Knowledge Organiser

Year 3 – Keeping & Staying Safe

Year Intent

In Year 3, children broaden their understanding of safety by exploring potential risks in familiar environments, particularly at home. They learn to recognise common warning signs, identify possible dangers, and understand the difference between safe and risky choices.

Pupils develop their understanding of the importance of listening to trusted adults and following guidance that helps keep themselves and others safe. Through revisiting earlier learning, quizzes and activities, children consolidate their knowledge, strengthening their understanding before progressing to more complex safety topics.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal safety; Basic first aid

Ask me a question!

Who is available to help if we call 999?

Can you name some dangers that you may find at home?

Knowledge & Skills Progression

Leaning Out of Windows - *Pupils should...*

- recognise a range of warning signs
- spot the dangers we may find at home
- know the importance of listening to our trusted adults
- understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices

What I've Learnt - *Pupils can...*

- confidently demonstrate how to keep themselves and others safe in different environments
- recognise and respond appropriately to situations that may place themselves or others at risk
- apply strategies to stay safe at home, at school and in the community
- clearly explain the difference between safe and risky choices

I will learn the following new words/phrases:

I now know...

Appliances	A device or piece of equipment designed to perform a specific task.
Dangerous	Able or likely to cause harm or injury.
Chemicals	A substance that is created when two or more other substances act upon one another.
Warning sign	A type of sign that indicates a potential hazard, obstacle, or condition requiring special attention.
Pressured	To strongly persuade someone to do something they do not want to do.
Permission	Officially allowing someone to do a particular thing; consent or authorisation.





Knowledge Organiser

Year 3 – Keeping & Staying Healthy

Year Intent

In Year 3, children broaden their understanding of how to stay healthy by learning about medicines and how they help when used safely.

They explore simple safety rules, including when it is safe to take medicine and who they should accept it from. Pupils continue developing their understanding of healthy and less healthy choices and recognise habits that support wellbeing.

Through discussion and activities, they consolidate their knowledge of routines that help keep their bodies healthy.

Curriculum Links

Statutory RSHE Links

Caring friendships; Being safe; Personal safety; Drugs, alcohol, tobacco, and vaping (legal, harmful substances) General wellbeing; Health protection and prevention; Physical health and fitness

Ask me a question!

Why do we take medicine?

Who should we take medicine from?

What else can make you feel better when you are poorly?

What is a vaccination?

Knowledge & Skills Progression

Medicine - *Pupils should...*

- understand and explain simple safety rules about medicine
- explain when it is safe to take medicine and why
- know who it is safe to accept medicine from and why
- recognise and make important healthy choices

What I've Learnt - *Pupils can...*

- confidently explain ways to help keep their bodies healthy
- recognise and make healthy choices in everyday situations
- apply simple routines that support good health, such as washing hands and brushing teeth
- clearly explain the difference between healthy and less healthy choices



I will learn the following new words/phrases:

I now know...

Medicine	A drug or other substance used to treat disease, injury, pain, or other symptoms
Allergies	When you have an unusual reaction to something, like dust or certain foods.
Vaccination	A special medicine that helps protect your body from certain diseases.
Antibodies	A protein in blood that reacts to toxic substances by destroying them or making them ineffective.
Research	Studying something carefully to find out more information about it.
Immune System	The system of the body that fights infection and disease.
Doctor	A person who is qualified to treat people who are ill.

Knowledge Organiser

Year 3 – Our World

Year Intent

In Year 3, children broaden their understanding of the world around them by exploring how people grow, live and work within their environment.

They learn about the importance of caring for the planet and begin to understand how their choices can help protect it. Pupils explore ideas such as reducing, reusing and recycling, and consider ways to save water and electricity.

Through discussion and activities, they recognise how small actions can help care for the world and reduce their impact on the environment.

Curriculum Links

Statutory RSHE Links

Developing bodies (early introduction to human life cycle)

Ask me a question!

How can we save water?

What does the phrase 'reduce, re-use, recycle' mean?

How can we reduce the amount of electricity we use?

Knowledge & Skills Progression

Looking After Our World - *Pupils should...*

- explain the meaning of reduce, reuse, and recycle
- recognise how we can help look after our planet
- identify how to reduce the amount of water and electricity we use
- understand how we can reduce our carbon footprint

What I've Learnt - *Pupils can...*

- confidently demonstrate ways to care for living things and the world around them in different environments
- recognise and respond appropriately to situations where people, animals or the environment may need care or protection
- apply strategies to help look after their surroundings at home, at school and in their community
- clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment

I will learn the following new words/phrases:

I now know...

Reduce	To make the size or quantity of something smaller.
Re-use	To use more than once.
Recycle	To convert waste into reusable materials or to use again.
Environment	The surroundings in which a person, animal, or plant lives.
Carbon footprint	The amount of carbon dioxide we produce.
Carbon dioxide	A gas released into the environment when we carry out certain activities, such as driving or using electricity.
Global warming	A change in the planet which can cause it to become warmer than usual.



