

Year 3 RHSE Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Emotional Wellbeing</u>	<u>Exercise</u>	<u>Being Resilient</u>	<u>Me, My Body, My Health</u> <u>First Aid</u>	<u>Stereotypes</u>	<u>Being Part of a Community</u>

Click the link to go to the correct section for each half term.
Scroll to see individual sessions

Unit 1 – Religious Understanding explores the Gospel story Jairus' daughter in various creative and reflective ways. Through story and discussion, children will learn that they are designed for a purpose and how they should live in light of this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God.



Dear GOD,

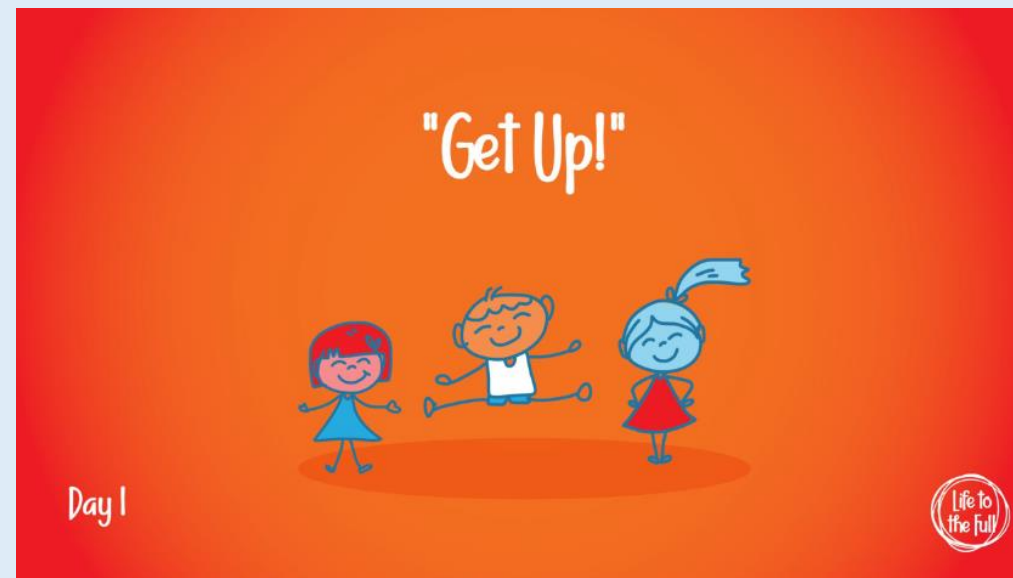
Thank you that I am special because you love me.
Help me be confident that you made me just as I am.
Sorry for when I do things that are unacceptable.
Help me follow Jesus' example of how to live.

Amen



Autumn 1 – Emotional Wellbeing

Session 1 – Get Up



What happens in these sessions?

Over five days, children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.

What do children learn?

- We are created individually by God who is Love, designed in His own image and likeness
- God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation)
- Every human life is precious from the beginning of life (conception) to natural death
- Personal and communal prayer and worship are necessary ways of growing in our relationship with God

Suggested Home Activity

Try to spend a little extra time with your child before bedtime, helping them relax and reminding them of God's love for them through your extra attention. You might like to read a book together, encourage them to say thank you for the day and sorry for anything that wasn't very loving and perhaps finish with a decade of the rosary. Allow time for any conversation that arises.



What happens in this session?

Building from the reflective sessions on the account of the raising of Jairus' daughter, this session unpacks the Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven.

What do children learn?

- That in Baptism God makes us His adopted children and 'receivers' of His love
- That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue)
- It is important to make a nightly examination of conscience

Suggested Home Activity

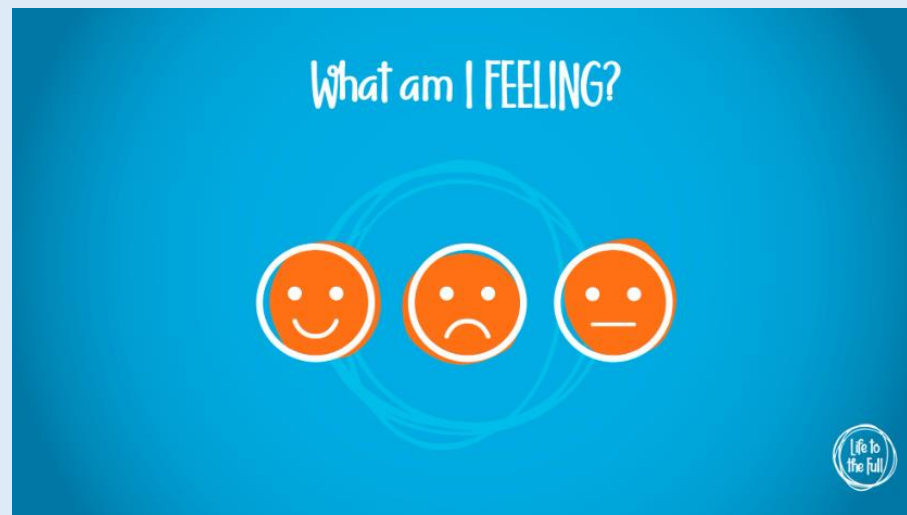
Perhaps on arriving home after school or last thing before bed, you could go through this relaxation exercise with your child. You can do this sitting, standing or, possibly best of all, lying down.

