

Year 3 - Families and Relationships

Autumn 1 Knowledge Organiser



Heathfield Schools' Partnership

This PSHE topic follows on from previous learning of family and relationships studied in Year 2. Within this unit, the children will learn how to resolve relationship problems with family and friends. They will explore situations where they may need to seek an adult's support with disagreements and will gain an understanding on how to identify effective listening skills and non-verbal communication. Then they will look at the impact of bullying and what action can be taken without using violence. In addition, the children will explore trust and who to trust in different settings. Finally, they will learn how stereotyping can exist in relation to gender and age and what steps could be taken to overcome stereotyping.

Key knowledge

- Trusted adults or services such as Childline can support family problems.
- Bullying can be physical or verbal and have a negative impact on others.
- Bullying is a repeated behaviour and not a one-off event.
- Violence is never the right way to solve a family or friendship problem.
- Trust is being able to rely on someone and is an important part of all relationships.
- The signs of a good listener are making appropriate facial expressions, asking questions and making appropriate sounds/noises.
- There are many similarities and differences between people and this should be embraced.
- Stereotypes can be related to gender and age.



Stereotypes can have a negative impact as they can make people think they cannot do certain things.



There are similarities and differences between people.



Trust is an important part of a relationship and we trust different people for different things.

Star Words- Key Vocabulary

- Bullying:** To cause repeated physical or emotional pain to somebody.
- Communicate:** To interact with other people through words or body language.
- Conflict:** Strong disagreement or bad feeling between two people.
- Differences:** The way in which two things being compared are not the same.
- Equality:** Equality means recognising and responding fairly to the individual needs and identities of all others.
- Support:** To help someone or something in an emotional or practical way.
- Sympathy:** Feeling sad for someone when something bad happens to them.
- Trust:** Relying on someone to do something for you, such as keeping a secret or keeping something safe for you.

Families sometimes experience problems and if they can't solve these themselves, there are other people who can help.

Key Questions

What do I do for my family and what do my family do for me?
What problems might a family have and how might they overcome them?
Who can help with family problems? What is a healthy friendship? How do our friends show respect? When should we speak to another adult about a problem?
How does bullying affect people and what can we do if we are being bullied?
What does being a good listener involve? Who can we trust and why?
What can we do if someone breaks our trust?
What can we do if we are not sure whether to trust someone?

What similarities and differences are there between people? How should we treat people who are different to us? What is a stereotype? How do toys reinforce stereotypes? Where might we come across views about gender stereotyping? What does gender mean? How can we overcome stereotypes and others who influence stereotypes? What stereotypes exist and are they true? What should we do if we come across something offensive or uncomfortable online such as stereotyping? Why do you think people post inappropriate content online?

Bullying can be physical or emotional and is repeated. Bullying can happen online as well as face to face.

People can communicate in ways other than talking.

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
Calls DO NOT show on the phone bill



Year 3 – Health and Wellbeing Autumn 2 Knowledge Organiser



Heathfield Schools' Partnership

This unit builds on previous learning of the topic health and wellbeing, that the children studied in Year 2. In this module, the children learn the importance of a healthy lifestyle, the benefits of physical activity, what a balanced diet looks like and why rest and relaxation are fundamental to a healthy mind and body. Next they will explore identity through groups they belong to, in addition to identifying their own strengths and how these can be used to help others. Building resilience and learning how to solve problems by breaking them down into achievable steps are introduced in the latter part of this unit and the children will create their own targets. Lastly, the importance of dental hygiene is studied, looking at how food impacts on dental health.

Key knowledge

- Identify the different food groups and know what a balanced diet consist of.
- Understand the positive impact relaxation can have on the mind and body.
- What being lonely means and that it is not the same as being alone.
- Have a sense of belonging and understanding of different groups we belong to.
- How problems or barriers impact on people and how these can be overcome.
- Ways to prevent tooth decay.



Lots of things make up our identity, including the groups we belong to.



Star Words- Key Vocabulary

Feelings: Feelings are something that we feel from within. Feelings never remain the same for too long and keep changing. Types of feelings-happy, sad, worried, lonely.

Identity: Who someone is and how they define themselves.

Lifestyle: A lifestyle is a way of living or doing things.

Nutrition: The study of food and how it works in your body.

Relaxation: To rest or take a break.

Resilience: A willingness to keep trying even when things become very hard.

Strengths: Can be anything that helps them through challenging times. This can vary from having a good memory, to being able to do equations in maths really well.

Key Questions

- What do different food groups do for our bodies?
- Why is it important to have the correct amount of food for our bodies?
- What else keeps us healthy? Why is relaxation important for our bodies?
- What might we do to help our bodies relax?
- What different groups do I belong to? What do I have in common with others?
- What can we do if we and others are lonely? What are our strengths?
- How does helping others make us feel?
- How can we solve problems or overcome challenges?
- Why is it important to express your feelings?
- What do you get from each food group? Why do we need different types of food?