

YEAR GROUP	3
SUBJECT	PSHE
Term 1	<div data-bbox="537 383 918 925"> <p>Identity and Wellbeing</p> <ol style="list-style-type: none"> 1. Feelings and Me 2. Resilience and Self-Esteem 3. Exercise and Wellbeing 4. Grief and Loss 5. Personal Identity 6. Strengths and Interests </div> <div data-bbox="940 391 1948 574"> <p>PROGRESSION AND GOLDEN THREAD</p> <p>This Year 3 Identity and Wellbeing unit builds on our prior learning. In Reception, we were introduced to basic emotions like happiness, sadness, and anger. In Key Stage 1, we explored a wider range of emotions, identified our own strengths and interests, and talked about what makes each of us special and unique. This year, we will develop simple strategies to help regulate our emotions, including ways to reframe negative thoughts. We will learn about the benefits of exercise for both physical and mental wellbeing and explore our identities in greater depth. This includes introducing the concepts of ethnicity and nationality, alongside the interests, values, and beliefs that shape who we are.</p> </div> <div data-bbox="940 590 1411 949"> <p>EXERCISE AND WELLBEING</p> <p>Exercise is any movement that makes your heart beat a little faster. It helps keep your body healthy and strong.</p> <p>Examples of Exercise</p> <ul style="list-style-type: none"> Playing a sport like cricket, tennis or football. Going for a walk. Going on a bike ride. Swimming <p>Benefits of Exercise</p> <p>Exercise helps your body by giving your heart a workout. It helps you stay strong and gives you more energy. It also helps your mind by reducing stress (feeling worried or tense), lifting your mood, and helping you sleep better.</p> </div> <div data-bbox="548 965 929 1316"> <p>REGULATING EMOTIONS</p> <p>If you're tired, unwell or sad, tell someone how you feel. Take a break and spend some time outdoors.</p> <p>Ready to learn</p> <p>If you're feeling excited, silly or a bit annoyed, take some deep breaths, count to ten, try some mindful colouring, or do some star jumps to help reset your body and mind.</p> <p>If you're angry or very upset, stop what you're doing. Step outside, take a breath and talk to a trusted adult.</p> </div> <div data-bbox="940 965 1411 1316"> <p>THIS IS ME</p> <p>Ethnicity You can be British while still having other cultural identities. For example, if your family originally came from India, that would also be part of your ethnicity, like the language you speak, your religion, and your cultural traditions.</p> <p>Nationality The country a person belongs to. For example, being British means you belong to the UK.</p> <p>Identity Your likes, dislikes, strengths, interests, values, and cultural background (ethnicity and nationality) are all part of your identity. Like a snowflake, everyone is special and unique!</p> </div> <div data-bbox="1433 590 1948 1316"> <p>KEY TERMS</p> <ul style="list-style-type: none"> Emotions: How someone is feeling, like happy, sad, or excited. High Self-Esteem: Feeling good about yourself and knowing you are important. Low Self-Esteem: Not feeling very good about yourself and thinking you're not important. Resilience: Being able to bounce back when something is hard or goes wrong. Physical Wellbeing: How healthy and strong your body is, and how well it works. Mental Wellbeing: How you feel in your mind like feeling calm, happy and able to cope with things. Identity: What makes you, you. Interests: The things that you enjoy or like to do. Values: The behaviours and qualities that are important to you, like honesty or loyalty. Ethnicity: A person's cultural background. It includes things like the language someone speaks, the country they originate from, the religion or traditions they follow. </div>
<p>YEAR 3 – AUTUMN 1 HEALTH AND WELLBEING KNOWLEDGE ORGANISER</p>	

Term 2

YEAR 3 – AUTUMN 2 WIDER WORLD KNOWLEDGE ORGANISER



SMART TARGETS

Goal Learn the 8 times table.

Be Specific Learn 1x8 up to 12x8

Is it Measurable? Yes, I will learn all 12 number facts.

Is it Achievable Yes, with time and effort.

Is it Relevant? Yes, it directly supports my goal.

Time-bound I will learn one fact per week for 12 weeks.

JOB AND SECTORS

Health Workers Health workers are people who help us stay healthy, like doctors, nurses, and dentists.

Transport Transport workers help people and goods get from place to place, like bus or train drivers.

Education Education workers help people learn, like teachers and teaching assistants.

Retail Retail workers help people buy things, like shop assistants, cashiers, shelf stackers, and store managers.

