

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 3 Topic: 1 Me and My Relationships

Key knowledge

- Explain why we have rules;
 - Explore why rules are different for different age groups, in particular for internet-based activities;
 - Suggest appropriate rules for a range of settings;
 - Consider the possible consequences of breaking the rules.
 - Identify people who they have a special relationship with;
 - Suggest strategies for maintaining a positive relationship with their special people.
 - Rehearse and demonstrate simple strategies for resolving given conflict situations.
 - Explain what a dare is;
 - Understand that no-one has the right to force them to do a dare;
 - Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
 - Identify qualities of friendship;
- Suggest reasons why friends sometimes fall out;
Rehearse and use, now or in the future, skills for making up again.



Key vocabulary

rule	a law or direction that guides behaviour or action.
relationship	a connection between people.
strategies	a plan, method, or series of actions meant to perform a particular goal or effect.
conflict	strong disagreement or bad feeling between people.
dare	to challenge someone to do something.
beliefs	an idea accepted as true; something that is believed.
friendship	the state or condition of being a friend.
uncomfortable	feeling discomfort; not comfortable.
consequences	that which follows; result.
actions	way of acting or behaving.
resolve	to deal with in a successful way; settle.
situation	state of affairs; circumstances.
argue	to express disagreement; quarrel.
demonstrate	to explain or describe,

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Year: 3 Topic: 2 Valuing Difference

Key knowledge

- Recognise that there are many different types of family;
 - Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'
 - Define the term 'community';
 - Identify the different communities that they belong to;
 - Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.
 - Reflect on listening skills;
 - Give examples of respectful language;
 - Give examples of how to challenge another's viewpoint, respectfully.
 - Explain that people living in the UK have different origins;
 - Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;
 - Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.
 - Recognise the factors that make people similar to and different from each other;
 - Recognise that repeated name calling is a form of bullying;
- Suggest strategies for dealing with name calling (including talking to a trusted adult).



Key vocabulary

family	a specific group of people that may be made up of partners, children, grandparents, uncles, aunts and cousins.
fostering	Providing parental care and nurture to children not necessarily related through blood or legal ties.
adoption	the act of adopting a child or being adopted by law.
community	a group of people who live close together or have shared interests.
similar	having resemblance or likeness.
different	not the same; not alike.
bullying	is when someone hurts others by words or actions on purpose usually more than once.
same-sex relationship	A romantic relationship between people of the same sex.
trusted	a belief in the strength or truth of a person or thing.
actions	way of acting or behaving.
respect	the state or condition of being thought of with honour or admiration; such admiration itself.
mental health	the condition, or degree of health, of one's mind and emotions. <i>He inquired about his mother's mental health.</i>
benefit	an object, action, or sum of money that improves someone's life; aid.
communication	the sharing or exchange of messages, information, or ideas.

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 3

Topic: 3

Keeping Myself Safe

Key knowledge

- Identify situations which are safe or unsafe;
 - Identify people who can help if a situation is unsafe;
- Suggest strategies for keeping safe.
 - Define the words danger and risk and explain the difference between the two;
- Demonstrate strategies for dealing with a risky situation.
 - Identify risk factors in given situations;
- Suggest ways of reducing or managing those risks.
 - Identify some key risks from and effects of cigarettes and alcohol;
 - Know that most people choose not to smoke cigarettes; (Social Norms message)
- Define the word 'drug' and understand that nicotine and alcohol are both drugs.
 - Evaluate the validity of statements relating to online safety;
 - Recognise potential risks associated with browsing online;
- Give examples of strategies for safe browsing online.
 - Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens;
 - Recognise and describe appropriate behaviour online as well as offline;
 - Identify what constitutes personal information and when it is not appropriate or safe to share this;
 - Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.



Key vocabulary

safe	A person of the same, age group, rank or ability as another person.
unsafe	felt, said, or done by each for the other; shared by two or more people; given and received.
danger	that which follows; result.
risk	a chance of getting hurt or losing something
online	connected to or reached through a computer or computer network.
browsing	to examine things in a slow and casual way.
Personal	of or relating to the body or health.
strategies	a plan, method, or series of actions meant to perform a particular goal or effect.
factors	something that has an influence on something that happens or is one of the causes of it.
potential	able to come into being; possible.
situation	State of affairs or circumstances.
information	knowledge or facts that come from a source.

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 3

Topic: 4

Rights and Responsibilities

Key knowledge

- Define what a volunteer is;
- Identify people who are volunteers in the school community;
- Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- Identify key people who are responsible for them to stay safe and healthy;
- Suggest ways they can help these people.
- Understand the difference between 'fact' and 'opinion';
- Understand how an event can be perceived from different viewpoints;
- Plan, draft and publish a recount using the appropriate language.
- Understand the terms 'income', 'saving' and 'spending';
- Recognise that there are times we can buy items we want and times when we need to save for them;
- Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)
- Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)



Key vocabulary

Volunteer	a person who offers to work or help without pay.
responsibility	being dependable, making good choices, and taking accountability for your actions
rights	those things that one is morally or legally entitled to do or have
income	the money received for work or from property that is owned.
pay	to give money to someone that the person has earned for work done:
fact	a thing that is known or proved to be true.
opinion	a view or judgement formed about something, not necessarily based on fact or knowledge.
savings	putting money aside.
spend	to pay out.
viewpoint	an opinion.

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 3

Topic: 5

Being My Best

Key knowledge

- Explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body;
 - Explain what is meant by the term 'balanced diet';
 - Give examples what foods might make up a healthy balanced meal.
 - Explain how some infectious illnesses are spread from one person to another;
 - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
 - Suggest medical and non-medical ways of treating an illness.
 - Identify their achievements and areas of development;
 - Recognise that people may say kind things to help us feel good about ourselves;
 - Explain why some groups of people are not represented as much on television/in the media.
 - Name major internal body parts (heart, blood, lungs, stomach, small/large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.



Key vocabulary

medical	relating to illness and injuries and to their treatment or prevention
body	the whole physical structure that forms a person or animal.
illness	a disease or period of sickness affecting the body or mind
disease	a condition that prevents the body or mind from working normally.
hygiene	is the practice of keeping yourself and your surroundings clean, especially in order to prevent illness or the spread of diseases
infectious	communicable by infection, as from one person to another or from one part of the body to another
balanced diet	a diet consisting of the proper quantities and proportions of foods needed to maintain health or growth.
healthy	strong and well
media	the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.
internal organs	a main organ that is situated inside the body

PICKHURST ACADEMY – PSHE KNOWLEDGE ORGANISER

Year: 3

Topic: 6

Growing and Changing

Key knowledge

- Identify different types of relationships;
- Recognise who they have positive healthy relationships with.
- Understand what is meant by the term body space (or personal space);
- Identify when it is appropriate or inappropriate to allow someone into their body space;
- Rehearse strategies for when someone is inappropriately in their body space.
- Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;
- Recognise how different surprises and secrets might make them feel;
- Know who they could ask for help if a secret made them feel uncomfortable or unsafe.



Key vocabulary

relationships	pressure group is an organized group of people who are trying to persuade a government or other authority to do something
personal space	refers to age at which a person may legally engage in a certain activity.
inappropriate	a group of people who come together to fight for a particular cause
uncomfortable	is a certain percentage of your income that you have to pay regularly to the government.
secret	pressure group is an organized group of people who are trying to persuade a government or other authority to do something
surprise	the money received for work or from property that is owned.
unsafe	is something such as health care, transport, or the removal of waste which is organised by the government or an official body in order to <u>benefit</u> all the people in a particular society or community.