



# Singleton Church of England Primary School

## Progression of Skills and Knowledge

### PSHE - Y3



Year 3 Cycle A	Me and My Relationships	Keeping Safe	Being my Best
<b>KNOWLEDGE ORGANISERS</b>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>	<a href="#"><u>Knowledge Organiser</u></a>
<b>KEY VOCAB</b>	Rules, protect, situations, special people, teamwork, cooperate, collaborative, relationships, situation, healthy friendships, positive, respect, boundaries.	Safe, unsafe, situations, strategies, danger, risk, risktaker, resolve, appropriately, cigarettes, alcohol, healthy, exercise, balanced diet, harmful, drugs, true, false, online.	Energy, carbohydrates, muscles, food groups, protein cover, balanced meal, dairy, meat, fish, medicines, safety, virus, drugs, tolerance, people voice, respect, cooperation, teamwork.
<b>SUBSTANTIVE KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Explain why we have rules;</li> <li>Explore why rules are different for different age groups, in particular for internet-based activities;</li> <li>Suggest appropriate rules for a range of settings;</li> <li>Consider the possible consequences of breaking the rules.</li> <li>Explain some of the feelings someone might have when they lose someone important to them;</li> <li>Understand that these feelings are normal and a way of dealing with the situation</li> <li>Define and demonstrate cooperation and collaboration;</li> <li>Identify the different skills that people can bring to a group task;</li> <li>Demonstrated how working together in a collaborative manner can help everyone to achieve success.</li> <li>Identify people who they have a special relationship with;</li> <li>Suggest strategies for maintaining a positive relationship with their special people.</li> <li>Rehearse and demonstrate simple strategies for resolving given conflict situations.</li> <li>Explain what a dare is;</li> <li>Understand that no-one has the right to force them to do a dare;</li> <li>Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.</li> <li>Express opinions and listen to those of others;</li> <li>Consider others' points of view;</li> <li>Practise explaining the thinking behind their ideas and opinions.</li> <li>Identify the qualities of friendship;</li> <li>Suggest reasons why friends sometimes fall out;</li> <li>Rehearse and use, now or in the future skills for making up again.</li> </ul>	<ul style="list-style-type: none"> <li>Identify situations which are safe or unsafe;</li> <li>Identify people who can help if a situation is unsafe;</li> <li>Suggest strategies for keeping safe.</li> <li>Define the words danger and risk and explain the difference between the two;</li> <li>Demonstrate strategies for dealing with a risky situation.</li> <li>Identify some key risks and effects of cigarettes and alcohol;</li> <li>Know that most people choose not to smoke cigarettes; (social norms message)</li> <li>Define the word 'drug' and understand that nicotine and alcohol are both drugs</li> <li>Identify risk factors in given situations;</li> <li>Suggest ways of reducing or managing those risks.</li> <li>Evaluate the validity of statements relating to online safety;</li> <li>Recognise potential risks associated with browsing online;</li> <li>Give example of strategies for safe browsing online.</li> <li>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;</li> <li>Recognise and describe appropriate behaviour online as well as offline;</li> <li>Identify what constitutes personal information and when it is not appropriate or safe to share this;</li> <li>Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs.</li> <li>Demonstrate strategies for assessing risks;</li> <li>Understand where to get help from when making decisions</li> <li>Understand that medicines are drugs and suggest ways that they can be helpful or harmful.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how each of the food groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate) benefits the body;</li> <li>Explain what is meant by the term 'balanced diet';</li> <li>Give examples what foods might make up a healthy balanced meal.</li> <li>Explain how some infectious illnesses are spread from one person to another;</li> <li>Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;</li> <li>Suggest medical and non-medical ways of treating an illness.</li> <li>Develop skills in discussion and debating an issue;</li> <li>Demonstrate their understanding of health and wellbeing issues that are relevant to them;</li> <li>Empathise with different viewpoints;</li> <li>Make recommendations, based on their research.</li> <li>Identify their achievements and areas of development;</li> <li>Recognise that people may say kind things to help us feel good about ourselves;</li> <li>Explain why some groups of people are not represented as much on television/in the media.</li> <li>Demonstrated how working together in a collaborative manner can help everyone to achieve success;</li> <li>Understand and explain how the brains sends and receives messages through the nerves.</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> <li>Explain some of the different talents and skills that people have and how skills are developed;</li> <li>Recognise their own skills and those of other children in the class.</li> </ul>
<b>MAKING CONNECTIONS</b>	<b>Year 2– Me and My Relationships</b> <ul style="list-style-type: none"> <li>To know how to:</li> <li>To know actions that will contribute positively to the life of the classroom;</li> <li>To know, make and undertake pledges based on those actions.</li> <li>To know and take part in creating and agreeing classroom rules.</li> <li>To know how to use a range of words to describe feelings;</li> <li>To know how to recognise that people have different ways of expressing their feelings;</li> <li>To know helpful ways of responding to other's feelings.</li> <li>To know and define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</li> <li>To know and identify situations as to whether they are incidents of teasing or bullying.</li> <li>To know, understand and describe strategies for dealing with bullying:</li> <li>To know, rehearse and demonstrate some of these strategies.</li> <li>To know and explain the difference between bullying and isolated unkind behaviour;</li> <li>To know and recognise that there are different types of bullying and unkind behaviour;</li> <li>To know and understand that bullying and unkind behaviour are both unacceptable ways of behaving.</li> <li>To know and recognise that friendship is a special kind of relationship;</li> <li>To know and identify some of the ways that good friends care for each other.</li> </ul>	<b>Year 2 – Keeping Myself Safe</b> To know how to: <ul style="list-style-type: none"> <li>To understand that medicines can sometimes make people feel better when they're ill;</li> <li>Give examples of some of things that a person can do to feel better without use of medicines, if they are unwell;</li> <li>Explain simple issues of safety and responsibility about medicines and their uses.</li> <li>Identify situations in which they would feel safe or unsafe;</li> <li>Suggest actions for dealing with unsafe situations including who they could ask for help.</li> <li>Identify situations in which they would need to say 'yes', 'no', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.</li> <li>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</li> <li>Identify the types of touch they like and do not like;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>Recognise that some touches are not fun and can hurt or be upsetting;</li> <li>Know that they can ask someone to stop touching them;</li> <li>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</li> <li>Identify safe secrets (including surprises) and unsafe secrets;</li> </ul>	<b>Year 2– Being My Best</b> To know how to: <ul style="list-style-type: none"> <li>Explain the stages of the learning line showing an understanding of the learning process;</li> <li>Help themselves and others develop a positive attitude that support their wellbeing;</li> <li>Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning.</li> <li>Understand and give examples of things they can choose themselves and things that others choose for them;</li> <li>Explain things that they like and dislike, and understand that they have choices about these things;</li> <li>Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</li> <li>Explain how germs can be spread;</li> <li>Describe simple hygiene routines such as hand washing;</li> <li>Understand that vaccinations can help prevent certain illnesses.</li> <li>Explain the importance of good dental hygiene routines.</li> <li>Understand that the body gets energy from food, water and oxygen;</li> <li>Recognise that exercise and sleep are important to health</li> <li>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</li> <li>Describe how food, water and air get into the body and blood.</li> </ul>

