

Learn Together in Year 3

Strand	Unit	In this unit of work, students learn...
Moral and Spiritual	Exploring Moral Development and Relationships	<ul style="list-style-type: none"> • to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe • What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour.
	Supporting Physical and Mental Health	<ul style="list-style-type: none"> • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change over time and become more or less powerful • about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped • the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety • How to keep themselves safe online —<i>how the internet can be used positively for leisure, for school and for work; to recognise that images and information online can be altered or adapted and the reasons for why this happens; to evaluate whether a game is suitable to play or a website is appropriate for their age-group; to make safe, reliable choices from search results; how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</i>
Equality and Justice	Exploring human rights/ Activating equality (BHM)	<ul style="list-style-type: none"> • Begin to explore the concept of discrimination and prejudice in relation to gender, ethnicity, age, family status and marital status - develop an anti-discrimination charter. • about equality and discriminatory issues through celebrations such as International Black History Month • Critically reflect upon stories/poems about people who have encountered discrimination and confronted positively • learn about black Britons from the past 60 years and in living memory who are famous for their who have contributions to society, sport, art, literature etc.
	Exploring Human Rights	<ul style="list-style-type: none"> • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children (UNCRC) and begin to explore situations where children's rights are in jeopardy.
	Economic Wellbeing and Sustainability	<ul style="list-style-type: none"> • about jobs that people may have from different sectors e.g. teachers, businesspeople, charity work • that people can have more than one job at once or over their lifetime • to challenge common myths and gender stereotypes related to work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs

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Ethics and the Environment	Knowledge and awareness of environmental issues	<ul style="list-style-type: none"> • Deepen their awareness of how human actions impact upon the environment and the affects of this for future generations e.g. air pollution, plastic pollution, clearing of farmlands. • Explore how we can enhance our environment for future generations through energy conservation, tree planting, preservation of habitats, waste management.
	Activation of Responsibility and Stewardship	<ul style="list-style-type: none"> • Debate and critically analyse environmental, local, global issues. • Become aware of the controversial nature of some environmental issues through role-play, debate, dialogue and discussion. • Research and present work in a range of ways e.g. verbal/computer presentation, poems, displays, film etc • Become aware of how they can support greater waste management in their local area e.g. to know where their local recycling centre is, special bins in their locality, ethical shopping choices.
Belief Systems	Key Figures	<ul style="list-style-type: none"> • Recap on sacred books used in religions taught in this cycle and learn about their origin. • Examine some sacred writings from these books that are about their key figures . For example, versus from the bible that talk about Jesus. • Identify key morals taught in these writings and how these teachings could be applied to our own lives
	Beliefs and Values	<ul style="list-style-type: none"> • Through religious stories/extracts from sacred writings, examine key values taught in belief systems studied in this cycle. • Discuss their impact on followers of these religions i.e. behaviours, lifestyle etc. • Discuss the impact of religion on our communities and those with no religious faith. You could consider these questions: Are all beliefs and values shaped by religion? Do you need a religion to live a moral life?
	Celebrations, Rites and Ceremonies	<ul style="list-style-type: none"> • Revisit some of the main festivals celebrated in belief systems in this cycle and begin to draw comparisons between them i.e. any shared values/themes. • Research the diversity of traditions associated with some of the festivals celebrated by belief systems taught in this cycle. For example, how is Christmas celebrated by different denominations of Christianity, those with no religious belief systems and those of different religious faith. • Learn about the marriage and funeral rituals for religions taught in this cycle and examine similarities and differences between them. • Begin an exploration of the nature of pilgrimage and the link to older pagan traditions.