



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>As a rule</i> - I can explain why we have rules - I can explore why rules are different for different age groups, in particular for internet-based activities - I can suggest appropriate rules for a range of settings - I consider the possible consequences of breaking the rules	rules safety misinformation disinformation
2	<i>Looking after our special people</i> - I can identify people who I have a special relationship with - I can suggest strategies for maintaining a positive relationship with my special people.	friendship falling out making up compromise safe
3	<i>How can we solve this problem?</i> I can rehearse and demonstrate simple strategies for resolving given conflict situations	conflict point of view needs compromise respect preferences
4	<i>Friends are special</i> - I can identify qualities of friendship - I can suggest reasons why friends sometimes fall out - I can rehearse and use, now or in the future, skills for making up again	strategies point of view calm apologise listen making up safe unsafe trust
5	<i>Thunks</i> - I can express opinions and listen to those of others - I can consider others' points of view - I can explain the thinking behind my ideas and opinions.	continuum opinions respectful courteous challenging preferences
6	<i>Dan's dare</i> - I can explain what a dare is - I understand that no-one has the right to force me to do a dare - I can suggest strategies to use if I am ever made to feel uncomfortable or unsafe by someone asking me to do a dare.	bullying help don't do that online bullying aggressor target
Post assessment completed		

Year 3 Knowledge Organiser – Valuing Difference



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Respect and challenge</i> - I can reflect on listening skills - I can give examples of respectful language - I can give examples of how to challenge another's viewpoint, respectfully	respect cooperation listening skills politeness courtesy manners	
2	<i>Family and friends</i> - I can recognise that there are many different types of family - I understand what is meant by 'adoption' 'fostering' and 'same-sex relationships'	family adoption fostering same-sex couple blended family stereotype	
3	<i>My community</i> - I can define the term 'community' - I can identify the different communities that I belong to - I can recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing	belonging community	
4	<i>Our friends and neighbours</i> - I can explain that people living in the UK have different origins - I can identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds - I can identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.	similarities differences identity respect needs	
5	<i>Let's celebrate our differences</i> - I can recognise the factors that make people similar to and different from each other - I can recognise that repeated name calling is a form of bullying - I can suggest strategies for dealing with name calling (including talking to a trusted adult)	similarities differences name calling bullying online bullying upstander bystander needs respect	
6	<i>Zeb</i> - I can understand and explain some of the reasons why different people are bullied - I can explore why people have prejudiced views and understand what this is	prejudice disability race colour gender sexuality cyberbullying	trolling upstander bystander online bullying stereotype discrimination abuse
Post assessment completed			

Year 3 Knowledge Organiser – Keeping Safe



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Safe or unsafe?</i> - I can identify situations which are safe or unsafe - Identify people who can help if a situation is unsafe - I can suggest strategies for keeping safe	trust safe unsafe
2	<i>Danger or risk?</i> - I can define the words danger and risk and explain the difference between the two - I can demonstrate strategies for dealing with a risky situation	danger (dangerous) risk (risky) feelings strategies consequence
3	<i>The Risk Robot</i> - I can identify risk factors in given situations - I can suggest ways of reducing or managing those risks	risk safer
4	<i>Super Searcher</i> - I can evaluate the validity of statements relating to online safety - I can recognise potential risks associated with browsing online - I can give examples of strategies for safe browsing online - I can think about screen usage and understand that online gaming can be addictive	internet safety search engine phishing browsing risk fake news misinformation disinformation
5	<i>Help or harm?</i> I can understand that medicines are drugs and suggest ways that they can be helpful or harmful	medicines harmful drugs helpful instructions
6	<i>Alcohol and cigarettes: the facts</i> - I can identify some key risks from and effects of cigarettes and alcohol - I know that most people choose not to smoke cigarettes (Social Norms message) - I can define the word 'drug' and understand that nicotine and alcohol are both drugs	risk drugs cigarettes nicotine alcohol
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Helping each other to stay safe</i> - I can identify key people who are responsible for me to help me stay safe and healthy - I can suggest ways I can help these people	helper responsible safe healthy
2	<i>Recount task</i> - I can understand the difference between 'fact' and 'opinion' - I can understand how an event can be perceived from different viewpoints - I can plan, draft and publish a recount using the appropriate language	fact opinion misinformation disinformation fake news
3	<i>Our helpful volunteers</i> - I can define what a volunteer is - I can identify people who are volunteers in the school community - I can recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer	volunteer wellbeing
4	<i>Can Harold afford it?</i> - I can understand the terms 'income', 'saving' and 'spending' - I can recognise that there are times we can buy items we want and times when we need to save for items - I can suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc) - I understand the financial risks related to online gaming	income saving spending
5	<i>Earning money</i> - I can explain that people earn their income through their jobs - I understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)	earning income
6	<i>Harold's environment project</i> - I can define what is meant by the environment - I can evaluate and explain different methods of looking after the school environment - I can devise methods of promoting their priority method.	environment waste
Post assessment completed		



