

# Knowledge Organiser



## Year 3 - Me and My Relationships

### Key questions

#### Cooperation

Can people disagree and still be friends?

Do people need to accept the views of others? Why?

How can arguments and disputes be settled?

#### Friendships

What do I do to be a good friend?

How can I make up with a friend if we have fallen out?

What different ideas can I suggest to friends who have fallen out?

How can I help others to sort out their argument?

### Key vocabulary

apologise   respect   disagree  
responsibility   calm   disputes  
arguments   feelings   persuade  
friendship   opinions   listening  
family   friendship   falling out  
special people

### I can ...

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

# Knowledge Organiser



## Year 3 - Valuing Difference

### Key questions

#### Recognising and Respecting Diversity

Are all families the same? If not,  
how are they different?

What is good about having  
different community groups? Why?

What is prejudice?

Where does prejudice come from?

Can prejudice be challenged?

How?

#### Being Respectful and Tolerant

Are tolerance and respect the  
same? Do we need both?

Do we have respect and tolerance  
in our classroom? What does it  
do?

Have you shown respect and  
tolerance at any time? How and  
Why?

Has anyone shown you respect  
and tolerance? How did it make  
you feel?

### Key vocabulary

family    different

name calling    prejudice

tolerance    community

strangers    bullying    differences

belonging    respect

identity    families    similarities

### I can ...

I can give examples of different  
community groups and what is  
good about having different  
groups.

I can talk about examples in our  
classroom where respect and  
tolerance have helped to make it a  
happier, safer place.

# Knowledge Organiser



## Year 3 - Keeping Safe

### Key questions

#### Managing Risk

What makes a situation risky?  
Can a risky situation be changed?  
How?

Why do some people choose to  
take risks?

Why do some people choose to  
avoid risky situations?

#### Drugs and Their Risks

What are the risks of cigarettes  
and alcohol?

Can medicines be both helpful and  
harmful? Why?

What other things can be helpful  
and harmful to a person's health?

What can make people take risks?

#### Staying Safe Online

Why is it important to keep  
personal details safe when online?

Is all information that we see  
online always true?

How do some people try to find out  
personal information? Can this  
cause any problems?

### Key vocabulary

alcohol personal details  
risk (risky) internet safety  
cigarettes private nicotine  
trust medicines public  
unsafe search engine harmful  
situation e-cigarettes vapes

### I can ...

I can say what I could do to make  
a situation less risky or not risky at  
all.

I can say why medicines can be  
helpful or harmful.

I can tell you a few things about  
keeping my personal details safe  
online. I can explain why  
information I see online might not  
always be true.

# Knowledge Organiser



## Year 3 - Rights and Respect

### Key questions

#### **Skills We Need to Develop As We Grow Up**

Is a fact the same as an opinion? If not, why not?

How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online?

#### **Helping and Being Helped**

How do we keep ourselves safe as we get older?

Can we help the people who help us? How?

### Key vocabulary

online   false   check  
safe   parent  
carer   adult  
search   fact  
opinion

### I can ...

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

# Knowledge Organiser



## Year 3 - Being My Best

### Key questions

#### **Keeping Myself Healthy**

Am I responsible for keeping myself healthy?

What can I do myself to keep healthy?

How do I feel when I do things to stay healthy?

#### **Celebrating and Developing My Skills**

What skills or talents do I have?

How can a talent or skill be developed?

Does goal-setting help improve skills and talents? How?

What would I like to achieve when I am older?

How do I achieve my goals?

### Key vocabulary

achieve fruit medicine bones  
goal-setting muscles skills  
teeth balanced diet talents  
improve practise proteins  
water sleep healthy  
starchy carbohydrates dairy  
exercise energy vegetables

### I can ...

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

# Knowledge Organiser



## Year 3 - Growing and Changing

### Key questions

#### Relationships

Can a relationship be positive?

How?

How can a relationship be negative?

What can someone do to make a friendship healthy?

#### Menstruation

What is menstruation?

What happens when the human egg is not fertilised?

Which parts of a woman's body are involved in menstruation?

#### Keeping Safe

What is someone's 'body space'?

When is it ok to go into someone's body space?

If someone wants another person to leave their body space, how can they ask them to leave?

If someone feels uncomfortable, who can they talk to?

### Key vocabulary

angry penis relationships  
body space touch assertive  
vagina jealous womb  
period/menstruation pad trust  
lining respect breasts  
uncomfortable caring genitals  
upset egg healthy  
puberty testicles

### I can ...

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.