Knowledge Organiser

Year 3 – Computer Safety

Year Intent

In Year 3, children broaden their understanding of how to stay safe when using technology by exploring potential risks that can arise when communicating online.

They learn to recognise possible dangers, including the risks of talking to strangers in online spaces, and consider the consequences of unsafe choices.

Pupils also explore the positives and negatives of using technology and develop their understanding of safe and risky behaviour online before progressing to more complex online safety topics.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; Being safe; Caring friendships; Personal safety



Knowledge & Skills Progression

Making Friends Online - *Pupils should...*

- identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- name the positives and negatives of using technology
- understand the difference between safe and risky choices online

What I've Learnt - *Pupils can...*

- confidently demonstrate how to use technology safely and responsibly in different environments
- recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology
- apply strategies to stay safe when using devices at home and at school
- clearly explain the difference between safe and unsafe choices when using technology

I will learn the following new words/phrases:

I now know...

Chatroom	A group of people living in the same place or sharing a common interest.
Report	Give a spoken or written account of something that one has observed, heard, done, or investigated.
Reply	Say something in response to something someone has said.
Respond	Do something as a reaction to someone or something.
Childline	A free, private and confidential service where you can talk about anything

Ask me a question!

If you are worried or unsure about something you see online, what could you do? Who could you speak to?

If you receive a message online from someone you do not know, what could you do?

If someone was worried about something they had seen online, how could you help them?

Knowledge Organiser

Year 3 – Being Responsible

Year Intent

In Year 3, children broaden their understanding of responsibility by exploring why stealing is wrong and how it differs from borrowing.

They learn how actions such as taking something that does not belong to them can affect others and begin to understand how people may feel if their belongings are not returned.

Pupils develop their understanding of responsible and irresponsible behaviour and consider how their choices affect others before progressing to more complex learning about responsibility.

Curriculum Links

Statutory RSHE Links

Respectful, kind relationships; Being safe; Caring friendships;

Ask me a question!

What are the differences between borrowing and stealing?

How can you be responsible?

Knowledge & Skills Progression

Stealing - *Pupils should...*

- understand the differences between borrowing and stealing
- describe how you might feel if something of yours is borrowed and not returned
- know why it is wrong to steal
- explain the differences between being responsible and irresponsible

What I've Learnt - *Pupils can...*

- confidently demonstrate responsible behaviours that support themselves and others in different environments
- recognise and respond appropriately to situations where responsible choices are needed
- apply strategies to show responsibility at home, at school and in the wider community
- clearly explain the difference between responsible and irresponsible choices





I will learn the following new words/phrases:

I now know...

Borrowing	When you take and use something that belongs to someone else, with their permission. After using it, you return it.
Stealing	When you take something from someone without permission and do not intend to return it.
Consequence	The result or outcome of an event or action.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do.
Responsible	Having good judgement and the ability to act correctly and make decisions on your own

Knowledge Organiser

Year 3 – Feelings & Emotions

Year Intent

In Year 3, children broaden their understanding of feelings and emotions by learning about grief and loss in an age-appropriate way.

They explore how experiences of loss can affect how people feel, think and behave, and recognise the emotional and physical responses that may occur. Pupils build on their understanding of pleasant and unpleasant emotions and consider situations that may cause different feelings.

Through discussion and activities, they practise strategies to manage and express emotions in positive ways.

Curriculum Links

Statutory RSHE Links

General wellbeing; Respectful, kind relationships; Families and people who care for me; Physical health and fitness



Knowledge & Skills Progression

Grief - *Pupils should...*

- identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset
- understand that grief is a natural response to loss and identify situations that may cause these feelings
- learn and practise strategies to cope with feelings related to loss and grief in healthy ways
- explain that feelings of loss and grief can be communicated through words, actions and body language

What I've Learnt - *Pupils can...*

- confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings
- recognise and respond appropriately to situations that may cause different emotions for themselves or others
- apply strategies to help manage and express their feelings in positive ways at home and at school
- clearly explain the difference between pleasant and unpleasant emotions and how they can be managed

I will learn the following new words/phrases:

I now know...

Grief	Great sadness, often following a death or loss.
Confusion	Uncertainty about what is happening, intended, or required.
Memory box	A special place where memories are stored.

Ask me a question!

What are some of the reasons we might feel or experience grief?

What other kinds of feelings could we experience if we were feeling grief?

What could you do if you feel sad about losing someone or something?

How could you help someone who is experiencing grief?

How can manage other difficult emotions, such as worry, anger, and jealousy?

