

PSHE/RSHE Knowledge Organiser

Year 3: Autumn Term 1 Puzzle -

Being Me In My World



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we learn to recognise our self-worth and identify positive things about ourselves and our achievements. We talk about new challenges and how to face them with positivity. We talk about the need for rules and how these relate to rights and responsibilities. We talk about choices and consequences, working collaboratively and seeing things from other people's points of view. We talk about different feelings and the ability to recognise these feelings in ourselves and others. We also set up our Jigsaw Journal Floor book and establish the Jigsaw Charter.

Subject Specific Key Vocabulary

achievements something very good and difficult that you have succeeded in doing.	acknowledge To admit, accept or recognise something.	affirm To state something as true.	actions A thing done.	behaviour The way that someone behaves.	belong A feeling of being happy or comfortable as part of a group.	consequences A result of a particular action or situation.
choices What we choose to do.	co-operate To work jointly towards the same end goal.	dynamics Forces that produce movement or change.	dream Cherished aspirations.	emotions Your feelings about a situation or other people.	feelings Your emotions about a situation or other people.	fears Being frightened or worried about something.
fairness Impartial treatment without favouritism or discrimination.	learning charter A set of rules, promises, or guidelines that learners and their teacher agree on for the classroom.	nightmare A very upsetting or frightening dream.	proud Being pleased with our own achievements.	personal goal Ambitions; something we want to achieve.	praise To approve of or appreciate someone or something.	rights Things that we are allowed to have as human beings.
	responsibilities The requirement to do something correctly.	rewards Something given in exchange for good behaviour or good work.	solutions A way to solve a problem.	support To help someone emotionally or in a practical way.	valued To recognise how good someone or something is and to value them for it.	worries The state of being anxious over actual or potential problems.



What social and emotional skills will we use?

- Recognise self-worth
- Identify personal strengths
- Be able to set a personal goal
- Recognise feelings of happiness, sadness, worry and fear in ourselves and others
 - Make other people feel valued
- Develop compassion and empathy for others
 - Be able to work collaboratively

... that we are important.

... that actions can affect others' feelings.

... that the school has a shared set of values.

... why rules are needed and how these relate to choices and consequences.

... what a personal goal is.

... what a challenge is.

... that others may hold different views.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals
2. I can face new challenges positively, make responsible choices and ask for help when I need it
3. I understand why rules are needed and how they relate to rights and responsibilities
4. I understand that my actions affect myself and others and I care about other people's feelings
5. I can make responsible choices and take action
6. I understand my actions affect others and try to see things from their points of view

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about judging people by their appearance, first impressions and what influences our thinking on what is normal. We talk about bullying, including online bullying and what to do if we suspect or know that it is taking place. We discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what we have seen. We talk about our own uniqueness and what is special about ourselves. We talk about first impressions and when our own first impressions of someone have changed.

Subject Specific Key Vocabulary

bystander A person who is present at an event or incident but does not take part.	bullying Trying to harm or intimidate another person.	caring Displaying kindness or concern for others.	connected Associated or related in some respect.	conflict An argument or disagreement.	consequences A result of a particular action or situation.	compliment A polite expression of praise or admiration.
difference Things that are not the same.	feelings Your emotions about a situation or other people.	family A group of people who are related.	gay Another word for homosexual.	hurtful Causing someone distress or someone's feelings.	loving Feeling or showing love or great care.	resolve To settle or find a solution to a problem.
	witness A person who sees an event.	safe To be protected from danger.	solutions A way to solve a problem.	special Something, or someone, that is better than normal.	unique Being the only one of its kind; unlike anything else.	unkind Not treating someone well or not considering their feelings.



What social and emotional skills will we use?

- Be able to show appreciation for our families, parents and carers
- Use the 'Solve it together' technique to calm and resolve conflicts with friends and family
 - Empathise with people who are bullied
 - Employ skills to support someone who is bullied
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
 - Be able to recognise, accept and give compliments
 - Recognise feelings associated with receiving a compliment

We will learn together:

... why families are important.

... that everybody's family is different.

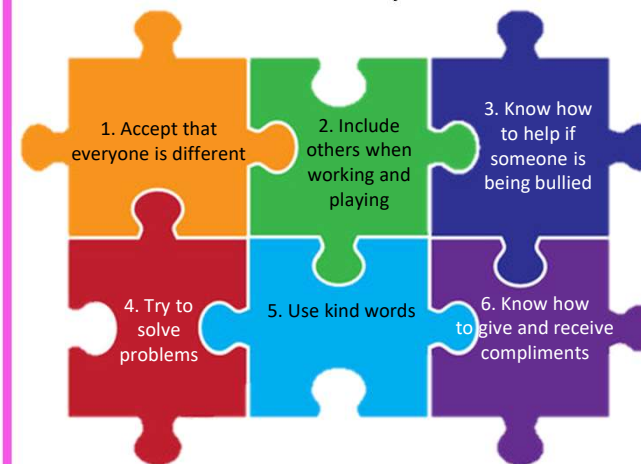
... that sometimes family members don't get along and some reasons for this.