Food Production Food production workers help grow, make, and prepare food, like farmers, bakers and factory workers.

KEY TERMS

Job A job is work that a person does, usually to earn money.

Career A job an adult does for a long time.

Sector A group of similar jobs.

Qualification A certificate that proves what skills a person has.

Skills Things someone is good at or has learned how to do.

Teamwork The ability to work well with others.

Leadership The ability to guide others, make good decisions, and organise people in a team.

Goal Something you want to achieve.

SMART Target A goal that is Specific, Measurable, Achievable, Relevant, and Time-bound.

Stereotype A belief or idea about a person or group of people that is often untrue and can be unfair.

Gender Stereotype Beliefs or ideas about boys' or girls' abilities or behaviours, which are often untrue and can be unfair.



GENDER STEREOTYPES

Gender stereotypes are ideas people sometimes have about what boys and girls are good at, the toys they like to play with, how they should behave, and the jobs they might do when they grow up. These ideas can be harmful because they may lead to people being treated unfairly or even stopping themselves from doing a job they'd be really good at.

Examples

Girls play with dolls	Girls are better at creative tasks	Boys like cars and trucks
Girls like the colour pink	Boys make better leaders	Boys are better at maths

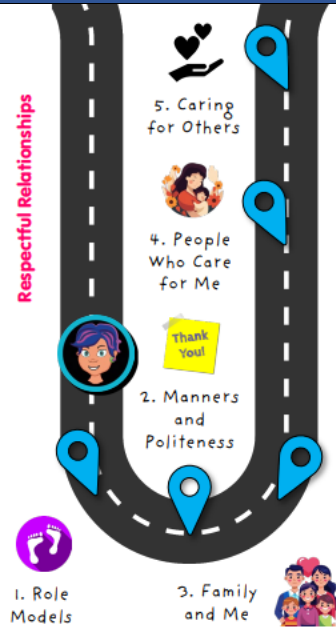
PROGRESSION AND GOLDEN THREAD

This Year 3 Careers and Skills unit builds on our previous learning. In Reception, we were introduced to jobs and community helpers through stories like Clothesline Clues to Jobs People Do by Kathryn Heling. In Year 1, we learned about our strengths and interests, before revisiting community helpers and learning how people help others. In Year 2, we explored how people earn money through the work or job they do. Now, in Year 3, we will explore jobs and careers in detail, learning about the sectors different jobs fall into, the skills needed, how studying can lead to qualifications, and an awareness of gender stereotypes, including how boys and girls should never be deterred from choosing the best career for them.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 3

Respectful Relationships



EMPATHY OR COMPASSION?
Empathy and compassion are similar, but they have one key difference. While empathy means understanding how another person is feeling, compassion goes a step further. It means not only understanding someone's feelings but also taking action to try to help them. For example, if you notice that a child is alone at lunch and feel bad for them, you are showing empathy. But if you ask them to play with you, that would show compassion as well.

PROGRESSION AND GOLDEN THREAD
This Year 3 Respectful Relationships unit builds on prior learning. In Year 1, we explored our families and identified the special people in our lives who love and care for us. In Year 2, we learned about polite words and why we should be helpful and kind to others. In Year 3, we build on these ideas by learning about role models and the people we look up to. We revisit polite words in more detail and explore common family structures, such as two-parent, single-parent, blended, and foster families. Finally, we discuss the role families play in meeting our physical and emotional needs before introducing the concept of compassion and caring for all living things.

DIFFERENT KINDS OF FAMILIES

- Two-parent family**: A family with two moms, two dads, or a mom and a dad.
- Single-parent family**: A family where one parent takes care of the children.
- Blended family**: When two different families join to make one big family.
- Foster family**: A family that looks after children who cannot live with their birth family.

POLITE WORDS AND WHEN TO USE THEM

- Please**: Use this when asking for something or requesting help politely.
- Excuse me**: Say this when you need someone's attention.
- Thank you**: Say this when someone gives you something or helps you.
- Pardon me**: You should say this if you accidentally do something a bit rude like a burp.
- You're welcome**: Say this to respond politely when someone thanks you.

