**Year 3**

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| Wellbeing Curriculum: Year 3 End of Year Outcomes |
| To be ‘well-informed’ to make ‘sensible decisions’ about: |
| * To celebrate difference, including the protected characteristics, when making friends and working with others.
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| * To be able to share personal success and feel proud of their achievements.
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| * To show empathy to others, including when making negative personal choices.
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| * To be able to demonstrate responses to conflict, and reflect where it went wrong.
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| * To know that medicines can contribute to overall health, including first aid.
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| * To use food packaging, developing their knowledge of food groups, and make healthy food choices.
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| Cycle 1 Endpoints |
| Working at age related expectations (4): |
| Children can tackle difficult challenges using different approaches to resilience, and can achieve own personal goals by doing this. Children can clearly describe the different ways that help them to learn, and what they need to do to improve. They show confidence (through talk) and positivity when they share their success with others, and can explain how this makes them feel. Children know how to create an inclusive classroom, welcoming all regardless of any difference (referred to the protected characteristics) |

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| Cycle 2 Endpoint |
| Working at age related expectations (4):  |
| Children can explain the different family roles and responsibilities within a range of family types. They are aware of how they should express appreciation for their family and friends, and can explain how their own choices can affect others. Children explore, and can evaluate, how other children have different lives to their own and show an appreciation, or tolerance of this. They can explain why their own choices might affect their families, friendships and people in the world around them. Children can describe the different conflicts that might happen within the family setting or within friendship groups, and know that words can be used in hurtful or kind ways when conflicts happen. They can articulate how being involved in a conflict makes them feel, and can offer strategies to help the solution (for example, solve it together or ask for help). |

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| Cycle 3 Endpoint (Mentally Healthy) |
| Working at age related expectations: |
| Children can identify a range of feelings, beyond ‘happy,’ ‘sad’ and ‘angry.’ They can organise feelings and can respond appropriately to big feelings, particularly the feeling of anger. Children can think positively about their own daily challenges and obstacles and are positive about their ambitions for the future. They can discuss how they might get there, and the steps taken to overcome these. |

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| Cycle 4 Endpoint |
| Working at age related expectations: |
| Children can explain the impact of exercise on their bodies, and know that challenging themselves physically makes them fitter, and can support their personal mental health and wellbeing. Children can identify the key contents of food through food packaging, and make suggestions for healthy swaps. Children can explain their reasoning around whether different drugs are safe (including medicines, alcohol, and illegal drugs), and demonstrate positive attitudes for making good choices about these. As a result, they can identify a range of different items, people and places that they need to stay safe from and can suggest ways of getting help for this. Children are secure in their knowledge of a range of different family types, and know the meaning of appropriate and inappropriate physical contact. |