



YEAR 3 VALUES, ATTITUDES, SAFETY, HEALTH & WELLBEING

Value	Learner Attitude	Relationships	Health & Wellbeing	Safety
Respect *that personal behaviour can affect other people; to recognise and model respectful behaviour online *to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others in school and in wider society; strategies to improve or support courteous, respectful relationships	Self- Manager- I am motivated *I love a challenge *I enjoy taking responsibility for myself and my learning *I practice hard *I work to a given time *I can organise my own equipment *I can keep focused on a task and not be distracted	*The importance of respecting others, even when they are very different to them or make different choices or have different preferences or beliefs *The conventions of courtesy & manners *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 *The importance of self-respect and how this links to their own happiness	*about the elements of a balanced, healthy lifestyle *about choices that support a healthy lifestyle, and recognise what might influence these *how to recognise that habits can have a positive and negative effects on a healthy lifestyle * how regular exercise benefits mental and physical health; recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle * to recognise that feelings can change over time and range in intensity *about everyday things that affect feelings and the importance of expressing feelings *strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations *about the new opportunities and responsibilities that increasing independence may bring *a varied vocabulary to use when talking about feelings and the importance of expressing feelings	*What sorts of boundaries are appropriate in friendships with peers and others *That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact *How to report concerns or abuse, and the vocabulary and confidence needed to do so *Where to get advice e.g. family, school and/or other sources * strategies for keeping safe in the local environment or unfamiliar places (rail, water); and firework safety; safe use of digital devices when out and about

Equality *about respecting the difference and similarities between people and recognising what they have in common with others e.g. physically, in personality or background *to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own *about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities *about personal identity; what contributes to who we are * about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes	Team Worker – I am co-operative *I love learning from others *I can lead a group and represent a team *I can work peacefully with others *I accept the ideas and thoughts of others *I can show and explain my ideas in detail *I can give helpful feedback to others in my group	*That families are important for children growing up because they can give love, security and stability *The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives *That others' families either in school or on the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care *That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up *How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong *The importance of respecting others, even when they are very different to them or make different choices or have different preferences or beliefs *about the impact of bullying, including offline and online, and the consequences of hurtful behaviour *strategies to respond to hurtful behaviour experience or witnessed, offline and online; how to report concerns and get support	* how to make informed decisions about health * that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it	*About hazards that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe *how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say * strategies for keeping safe in the local environment or unfamiliar places (rail, water); and firework safety ; safe use of digital devices when out and about
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Aspiration *to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes *that there is a broad range of different jobs/ careers that people can have; that people often have more than one career/ type of job during their life *about stereotypes in the workplace and that a person's career aspirations should not be limited by them *about what might influence people's decisions about a job or career *about some of the skills that will help them in their future careers *to identify the kind of job that they might like to do when they are older * to recognise a variety of routes into careers	Curious Questioner- I am a thinker *I love investigating *I know that sometimes you need the expertise of others to help find answers *I can ask a variety of questions to challenge others *I can present my ideas and thinking in different ways *I can follow my own line of enquiry by finding answers *I can find and use evidence to explain my ideas		*that mental health, just like physical health, is part of daily life; the importance of taking care of mental health *about strategies and behaviours that support mental health- including how good quality sleep, physical exercise/ time outdoors, being involved in the community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing *about everyday things that can affect feelings and the importance of expressing feelings *to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others *to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult	*about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online *that personal behaviour can affect other people; to recognise and model respectful behaviour online *recognise ways in which the internet and social media can be used both positively and negatively *recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images * strategies for keeping safe in the local environment or unfamiliar places (rail, water); and firework safety; safe use of digital devices when out and about
Responsibility *ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment *to recognise there are human rights, that are there to protect everyone *about the relationship between rights and responsibilities *the importance of having compassion towards others; shared responsibilities we all have caring for other people and living things; how to show care and concern for others	Problem Solver – I am resilient *I love learning from mistakes *I can call on other people and places to help find a solution *I can use knowledge from all subjects to help me solve problems *I am determined and keep trying when things are difficult *I can stick with a tricky task that needs more thinking time *I can control my feelings when things get tough in my learning	* About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders and how to get help.	*how to maintain good oral hygiene; why regular visits to the dentist are essential; the impact of lifestyle choices on dental care *about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay	*to recognise reasons for rules and laws; consequences of not adhering to rules and laws *about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced * how to predict, assess and manage risk in different situations





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Love *to recognise their individuality and personal qualities * to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth * to recognise that there are different types of relationships *about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing *what constitutes a positive healthy friendship	Clear Communicator- I am adaptable <i>*I love expressing myself</i> <i>*I am confident and clear when speaking</i> <i>*I can make others understand my point of view, even if they don't agree</i> <i>*I can present my ideas and work in a variety of ways</i> <i>*I communicate using my actions and face as well as my voice</i> <i>*I listen to the opinions of others even if I don't agree</i>	*How important friendships are in making us feel happy and secure, how people choose and make friends *That most friendships have ups & downs & that these friendships can be worked through so that friendships are repaired without ever using violence *The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties *That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded *How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with		*about what is meant by first aid; basic techniques for dealing with common injuries * how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say
Courage *problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools	Reflective Learner- I am a reviewer <i>*I love feedback</i> <i>*I can look back on my learning</i> <i>*I can call on others to help improve my learning</i> <i>*I know when a task has been done to the very best of my ability</i> <i>*I can think of ways to improve my work or learning</i> <i>*I make mistakes and learn from them.</i>			*about what is meant by first aid; basic techniques for dealing with common injuries * how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say