KEY TERMS

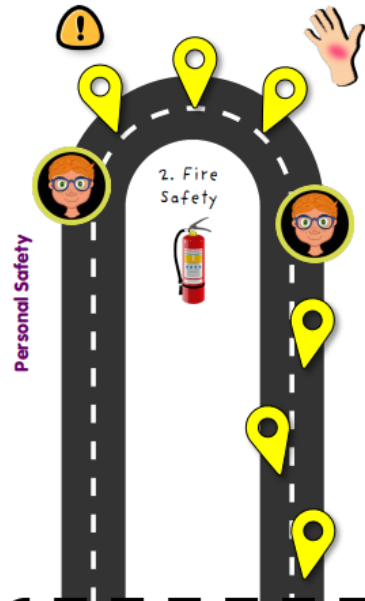
- Role model**: Someone others look up to because of the way they act or the good choices they make.
- Modelling good behaviour**: Showing others how to behave by making kind, fair, or sensible choices yourself.
- Showing respect**: Treating people, places, and things in a kind and thoughtful way.
- Manners**: Using kind words and actions to show you care about others.
- Polite**: Speaking and acting in a thoughtful way.
- Family**: A group of people who love and care for each other, like parents, siblings, or others who help look after you at home.
- Needs**: Things that are necessary for you to live and feel safe, like food, water, sleep, and love.
- Empathy**: Understanding how someone else feels.
- Compassion**: Understanding how someone feels and doing something practical to help them.

YEAR 3- SPRING 1 RELATIONSHIPS 1 KNOWLEDGE ORGANISER



Term 4a

- 1. Personal Safety and Risk
- 2. Fire Safety
- 3. First Aid Lesson 1 (Burns and Scalds)



STOP DROP AND ROLL

If your clothes catch fire: Stop, Drop, and Roll.

- 1) Stop what you're doing.
- 2) Drop to the ground, lie flat, and cover your face.
- 3) Roll back and forth until the flames go out. Rolling cuts off oxygen, helping to put out the fire.

PROGRESSION AND GOLDEN THREAD

This Year 3 Personal Safety Unit builds on the knowledge and skills developed in previous years. In Year 2, we learned about safety at home and in different environments, including understanding the risks associated with everyday items like matches, candles, and cooking equipment. We also explored general safety rules for staying safe outdoors, such as at the seaside, crossing the road, and when playing at the park. This year, we will focus on key areas of personal safety, starting with understanding risks and hazards, followed by fire safety, and finally, learning how to respond to burns and scalds during our first First Aid lesson. (Lesson 2 will follow in Year 4.)



KEY TERMS

	Personal Safety	Protecting yourself from getting hurt, by making safe choices and knowing how to stay out of danger.
	Risk	The chance that something bad or harmful could happen.
	Hazard	Something that could be dangerous or harmful, like a slippery floor.
	Fire	Extremely hot, brightly coloured flames that happen when something like wood burns.
	Smoke Alarm	A safety device that makes a loud noise when it senses smoke from a fire.
	Fire Extinguisher	A safety device that sprays out a gas or foam to help put out small fires.
	Fire Blanket	A special blanket that you can use to cover a small fire to stop it from spreading.
	Burn	Damage to the skin caused by dry heat, like from a fire or a hot object such as a pan.
	Scald	Damage to the skin caused by a hot liquid or steam.
	Frostbite	Damage to the skin that happens when it gets extremely cold, usually in freezing temperatures.

Term 4b

Healthy Choices

4. Healthy Eating

5. What is a Habit?

6. Healthy Choices

WHY ARE HEALTHY HABITS AND ROUTINES IMPORTANT?

Healthy habits and routines help to keep us well. When we eat healthy foods, sleep enough, stay active, and keep our bodies clean, we are less likely to get sick.

Doing these things regularly helps us build a routine, making it easier to stick to a healthy lifestyle as we grow up.

PROGRESSION AND GOLDEN THREAD

This Year 3 Healthy Choices unit builds on the knowledge and skills developed in earlier years. In KS1, pupils learned about healthy habits, daily routines, and different types of foods and their benefits. They explored how healthy choices support their wellbeing and began to identify healthy habits and routines. In Year 3, the children will deepen this learning by exploring balanced diets using a healthy eating pyramid, learning about food groups and how much of each we should eat. They will build on their understanding of habits by considering why some are hard to change and how to make healthier choices. Finally, they will reflect on their routines and decisions, identifying small, achievable steps to support a healthier lifestyle.

HEALTHY EATING PYRAMID

A healthy eating pyramid is a helpful tool for showing how much we should be eating from each food group.

1) We should eat mostly healthy carbohydrates like brown bread, rice, pasta, oats and grains.

2) Fruit and veg should also be a big part of what we eat every day.