Pre assessment completed		
	Learning outcomes	Key vocabulary
1	<i>Derek cooks dinner!</i> - I can explain how each of the food groups on the Eatwell Guide (formerly Eatwell Plate) benefits the body - I can explain what is meant by the term 'balanced diet' - I can give examples what foods might make up a healthy balanced meal.	balanced diet proteins muscles dairy teeth bones starchy carbohydrates energy fruit & veg healthy
2	<i>Poorly Harold</i> - I can explain how some infectious illnesses are spread from one person to another - I can explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses - I can suggest medical and non-medical ways of treating an illness	infection cleanliness hygiene rest sleep water medicine dose drug safety instructions
3	<i>Body team work</i> - I can name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) - I can describe how food, water and air get into the body and blood	vaccination injection disease hygiene germs
4	<i>For or against?</i> - I can develop skills in discussion and debating an issue - I can demonstrate understanding of health and wellbeing issues that are relevant to me - I can empathise with different view points - I can make recommendations, based on research	debate discussion continuum courteous respectful justify
5	<i>I am fantastic!</i> - I can identify my achievements and areas of development - I can recognise that people may say kind things to help us feel good about ourselves - I can explain why some groups of people are not represented as much on television/in the media.	goals improve achieve ambitions gender identity
6	<i>Top talents</i> - I can explain some of the different talents and skills that people have and how skills are developed - I can recognise my own skills and those of other children in the class	goal-setting talents skills intelligence
Post assessment completed		

Year 3 Knowledge Organiser – Growing and Changing



Pre assessment completed			
	Learning outcomes	Key vocabulary	
1	<i>Relationship tree</i> - I can identify different types of relationships - Recognise who I have positive healthy relationships with	positive relationships healthy trust caring online relationships misinterpretation	
2	<i>Body space</i> - I can understand what is meant by the term body space (or personal space) - I can identify when it is appropriate or inappropriate to allow someone into my body space - I have rehearsed strategies for when someone is inappropriately in my body space	personal space body space invade uncomfortable respect stop touch	penis testicles scrotum vulva vagina nipples anus
3	<i>None of your business!</i> - I 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 - I can recognise and describe appropriate behaviour online as well as offline - I can identify what constitutes personal information and when it is not appropriate or safe to share this - I understand and can explain how to get help in a situation where requests for images or information of myself or others occurs - I understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others - I understand that I should not share images of others without their permission - I can think carefully before sharing any information about myself - I understand that once something is posted online it is very hard to remove or delete it	internet safety public private personal information profile digital tattoo	
4	<i>Secret or surprise</i> - I can define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret - I can recognise how different surprises and secrets might make them feel - I know who I could ask for help if a secret made me feel uncomfortable or unsafe.	secret surprise feelings uncomfortable angry upset	jealous worried excited scared talk

Year 3 Knowledge Organiser – Growing and Changing



5	<i>My changing body</i> • I recognise that babies come from the joining of an egg and sperm • I can explain what happens when an egg doesn't meet a sperm • I understand that for girls, periods are a normal part of puberty.	egg sperm puberty fallopian tube ovary uterus (womb) lining vagina pe- riod/men- struation pad period tampon menstrea- tion cup breasts genitals testicles womb wet dreams penis mammals	fertilise birth hips periods spots sweat pubic hair cervix menstrual cycle menstruation fertilised egg pregnant erection vulva nipples scrotum anus involuntary erections ovaries
6	<i>Basic first aid</i>	first aid risk accident danger hazard	kettle safe burn scald emergency
Post assessment completed			