... that conflict is a normal part of relationships.

... that some words are used in hurtful ways and that this can have consequences.

... what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do.

Puzzle outcomes of weekly celebrations



1. Accept that everyone is different

2. Include others when working and playing

3. Know how to help if someone is being bullied

4. Try to solve problems

5. Use kind words

6. Know how to give and receive compliments

Learning objectives

1. I understand that everybody's family is different and important to them
2. I understand that differences and conflicts sometimes happen among family members
3. I know what it means to be a witness to bullying
4. I know that witnesses can make the situation better or worse by what they do
5. I recognise that some words are used in hurtful ways
6. I can tell you about a time when my words affected someone's feelings and what the consequences were

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Year 3: Spring Term 1 Puzzle -

Dreams and Goals



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we look at examples of people who have overcome challenges to achieve success and discuss what we can learn from these stories. We will identify our own dreams and ambitions and discuss how it will feel when we achieve them. We'll talk about facing learning challenges and identify our own strategies for overcoming these. We will talk about obstacles which might stop us from achieving our goals and how to overcome these. We will reflect on our progress and successes and identify what we could do better next time.

Subject Specific Key Vocabulary

ambition Strong desires to do something.	aspirations Dreams or goals to aim for.	celebrate To be aware of the good things that people do.	challenges Something that makes us think.	cooperation Working together.	dreams Cherished aspirations.	solution A way to solve a problem.
efficient To be able to work in a well organised and skilful way.	motivated To have an interest in doing something.	enthusiastic An intense enjoyment.	evaluate To say how well (or not well) something has gone.	frustration To feel upset or annoyed when it's difficult to achieve something.	goals Ambitions; something we want to achieve.	strengths Something we are good at or do well.
enterprise A project.	obstacles Something that gets in the way.	perseverance A persistence in doing something.	responsible To look after or be in charge of something or someone.	review A critical look at something.	self-review To critically look at your own thoughts and actions.	team work Working with others to achieve an outcome.



What social and emotional skills will we use?

- Recognise other people's achievements in overcoming difficulties
- Imagine how it will feel when we achieve our dream / ambition
 - Can break down a goal into small steps
- Recognise how other people can help them to achieve our goals
 - Can manage feelings of frustration linked to facing obstacles
 - Can share our success with others
- Can store feelings of success (in our internal treasure chest) to be used at another time

We will learn together:

... about specific people who have overcome difficult challenges to achieve success.

... what dreams and ambitions are important to us.

... that we are responsible for our own learning.

... what our own strengths are as a learner.

... what an obstacle is and how they can hinder achievement.

... how we can best overcome learning challenges.

... how to take steps to overcome obstacles.

... how to evaluate our own learning progress and identify how it can be better next time

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can tell you about a person who has faced difficult challenges and achieved success

2. I can identify a dream/ambition that is important to me

3. I enjoy facing new learning challenges and working out the best ways for me to achieve them

4. I can be motivated and enthusiastic about achieving our new challenge

5. I can recognise obstacles which might hinder my achievement and take steps to overcome them

6. I can evaluate my own learning process and identify how it can be better next time

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Year 3: Spring Term 2 Puzzle - Healthy Me



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle we talk about the importance of exercise and how it helps our body to stay healthy. We also talk about our heart and lungs, discuss what they do and that they are very important. We will talk about calories, fat and sugar; we'll discuss what each of these are and how the amount we consume can affect our health. We will talk about different types of drugs, the ones you take to make you better as well as other drugs. We will think about things, places and people that are dangerous and link this to strategies for keeping ourselves safe.

Subject Specific Key Vocabulary

advice Guidance from someone you trust to make a decision about what you will do in the future.	anxious Feeling worried or nervous about something.	attitude A way of thinking or feeling about something.	body The physical structure of a person.	calories A unit of energy, measured in kilojoules.	choices What we choose to do.	complex Something made up of many different, connected parts.
dangerous Something that's not safe.	drugs A substance that causes a reaction in our bodies.	emergency An unexpected and dangerous situation.	emergency services People who respond to emergencies.	energy What our bodies need to be able to function.	fat A natural substance in the body that sits under the skin and around some organs to protect them.	fitness How fit you are.
harmful Something that causes, or will cause, harm.	healthy To be in a good physical state or good health.	heart An organ of the body that pumps blood.	heartbeat The pulse of your heart.	lungs An organ of the body that helps us breathe.	oxygen A gas that sustains life.	risk A situation that puts someone or something in danger.
Hello I'm Jigsaw Jino	safe To be protected from danger.	saturated fat A less healthy type of fat in foods and the body.	scared To be fearful or frightened.	strategy A plan of action used to achieve a goal or aim.	sugar A sweet substance found in foods that the body needs.	

What social and emotional skills will we use?