3) Meat, fish and dairy foods are important, but we don't need as much of them.

4) We only need a small amount of healthy fats and oils.

HEALTHY AND UNHEALTHY CHOICES

Washing hands

Roller skating

Playing sport

Staying up late

Junk food

Fizzy drinks

Brushing your teeth

Eating vegetables

Being lazy

Spending lots of time playing computer games

KEY TERMS

Balanced Diet	Eating a variety of foods that give your body everything it needs to grow, stay healthy, and have energy.
Junk Food	Unhealthy food that doesn't have many nutrients and is often high in sugar, salt, or unhealthy fat.
Carbohydrate	Foods like bread, pasta, and potatoes that give us energy.
Protein	Foods like meat, eggs, beans, and nuts that help build and repair our bodies.
Fibre	An important part of food that helps keep your tummy healthy. It is found in fruits, vegetables, and whole grains, and helps your body get rid of waste (poo).
Fat	A type of food that gives us energy, but too much can be unhealthy.
Habit	An activity or behaviour that we do regularly. It can be something good, like brushing your teeth, or something not so good, like eating too much junk food.
Routine	Activities or tasks that we do regularly, usually at the same time every day, like brushing our teeth in the morning or going to bed at night.

YEAR 3 – SPRING 2 PART 1 HEALTH AND WELLBEING KNOWLEDGE ORGANISER



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 5



Respect and Boundaries

5. Respectful Behaviour



3. Friendship Boundaries



1. Seeking Permission



2. Privacy and Boundaries



PROGRESSION AND GOLDEN THREAD

This Year 3 Respect and Boundaries unit builds on children's prior learning. In Year 1, pupils were introduced to permission, what it means, and when it should be asked for. They also learned that their bodies belong to them and that they have the right to choose if they want to be touched. In Year 2, this developed into learning about safety rules, private body parts, the swimwear rule, and an introduction to bullying through the story *One* by Kathryn Otoshi. In Year 3, pupils will revisit permission and be introduced to the concept of consent. They will explore different types of boundaries that help keep us safe, including physical boundaries, personal boundaries, and friendship boundaries. The unit will also build on their understanding of bullying by exploring teasing and learning how to recognise when a joke may go too far and hurt someone's feelings.

ASKING PERMISSION

When asking for permission to do something, you should use polite words like 'may I,' 'please,' and 'thank you,' and always respect the answer.

When should I ask for permission?

- Before using someone else's things.
- Before going into someone else's room.
- Before touching another person's belongings.
- Before touching another person's body.
- In school you may need permission to leave your seat, go to the toilet, or fill your water bottle.

KEY TERMS

	Respectful	Treating other people the way you would like to be treated.
	Responsible	Doing the things you are meant to do and making good choices
	Permission	Asking if you are allowed to do something.
	Consent	When someone willingly says yes and gives you permission to do something.
	Online Privacy	Keeping your personal information private when you are using the internet.
	Boundaries	Rules that help keep us safe. They include places we can or can't go, and can also relate to our bodies and feelings.
	Personal Boundaries	The rules we set for ourselves about how we want others to treat us.
	Friendship Boundaries	The rules we set in our friendships to make sure we treat each other with respect.
	Bullying	When someone repeatedly hurts, threatens, or makes another person feel bad on purpose.
	Teasing	Playful jokes that aren't meant to be mean.

PRIVACY

Privacy means keeping something just for yourself. This could be your thoughts, your body, your belongings, or your personal information. Your privacy is especially important online.

- Avoid sharing your personal information online.
- Protect your accounts and devices with a strong password.
- Only use secure websites with addresses beginning with 'https'

UNSAFE TOUCH

Nobody should touch the parts of your body that are covered by your swimming trunks or bathing suit. These are called your private parts, and they belong only to you. Your private parts are private!

The only time someone like a doctor might need to check them is to help keep you healthy, but that should only happen if a parent or carer you trust is with you.

YEAR 3 – SUMMER 1 RELATIONSHIPS KNOWLEDGE ORGANISER

Term 6a

YEAR 3 – SUMMER 2 WIDER WORLD KNOWLEDGE ORGANISER PART 1



RIGHTS AND RESPONSIBILITIES

- The right to receive an education and the responsibility to work hard and try to learn.
- The right to receive medical care and the responsibility not to misuse it.
- The right to have enough food to eat and the responsibility not to waste food.
- The right to be treated fairly and the responsibility to treat others with kindness and respect.
- The right to express your opinion and the responsibility to listen to others and consider their opinions too.