Knowledge Organiser

Year 3 – Relationships

Year Intent

In Year 3, children broaden their understanding of positive relationships by exploring respect, personal boundaries and how their actions affect others. They learn the importance of caring about other people's feelings and how empathy supports healthy relationships.

Pupils develop their understanding of appropriate and inappropriate touch, personal boundaries and body autonomy. They also learn the correct names for body parts and understand who they can ask for help if they feel worried or uncomfortable.

Curriculum Links

Statutory RSHE Links

Developing bodies; Caring Friendships; Being safe; Respectful, kind relationships; Families and people who care for me; General wellbeing

Knowledge & Skills Progression

Touch - *Pupils should...*

- recognise the difference between appropriate and inappropriate touch
- know why it is important to care about other people's feelings
- understand personal boundaries
- know who and how to ask for help
- name human body parts

What I've Learnt - *Pupils can...*

- confidently demonstrate behaviours that help build positive and respectful relationships with others
- recognise and respond appropriately to behaviours that may hurt or upset others
- apply strategies to maintain positive relationships at home, at school and in the wider community
- clearly explain the difference between kind, respectful and unkind behaviours

I will learn the following new words/phrases:

I now know...

Communicate	To exchange or share information or ideas.
Situation	What is happening now.
Penis	The part of a male's body that is used for urinating.
Testicles	Two round male organs that produce sperm.
Vagina	The part of a woman's body that connects her outer organs to her uterus.
Vulva	External female genitalia that surround the opening to the vagina.
Anus	The external opening of the canal through which excrement leaves the body.
Private parts	A person's genitals.
Appropriate	Suitable or acceptable for a particular situation.
Nipples	The dark parts of the skin which stick out from the breast

Ask me a question!

Can you name the different human body parts?

If you feel uncomfortable in a relationship, who could you talk to?

If you know of somebody who is upset about the way someone treats them, what could you do?



Knowledge Organiser

Year 3 – A World Without Judgement

Year Intent

In Year 3, children broaden their understanding of tolerance and respect by exploring how people may have different beliefs, opinions and ways of living.

They learn why it is important to respect these differences and recognise how kindness and respectful behaviour help create fair and inclusive communities.

Pupils consider how their actions can support others and practise responding positively where fairness and respect are important. Through quizzes and activities, children consolidate their understanding before progressing to more complex ideas about equality and inclusion.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing; Being safe

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

What does respect mean?

Why is it important to include everyone?

How can we be kind to people who are different from us?

Knowledge & Skills Progression

Tolerance - *Pupils should...*

- understand that people may have different beliefs, opinions and ways of living
- explain why it is important to respect and tolerate differences between people
- identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own
- recognise how respectful behaviour helps create a fair and inclusive community

What I've Learnt - *Pupils can...*

- confidently demonstrate respectful behaviour towards people with different beliefs, opinions or backgrounds
- recognise and respond appropriately when fairness, respect and tolerance are important
- apply strategies that help create inclusive environments at home, at school and in the community
- clearly explain why respect, tolerance and fairness help people live and work together positively

I will learn the following new words/phrases:

I now know...

Respect	Treating people kindly, listening, and caring about their feelings and ideas.
Different beliefs	Ideas people think are true, even if others think differently.
Disrespectful	Being rude or unkind, not caring about someone's feelings or thoughts.
Preferences	Things you like better than others, like favourite foods or games.
Judge	Decide what you think about someone or something, sometimes too quickly.
Represent	Stand for or speak on behalf of a person or group.
Respectfully	In a kind, polite way that shows you care about others.



Knowledge Organiser

Year 3 – Fire Safety

Year Intent

In Year 3, children broaden their understanding of fire safety by exploring how their actions and choices can affect the safety of others.

They learn to recognise situations where behaviour may create risk, including how drivers can become distracted, and consider ways they can help keep people safe. Pupils develop their understanding of the difference between safe and risky choices.

Through discussion and activities, they consolidate their knowledge before progressing to first aid topics.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Being safe; Personal Safety; Basic first aid

Wider PSHE Links

Careers education: aspirations, learning and work

Knowledge & Skills Progression

Texting Whilst Driving - *Pupils should...*

- understand how our actions and choices can affect others
- recognise how drivers can be distracted
- know how to help others stay safe
- describe the differences between safe and risky choices

What I've Learnt - *Pupils can...*

- confidently demonstrate ways to help keep themselves and others safe in different situations
- recognise and respond appropriately to situations where actions may place themselves or others at risk
- apply strategies that help keep people safe at home, at school and in the community, including around roads and vehicles
- clearly explain the difference between safe and risky choices and how these choices can affect others

I will learn the following new words/phrases:

I now know...

Distraction	Something that prevents you from concentrating on something else.
Declaration	An important spoken or written agreement.

Ask me a question!

Why should you not distract a driver?

When might the Fire Service be needed?