'Close your eyes and thank God for the gift of your body. Begin by tensing your feet for a count of five and then letting them become relaxed. Then, tense your calf muscles, hold for five and then relax. Work up the body, thanking God for each part as you go. Don't miss out your face; a lot of tension can be held there!'

Finish with a few moments of relaxation and gratitude.

Autumn 1 – Emotional Wellbeing

Session 3 – What Am I Feeling?



What happens in this session?

This session introduces feelings and emotions as complex and changeable things that we sometimes can't quite understand or explain, especially when hormones are involved. Children will learn to examine their feelings, to try to understand them and what causes them. They will be given some techniques to scrutinise their feelings and determine whether they are a good or bad guide for taking action. Children will also spend time reflecting on their emotional well-being, and what they can do to help themselves stay emotionally healthy.

What do children learn?

- That emotions change as they grow up (including hormonal effects)
- To deepen their understanding of the range and intensity of their feelings; that 'feelings' are not good guides for action
- What emotional well-being means
- That positive actions help emotional well-being (beauty, art, etc. lift the spirit)
- That talking to trusted people helps emotional well-being (e.g. parents/carers/teacher/parish priest etc.)

Suggested Home Activity

Encourage your child to keep a feelings diary for the week. In a notebook, they should use drawings, emojis or words to record how they felt at different times each day. Your child can review this by themselves and think about why they felt those feelings. They might also wish to share it with you.

Autumn 1 – Emotional Wellbeing

Session 4 – What Am I Looking At?



What happens in this session?

Through activities and creative role play, this session encourages children to see through the fake reality that is presented to them on television, in magazines and on adverts: they will compare these representations and stereotypes to their own life experiences. This session can be particularly useful in revealing and discussing biased gender stereotypes and how children feel about them. Children will also consider how the polished 'reality' of the media can affect how people feel about themselves.

What do children learn?

To recognise that images in the media do not always reflect reality and can affect how people feel about themselves.

Suggested Home Activity

Help your child to log how many hours they spend on different activities over a week. Some lines are left blank to add the activities appropriate to your child. You might like to discuss the results.

Autumn 1 – Emotional Wellbeing

Session 5 – I am Thankful



What happens in this session?

In this session, children will identify behaviour that is wrong, unacceptable, unhealthy or risky, and they will be reminded that feelings and actions are different things. They will learn that particular feelings and pressures may lead us to act inappropriately, and so they will learn how to build resilience against those feelings by practising thankfulness. Children will be given an opportunity to be thankful for people and experiences in their lives.

What do children learn?

- Some behaviour is wrong, unacceptable, unhealthy and risky
- Thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media

Suggested Home Activity

Drop into conversation with your child a story about a time when you didn't achieve what you set out to do. What happened? How did you cope? How did you manage your feelings? How did you feel then compared with looking back on it now? How important is that event to you now?

Session	Key Learning
1 – What’s so good about exercise?	The lesson focuses on physical health through exercise.
2 – Let’s have fun and get fit!	Pupils teach their favourite exercises and learn new fun ways of keeping fit from each other.
3 – What happens to my body if I don’t exercise?	Pupils consider what happens if we become inactive.
4 – Getting healthy outdoors	This lesson focuses on the benefits of physical exercise and time outdoors.
5 – Recognising ill health and asking for help	Pupils learn who to go to for help and support if they need it, and about the importance of looking out for their friends.

Spring 1 – Being Resilient

Session	Key Learning
1 – Celebrating achievements	Pupils reflect on their own achievements, understanding that we all have different strengths and areas for development.
2 – Setting goals and having aspirations	This lesson focuses on pupils having goals in life and understanding that sometimes these goals can't be achieved instantly and take time and hard work.
3 – Resilience	Pupils discuss what they think resilience means.
4 – A growth mindset	This lesson introduces pupils to the concept of a growth mindset and to see how developing a growth mindset can help in many ways to overcome barriers in their lives.
5 – It's OK to fail!	This lesson focuses on valuing effort as well as achievements.