RULES AND LAWS

It's important to follow rules and laws, as there are consequences if we don't. However, breaking a law is more serious because it can result in trouble with the police. Here are some examples of rules and laws:

- Lights out at 8pm sharp!
- No running in the corridor.
- Always eat your veggies!
- Requiring people to wear a seatbelt in a car.
- Not allowing children younger than 13 to work.
- Not allowing children to drink alcohol or smoke cigarettes.

KEY TERMS

- Rule** Something you should do to stay safe, behave well, or treat everyone fairly.
- Law** A rule made by the government that must be followed.
- Government** A group of people who have been elected (voted for) and then given the power to make or change laws.
- Legal** Something that is allowed by the law.
- Illegal** Something that is not allowed by the law and can get you in trouble.
- Punishment** Something bad that happens when you break a rule or law.
- Rights** Things we should all have access to in order to be happy, healthy, and safe.
- Responsibilities** The things you should do in return for your rights.
- Human Rights** The basic things everyone should be able to do or have, no matter where they live, like being safe, treated fairly, and having a voice.
- Shared Responsibilities** Things we are all responsible for, like caring for the environment.
- Volunteering** Giving up your time and skills (without pay) to help others.



SHARED RESPONSIBILITIES

As responsible citizens, we all have a role to play in taking care of the people and shared spaces in our community. Here are some examples:

- Collecting litter, even if it doesn't belong to you.
- Volunteering at an allotment or community garden.
- Helping elderly neighbours.
- Fundraising for worthy causes.

Responsible Citizens

PROGRESSION AND GOLDEN THREAD

This Year 3 Responsible Citizens unit builds on previous learning. In Reception, students learned about classroom rules and being good listeners. In Key Stage 1, we explored safety rules at home, in the classroom, and online. In Year 2, we discussed wants and needs and how support can be found through community helpers. This year, we will deepen our understanding by investigating rules, laws, rights (including Human Rights), and responsibilities. We will also explore community roles and responsibilities, as well as the importance of volunteering our time and skills to care for shared spaces and help others in our communities.

EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS

Term 6b

YEAR 3 – SUMMER 2 WIDER WORLD KNOWLEDGE ORGANISER PART 2



VIDEOGAME RATINGS

Videogame ratings show which games are appropriate for different ages. In KS2, we should only play games with a green sticker.

	Suitable for all ages 3 and older.
	Suitable for age 7 and older.
	Suitable for age 12 and older.
	Suitable for age 16 and older.
	Suitable for age 18 and older.

TV AND FILM RATINGS

Film ratings help people know which movies are suitable for different ages. Look for the symbols below to see if a movie is right for you.

	Universal – Suitable for all ages
	Parental Guidance – Suitable for most kids, but some scenes could be a bit scary for younger children.
	People under 12 can watch, but they need to be with an adult.
	Only for people aged 12 and over.
	Only for people aged 15 and over.
	Only for people aged 18 and over.

KEY TERMS

	Media	Different ways of finding out information or accessing entertainment.
	Social Media	Websites like Facebook, where people can chat, play games, or find out news.
	News	Information about events that are happening locally or across the globe.
	Reliable	Something you can trust to be true or correct.
	Fact Checking	Making sure that information is true by looking at other trusted sources.
	Trustworthy	Someone or something you can rely on to be honest and do the right thing.
	Age Rating	A guide that shows which age group TV, films, or videogames are suitable for.
	TV and Film Rating	A label that shows what age a film is suitable for, to help keep people safe.
	Videogame Rating	A label that shows what age a videogame is suitable for.

Media Awareness

4. E-Safety

5. Age-Appropriate Content

6. Why is the News Important?

WHAT IS THE MEDIA?

The media is the name given to the different ways we can find information or be entertained through videos, images, or text. Here are some examples:

	Newspapers, books and magazines
	Social media and websites
	TV, film and videogames

PROGRESSION AND GOLDEN THREAD

This Year 3 Media Awareness unit builds on previous learning. In Year 1, we explored safety rules in our classroom, at home, online, and in the local environment. In Year 2, we expanded on this by learning how to search safely online and identify trustworthy sources like BBC News. This year, we will deepen our understanding by exploring online safety and the reliability of information. We will also discuss age ratings for TV, films, and video games, and why it's important to follow them. Lastly, we'll examine why the news is important, how to identify trustworthy sources, and how to be responsible consumers of information.