

Year 3 – What does ‘expected’ look like?

My Healthy Self	Connecting with Others
- Describe how our minds and bodies are connected. - Describe physical factors that can influence how a person feels. - Explain why sleep is important to maintain good mental and physical health. - Explain that emotions affect actions and decisions. - Describe ways to manage difficult emotions. - Recognise signs that someone needs help. - Identify trusted adults and appropriate actions.	- Recognise what self-respect is. - Value their own strengths, skills and achievements. - Build confidence by trying new things, learning from mistakes and challenging negative self-talk. - Identify and communicate personal boundaries clearly. - Treat others with kindness, fairness and respect. - Recognise the qualities of good friendships and ways to support friends. - Learn to manage minor conflicts respectfully through negotiation, compromise, and apology. - Understand different ways families spend time together and support each other. - Identify different types of bullying and their effects.
The Online World	Citizenship
- Identify what the internet can be used for. - Identify the benefits and challenges of online and in-person communication. - Communicate respectfully and appropriately in an online environment. - Recognise that disrespectful online communication can have a negative impact on others. - Identify some types of online bullying behaviour. - Choose whether to accept a friend request in an online game. - Recognise that some online features are not suitable for all ages. - Role-play how to report concerns about bullying, upsetting content or contact from strangers online to a trusted adult.	- Recognise that human rights are rights everyone has and give examples of these rights. - Explain that rights help people live safely, fairly and with respect. - Describe some ways adults can help make sure children can access their rights. - Suggest practical ways individuals can reduce materials or energy use. - Explain why reducing usually comes before reusing and recycling in the waste reduction triangle. - Explain that reusing is often better than recycling because recycling still uses energy and resources. - Share how familiar items can be reused or upcycled. - Explain why recycling is important for the environment. - Identify examples of local council responsibilities. - Explain simply why councils need to choose spending priorities.
Health Protection	Citizenship
- Describe how germs spread through touch, droplets and shared objects. - Identify hygiene habits and classroom rules that help prevent the spread of illness. - Describe ways to protect the skin from sun damage, including how to apply and reapply sunscreen. - Apply sunscreen carefully to uncovered skin with adult supervision. - Explain how vaccines train the body to fight germs. - Describe how vaccination reduces serious illness and the spread of disease, recognising that health decisions should involve trusted adults and healthcare professionals. - Describe a health concern clearly, including where it hurts, what it feels like and when it started. - Distinguish between health concerns they can try to manage and those requiring adult or urgent help, explaining why it is important to seek help early. - Explain the purpose of first aid and match common injuries to suitable responses and sources of help. - Recognise signs of a medical emergency and demonstrate how to make a clear, calm 999 call, including from a locked mobile phone.	- Name different jobs and explain what a career is. - Describe different ways people can learn or train for a career. - Explain what an influence is and identify some things that can influence career choices. - Recognise that different people can be influenced by different things when thinking about careers. - Identify some of their own strengths and skills, and describe how these can be useful at school. - Explain how the same skill can be useful in different jobs and roles. - Recognise gender stereotypes about jobs and explain why gender does not determine a person’s strengths, skills or career choices. - Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. - Give some reasons why people might change careers. - Explain how existing strengths and skills can be useful in a new career.