In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God.

Dear GOD,

Thank you for making us all different and special.

It's exciting to know there's not another me anywhere in the world!

Help me get my self-confidence from you, because you love me and call me your child.

And that will never change.

Amen



Spring 2– Me, My Body, My Health

Session 1 – We Don't Have To Be The Same



What happens in this session?

This session introduces the animated characters of AJ, who will reappear throughout the Lower Key Stage Two scheme of work. Children in class will also role-play the characters of Sophie and Aidan who have questions and dilemmas for AJ. In this session, children help Sophie and Aidan learn that similarities and differences can be celebrated and can benefit a community through working together. Pupils will also be given an opportunity to reflect on God's love as the foundation of our self-confidence.

What do children learn?

- Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community
- Self-confidence arises from being loved by God (not status, etc)

Spring 2– Me, My Body, My Health

Session 2 – Respecting Our Bodies



What happens in this session?

In this session, we explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), we explore problems and solutions through roleplay and discussion. Children will reflect on their individual bodies as a gift from God that He wants us to look after and respect.

What do children learn?

About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do.

Suggested Home Activity

Getting enough sleep is coming to be recognised as a very important way of keeping healthy. It might surprise you to see how many hours the NHS recommend for different age groups:

5yrs	6yrs	7yrs	8yrs	9yrs
11hrs	10hrs 45 mins	10hrs 30 mins	10hrs 15 mins	10hrs
10yrs	11yrs	12yrs	13yrs	14yrs
9hrs 45 mins	9hrs 30 mins	9hrs 15 mins	9hrs 15 mins	9hrs



- 1. Check for danger**
 - Always make sure the area is safe

- 2. Call 999/111**
 - If it is an emergency, call 999 or 112. Remember LIONEL to give them important details



- 3. Reassure casualty**
 - Keep the casualty reassured
 - Stay with them until help arrives

- 4. If you have been taught any first aid which may be useful, then use it**



1. Help your casualty to sit down



2. Apply a cold compress to the injured area
➤ Treat any wounds

3. Monitor your casualty
➤ Watch for drowsiness and vomiting



4. Get help if necessary
➤ Make sure a responsible adult stays with the casualty



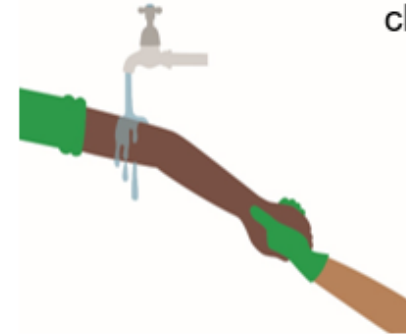
1. Reassure the casualty

- Help them to sit or lie down



2. Clean

- Wash the wound thoroughly with soap and water to minimise the risk of infection



3. Raise and support the wound

- Then pat dry with clean gauze swabs

4. Cover bite

- Use a sterile wound dressing



5. Extra help

- If the wound is large or deep arrange for the casualty to be taken to hospital
- For other bites which pierce the skin seek medical advice

Summer 1 – Stereotypes

Session	Key Learning
1 – Boys v girls	This lesson considers stereotypical attitudes towards boys and girls and challenges pupils' thinking.
2 – Men v women	The topic moves on to consider gender stereotyping in the context of adults.
3 – Fairy tales with a difference!	This lesson looks at stereotyping in traditional tales in a fun way.
4 – That's stereotyping!	Pupils investigate how it might feel to have negative assumptions made about them based on something they can't change.
5 – Knowing what to say	In this lesson, pupils think about, and then defend, their opinion about a range of statements. They are given words and phrases which they can use to challenge stereotyping if they wish.

Summer 2 – Being Part of a Community

Session	Key Learning
1 – I belong in my class	This lesson helps pupils to be aware of connections within their class and introduces them to the idea of what constitutes a community.
2 – I belong in my family	This lesson explores the importance of family, recognising that families can be very different in composition
3 – I belong in my community	This lesson helps pupils understand about belonging to a community and how communities operate to support each other.
4 – Kindness in my community	This lesson introduces pupils to the idea of carrying out acts of kindness in their communities.
5 – It's everyone's community	In this lesson, pupils design a community centre to provide relaxation and support for the different groups of people in their community.