	<ul style="list-style-type: none"> <li>To know, recognise, name and understand how to deal with feelings (e.g. anger, loneliness);</li> <li>To know and explain where someone could get help if they were being upset by someone else's behaviour.</li> </ul> <p><b>Year 4– Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</li> <li>Explain how different words can express the intensity of feelings.</li> <li>Explain what we mean by a 'positive healthy relationship';</li> <li>Describe some of the qualities that they admire in others.</li> <li>Recognise that there are times when they might need to say 'no' to a friend;</li> <li>Describe appropriate assertive strategies for saying 'no' to a friend.</li> <li>Demonstrate strategies for working on a collaborative task;</li> <li>Define successful qualities of teamwork and collaboration.</li> <li>Identify a wide range of feelings;</li> <li>Recognise that different people can have different feelings in the same situation;</li> <li>Explain how feelings can be linked to physical state.</li> <li>Demonstrate a range of feelings through facial expressions and body language;</li> <li>Recognise that their feelings might change towards someone or something once they have further information.</li> <li>Give examples of strategies to respond to being bullied, including what people can do and say;</li> <li>Understand and give example of who or where pressure to behave in an unhealthy, acceptable or risky way might come from.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the importance of telling someone they trust about a secret that makes them feel unsafe or uncomfortable.</li> <li>Identify how inappropriate touch can make someone feel;</li> <li>Understand that there are unsafe secrets and secrets that are nice and surprises;</li> <li>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</li> </ul> <p><b>Year 4 – Keeping Myself Safe</b></p> <ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Identify images that are safe/unsafe to share online;</li> <li>Know and explain strategies for safe online sharing.</li> <li>Understand and explain the implications of sharing images online without consent.</li> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> <li>Understand that medicines are drugs;</li> <li>Explain safety issues for medicine use;</li> <li>Suggest alternatives to taking medicine when unwell;</li> <li>Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)</li> <li>Understand some of the key risks and effects of smoking and drinking alcohol;</li> <li>Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (social norms theory).</li> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>	<p><b>Year 4 – Being My Best</b></p> <ul style="list-style-type: none"> <li>Identify ways in which everyone is unique;</li> <li>Appreciate their own uniqueness;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>Give examples of choices they make for themselves and choices others make for them;</li> <li>Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;</li> <li>Plan a menu which gives a healthy balance of foods from across the good groups on the <b>Eatwell Guide</b> (formerly Eatwell Plate).</li> <li>Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs);</li> <li>Suggest ways the Seven Rs recycling methods can be applied to different scenarios.</li> <li>Define what is meant by the word 'community';</li> <li>Suggest ways in which different people support the school community;</li> <li>Identify qualities and attributes of people who support the school community.</li> </ul>
<p><b>KEY SKILLS</b></p>	<p><u>Feelings</u></p> <ul style="list-style-type: none"> <li>I can usually accept the views of others and understand that we don't always agree with each other.</li> </ul> <p><u>Friendship</u></p> <ul style="list-style-type: none"> <li>I can give you lots of ideas about what makes a good friend and also tell you some different ideas for how I make up with a friend if we've fallen out.</li> </ul>	<p><u>How our feelings can keep us safe</u></p> <ul style="list-style-type: none"> <li>I can say what I could do to make a situation less risky or not risky at all.</li> <li>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.</li> </ul> <p><u>Medicine safety</u></p> <ul style="list-style-type: none"> <li>I can say medicines can be helpful or harmful.</li> </ul>	<p><u>Being my best</u></p> <ul style="list-style-type: none"> <li>I can give a few examples of things that I can take responsibility for in relation to my health and give an example of something that I've done which shows this.</li> <li>I can explain and give an example of a skill or talent I have developed and the goal-setting that I've already done (or plan to do) in order to improve it.</li> </ul>