



Featherstone Primary School: Progression within Healthy Mind, Healthy Body for Year Three



Intent: The Department of Health and Social Care say that, “There is no health without mental health.” This is the intent of Featherstone Primary School’s Healthy Mind, Healthy Body (HMHB) curriculum, where we firmly place mental health and emotional wellbeing within all of our strands of the learning: our Eleven Core Values; The Fundamental British Values; Equality and Diversity; Religious Education; Relationships and Sex Education and finally, Health education. Our intent is to educate children so that they can conduct themselves respectfully in all aspects of the school, lead a healthy, well-rounded life, safeguard themselves against any bad influences around them and ultimately prepare for, and be successful in, the next step of their education and life in a diverse, Modern Britain.

Character Education: Featherstone’s Eleven Core Values

Respect	Diversity	Friendliness	Honesty	Self-discipline	Trust	Co-operation	Patience	Self-belief	Courtesy	Aspiration
Children understand respect as, “Taking care and looking after someone else’s feelings, wishes and rights.” They use this to be respectful in everyday situations and know how everyone deserves respect, no matter their race, gender or religion. In Year Three, the children have a good understanding of how we should, “treat others the way we want to be treated.” Linking to Diversity, children can articulate their differences to others in the classroom and celebrate this, showing respect and curiosity for what makes us unique.	Year Three children continue their Respect learning into the Value of Diversity and can articulate the clear link between the two Values. They do this by understanding Diversity as ‘celebrating differences between people,’ including race, gender and religion. Children can explain how they and Featherstone School are welcoming, and can think about what might happen if Diversity was not one of our Values.	Children understand how to be friendly with their words and actions in class and outdoors. Children ‘think before they speak’ and so only use friendly words, which they know benefit and help other people. They understand the consequences of being unfriendly i.e. that unkind words hurt people’s feelings. Children know the difference between friend and friendly .	Children know the difference between a ‘lie’ and a ‘white lie,’ and understand that sometimes white lies are OK. In Year 3, children might sometimes still lie but children understand that the truth is always best. Children learn from their mistakes and can explain how they’ve learnt from them so that they’re not repeated. Children understand the vocab: ‘consequence.’	Children understand the emotion of jealousy: both what it means and where it comes from. They use self-discipline to control jealousy so that something bad that could happen does not occur in the circumstance. For example, if jealous of someone’s belongings, self-discipline is used to overcome it. Children use self-discipline to be happy or set themselves a positive target.	Children in Year Three show trust by knowing different kinds of secrets, and when to tell and not tell somebody. They know what might happen if they tell people’s secrets. Year Three know it’s ok to tell the truth about something that has been done wrong, i.e. when someone is mean, tell an adult. They link this understanding to the Value of Honesty. Children understand the importance of keeping promises and how promises build trust.	When co-operating, children can communicate respectfully and work together well even if they are not friends with everyone they work with. They do not fight or argue when trying to solve a problem. Children understand that co-operation can build new friendships and can explain other benefits of co-operation too.	Year Three children understand that there are some things that not everybody can do at once and they demonstrate patience during these times, i.e. children know that they can’t always be picked for something. Children know that showing patience can be annoying but understand that calmness is a better emotion for their wellbeing.	Year Three are determined children and believe in themselves. They motivate and encourage others to believe in themselves too, for example, helping someone else with their work or when trying something new for the first time.	Children in Year Three start to understand that showing Courtesy can lead to good feelings. So, they help out in ways that they can with more independence and can explain why the favour felt good for them as well. Children’s manners in Year Three extend to asking and answering questions about feelings, “How are you?” and, “I’m fine, thank you, how are you?” Good manners are shown.	The difference between ‘short-term aspirations’ and ‘long-term aspirations’ are introduced in Year Three. Children focus on their short-term aspirations by staying determined and not giving up (being resilient). They start to understand what their longer-term aspirations are.

The Fundamental British Values

Democracy	The rule of law	Individual liberty	Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
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Equality and Diversity

To understand what discrimination is	To understand how difference can affect someone	To use strategies to help someone who feels different	To find a solution to a problem	To be welcoming
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Religious Education			
Content Knowledge: Learning about the faiths	<p>Hinduism (Educational Visit): The Mandir / Kovil; How Hindus try to live a good life; Worship and its preparations incl. the shrine, the Arti Ceremony, Puja and the Puja tray, Bhajan and Kirtan; Meditation</p> <p>Sikhism: Beliefs about God; Teachings of God and human equality; The Gurus incl. Guru Nanak and Guru Granth Sahib</p>	<p>Religious Dispositions</p> <ul style="list-style-type: none"> • Sharing and Being generous • Caring for others animals and the environment • Remembering Roots • Being loyal and steadfast • Being Fair and Just • Being open honest and truthful • Being Accountable and Living with Integrity • Participating and willing to lead • Being silent and attentive to, cultivating and a sense for the sacred and transcendent • Being courageous and Confident • Creating Unity and Harmony • Being hopeful and visionary 	
Skills: Learning from the faiths	Reflection		Begin to understand what the best course of action is and why
	Enquiry		Study questions that are difficult to answer (i.e. because there are many answers or the answer is contested) Compare their own and other people's ideas about questions that are difficult to answer
	Expression		Compare and express aspects of their own experiences and those of others, and begin to identify what influences their lives Describe what they feel about the religious material studied and why
	Application		Make links between religious stories, beliefs and practices Identify the impacts of beliefs and practices on people's lives Identify similarities and differences between religions and beliefs Make links between Values, incl. religious ones, and their own attitudes and behaviour
	Empathy		Listen carefully to the views of others and politely say whether they agree or disagree, with basic reasons Know that it is OK to disagree

Relationship Education		Health Education
	Healthy Relationships	People who help me
	Keeping safe and looking after myself	
3	<p>How do we show love to one another?</p> <p>Can people of the same sex love one another and is this ok?</p> <p>What do the words 'lesbian' and 'gay' mean?</p>	<p>Who can I talk to if I feel anxious or unhappy?</p>
	<p>How can I keep myself clean?</p> <p>When is it good or bad to keep secrets? (Adults context).</p>	