

National Statutory Requirements

(DFE Statutory Guidance on Health Education and Relationship Education)

- 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.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.

Series of Lessons

- Listen respectfully to others.
- Express ourselves.
- Identify the qualities of a good classmate.
- Identify expectations and understand their importance.
- Identify the difference between a want and a need.
- Consider what children's rights are and how they work at school.
- Appreciate the importance of our planet's natural environments
- Discuss threats to our planet's natural environments
- Consider ways we can have a positive impact on our planet's natural

PDL



Shared Responsibilities –
Year 3

Unit Outcomes

In this unit of work, pupils learn:

- about basic human rights and how they protect everyone and the relationship between rights and responsibilities
- reasons to follow rules and laws
- about sustainability and how everyday choices can affect the environment
- to recognise and carry out shared responsibilities for protecting the environment
- to take responsible actions in relation to safety at home, at school and outside

Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

H37. reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming

H38. how to predict, assess and manage risk in different situations

H39. about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe

H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about

L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws

L2. to recognise there are human rights, that are there to protect everyone

L3. about the relationship between rights and responsibilities

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

R&R and Herne Harmony Values

All Articles (43 – 54)

Respect, Enjoyment, Honesty & Collaboration

Vocabulary

Rights, Responsibilities,
Rules, Laws,
Sustainability, Protect,
Safety, Qualities

Resources

Flipcharts, Worksheets
on system, Baseline
Assessments, Resources
on system.