



Objectives and Sticky Knowledge

Previous Knowledge Recap:

1. Children start to accurately name the different feelings they experience.
2. Children can explain the different types of relationship they have with other people.
3. Children can be helpful at appropriate times or seek help when needed.

Land Objectives and Sticky Knowledge:

I can describe the dangers we may find at home and understand ways of keeping ourselves and others safe at home.	I know how to respond to strangers in order to keep myself safe.	I understand personal boundaries, knowing the difference between appropriate and inappropriate touch and knowing who to ask for help if I am worried.
<p>I can recognise warning or danger signs. I am able to spot the dangers that we may find at home. I know the importance of listening to trusted adults. I am able to understand ways we can keep ourselves and others safe at home. I know the differences between safe and risky choices.</p>	<p>I can name people who keep us safe. I can name ways of keeping myself safe. I can identify trusted adults around me. I am able to recognise risky situations. I understand the difference between safe and risky choices. I know who to talk to if I was worried about someone I had just met. I know who a stranger is. I know that we do not go with strangers. I can explain why we cannot trust strangers. I know that parental permission is needed in order to trust a stranger.</p>	<p>I know that it is not right to keep secrets if they relate to being safe. I know that each person's body belongs to them. I know it is important to seek help or advice if a relationship is making me feel unsafe or unhappy. I know that in school and in society, you can expect to be treated with respect by others and in turn you should show due respect to others, including those in positions of authority. I know how to report concerns or abuse.</p>

Links with 'Communication' Golden Thread:

Links with CST and CKA Values Crown:

Year 3 PSHE Knowledge Organiser



I will learn the following new words/phrases:

Community	<i>A group of people living in the same place or sharing a common interest.</i>
Discuss	<i>To talk about something with another person or group.</i>
Choice	<i>To pick or choose between two or more possibilities.</i>
Pedestrian	<i>A person walking rather than travelling in a vehicle, such as a car.</i>
Zebra Crossing	<i>A black and white road crossing where drivers should stop to let any pedestrians cross.</i>
Pelican Crossing	<i>A road crossing controlled by traffic lights.</i>
Puffin Crossing	<i>A road crossing with sensors that can detect when a pedestrian is still on the crossing.</i>
Toucan Crossing	<i>A road crossing which both pedestrians and cyclists can use.</i>
Avoid	<i>To keep away from.</i>
Situation	<i>What is happening now.</i>
Risk	<i>The possibility that something unpleasant or dangerous will happen.</i>
Safe	<i>Not likely to cause or lead to harm or injury.</i>
Imaginary	<i>Something that only exists in your mind or imagination.</i>

Sky Objectives:

1. Children are able to identify the four zones of regulation and identify the zone that they are in.
2. Children can recognise what makes a relationship positive.
3. Children take more responsibility as an active member of a community.