limited supply of the earth's resources and the importance of sustainability • identify and explain their own environmental responsibilities and the difference this can make • recognise how resources are shared across communities and the effects this can have on the communities / the environment

Health Education

Learning Objective	Learning Outcomes
<u>LOR1: recognising a wider range of feelings in others and responding to how others are feeling</u>	<ul style="list-style-type: none"> • give examples of a wider range of feelings (building on learning in years 1 and 2) • identify how people's bodies and faces can show their feelings • describe how different feelings can make people behave • suggest how to respond to others to help them with their feelings • identify when someone might need help with their feelings and who to talk to
<u>LOH13/14: feeling negative pressure and how to manage this</u>	<ul style="list-style-type: none"> • recognise that pressure to do something can come from others or from within themselves • recognise that there can be positive and negative pressure • explain that negative pressure is when someone feels pressured to do something that is or may become unhealthy, dangerous or that feels wrong • identify ways that negative pressure can be resisted • identify when they might need to ask for help and who they can ask
<u>LOH23: people who help them stay healthy and safe</u>	<ul style="list-style-type: none"> • identify people who help them to stay healthy and stay safe • give examples of how they are helped to stay healthy and stay safe in a variety of places and situations • give examples of how they help to keep themselves (or others) safe

	<ul style="list-style-type: none"> • recognise that they should always report things that mean they or others may not be safe • identify different ways asking for help – including online • identify appropriate people to tell or talk with about their concerns
<u>LOH1/2: about what makes a 'balanced lifestyle' and making choices in relation to health (including the importance of sleep)</u>	<ul style="list-style-type: none"> • identify different ways to help maintain good health • recognise what is meant by a 'balanced lifestyle' • describe what it means to make an informed choice and give examples of the kinds of choices people make in their daily lives • describe choices that have positive consequences on health and those which may have more negative effect • describe what helps people to make a positive choice • understand the vital role of good quality sleep for good health and that lack of sleep can affect weight, mood and ability to learn.
<u>LOH3: what makes up a balanced diet, opportunities we have to make our own choices about food and what influences our choices about food</u>	<ul style="list-style-type: none"> • recognise what makes a balanced diet • identify what food they think should be eaten regularly to maintain good health • identify what or who helps them decide what to eat and drink • recognise when they have opportunities to make choices about food and drink • explain what they need to consider when making these choices
<u>LOH4: images in the media do not necessarily reflect reality</u>	<ul style="list-style-type: none"> • recognise that images in the media can be changed, altered or adapted and therefore may not represent the 'true' image • identify how an image can influence someone's view about a place or product • recognise why an image might be changed, such as to sell something, including an idea to others • identify how or when this might become an issue for people (such as if something they purchase is not the same as the image presented)

Relationships Education

Learning Objective	Learning Outcomes
<u>LOR8: about the difference between acceptable and unacceptable physical contact and how to respond to unacceptable physical contact</u>	<ul style="list-style-type: none"> • identify when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us • explain that everyone has a right to have their 'body space' respected and that they should respect others body space • explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like • recognise physical contact that is aggressive or hurtful is not acceptable • explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused
<u>LOR9: the concept of keeping something confidential or secret and when we should or should not agree to keeping a secret</u>	<ul style="list-style-type: none"> • identify what it means to keep something confidential or secret • identify times when confidentiality might be important • recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so • explain that if someone does ask them to keep a secret that might be hurtful or unsafe they should tell an adult they trust, such as a teacher • recognise that even if they have agreed, they can and should still tell a teacher
<u>LOR2/4: what makes a positive, healthy relationship (including friendships) and how to maintain good friendships</u>	<ul style="list-style-type: none"> • identify the types of relationship they have with those who are important to them (eg: family, friends, neighbours etc) • describe how people in different relationships show they care for and value each other

	<ul style="list-style-type: none"> • describe how people can make friends with others • identify what makes a friendship good and how they know • identify peaceful ways to solve problems that might arise in friendships
<u>LOR11: working collaboratively toward shared goals</u>	<ul style="list-style-type: none"> • describe what a shared goal means in terms of group and class shared goals • give examples of skills needed by individuals to co-operate when working with others in groups • demonstrate essential attributes that are needed to work collaboratively
<u>LOR21: the importance of keeping personal boundaries and the right to privacy</u>	<ul style="list-style-type: none"> • give examples of the sorts of things that people want share with others • identify things people might want to keep private • identify times when people want and need privacy • identify why it is important to respect someone's privacy • identify how people can keep privacy in different contexts (including online)
<u>LOR10: listen and respond respectfully to a wide range of people and share our points of view</u>	<ul style="list-style-type: none"> • describe what it means to listen well to others • explain why it is important to consider other people's point of view • recognise that it is important to take other people's feelings into consideration before responding, especially if we don't agree • identify ways to constructively challenge other peoples' points of view
<u>LO9/10: being part of a community (including who works within the local community)</u>	<ul style="list-style-type: none"> • give a definition what 'community' means • give examples of different communities they belong to • identify people in the community who help (parent/friends of the school committees, voluntary helpers) • identify why people may volunteer to do things for their community • identify how their help makes a difference to other members of the community
<u>LOL11: appreciate difference and diversity (people living in the UK)</u>	<ul style="list-style-type: none"> • identify that people living in the UK come from different origins • recognise that people have moved to the UK from all around the world at different times and for different reasons • recognise that people also move from the UK to other places in the world • identify some of the different religious and ethnic identities of people living in the UK • participate in celebrating the range of different identities and cultures in the UK • identify that UK is made of people from different religious and ethnic identities • recognise that this makes the UK a richly diverse community • identify reasons why people might move from one place to another • recognise that this has happened for many thousands years (people have always moved from one place / country to another) • identify some of the ways people can show respect for different cultures and identities • participate in celebrating the range of different identities and cultures in the UK