- How to respect our own bodies and appreciate what they do
- Can take responsibility for keeping ourselves and others safe
 - Identify how we feel about drugs
 - Can express how being anxious or scared feels
 - Able to set ourselves a fitness challenge
- Recognise what it feels like to make a healthy choice

We will learn together:

- ... strategies to keep ourselves safe.
- ... how exercise affects our bodies.
- ... that there are different types of drugs.
- ... that what we put into our bodies affects our health.
- ... why our hearts and our lungs are such important organs.
- ... that there are things, places and people that can be dangerous.
- ... How to know when something feels safe and when something feels unsafe.

Puzzle outcomes of weekly celebrations



1. Have made a healthy choice

2. Have eaten a healthy, balanced diet.

3. Have been physically active.

4. Have tried to keep ourselves and others safe.

5. Know how to be a good friend and enjoy healthy friendships.

6. Know how to keep calm and deal with difficult situations.

Learning objectives

1. I understand how exercise affects my body and know why my heart and lungs are such important organs
2. I know that the amount of calories, fat and sugar I put into my body will affect my health
3. I can tell you my knowledge and attitude towards drugs
4. I can identify things, people and places that I need to keep safe from. I know some strategies for keeping myself safe, who to go to for help and how to call emergency services
5. I can identify when something feels safe or unsafe
6. I understand how complex my body is and how important it is to take care of it

PSHE/RSHE Knowledge Organiser

Year 3: Summer Term 1 Puzzle - Relationships



People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

In this Puzzle, we revisit family relationships and identify the different expectations and roles that exist within the family home. We identify why stereotypes can be unfair and may not be accurate, e.g. Mum is the carer, Dad goes to work. We'll also look at careers and why stereotypes can be unfair in this context. We learn that families should be founded on love, respect, appreciation, trust and co-operation. We are reminded about the Solve it together technique for negotiating conflict situations and the concept of a win-win outcome is introduced. Online relationships through gaming and apps are explored and we are introduced to some rules for staying safe online. We also learn that we are part of a global community.

Subject Specific Key Vocabulary

climate The weather conditions of particular area.	communication Exchanging information.	conflict An argument or disagreement.	deprivation To not have, or not be allowed to have, something.	differences Things that are not the same.	equality To have equal rights and opportunities.	family A group of people who are related.
food journeys How food reaches us from where it was produced.	friendships A relationship between two or more people.	global Relating to the whole world.	inequality Something that is not equal or not the same.	interconnected Having every part of something linked together.	justice To be treated correctly or fairly.	needs Something that is very important and necessary.
private messaging A message that can only be read by one person/group chosen by the sender.	problem solving To try and find solutions or answers to difficult issues.	respect To consider the feelings, wishes or rights of others.	responsibilities The requirement to do something correctly.	rights Things that we are allowed to have as human beings.	roles Behaviours or things we do as parts of a job.	similarities Things that are the same, or almost the same.
social media Websites and apps used to share information.	solution Solving a problem and coming up with an answer.	stereotype A common view of something or someone.	trade Buying and selling goods.	transport To move people or goods from one place to another.	United Nations (UN) An organisation made up of world countries that works for peace and aims to keep everyone safe.	wants A wish or strong desire for something.



What social and emotional skills will we use?

- To identify the responsibilities we have within our family
- Know how to access help if we are concerned about anything on social media or the internet
- Can empathise with people from other countries who may not have a fair job or are less fortunate
 - Understand that we are connected to the global community in many different ways
 - Can use Solve it together in a conflict scenario and find a win-win outcome
- Can identify our own wants and needs and how these may be similar or different from other children in school and the global community

We will learn together:

... that different family members carry out different roles or have different responsibilities within the family.

... that they and all children have rights (UNCRC).

... how some of the actions and work of people around the world help and influence my life.

... that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc.

... some of the skills of friendship, e.g. taking turns, being a good listener.

... that the lives of children around the world can be different from our own.

... some strategies for keeping ourselves safe online.

Puzzle outcomes of weekly celebrations



Learning objectives

1. I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females
2. I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener
3. I know and can use some strategies for keeping myself safe online
4. I can explain how some of the actions and work of people around the world help and influence my life
5. I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
6. I know how to express my appreciation to my friends and family

PSHE/RSHE Knowledge Organiser

Year 3: Summer Term 2 Puzzle -

Changing Me




People who help us and where to ask for help:

- Speak to a parent, carer, teacher, assistant or a adult you trust
- If you are feeling worried about something and do not feel comfortable telling an adult, contact Childline to ask for support. **Childline** :0800 1111 <https://www.childline.org.uk/>

This Puzzle begins learning about babies and what they need to grow and develop including parenting. We are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. We have our first look at the outside body changes in males and females. We learn that puberty is a natural part of growing up and that it is a process for getting our bodies ready to make a baby when grown-up. Inside body changes are also taught. We learn that females have eggs (ova) in their ovaries and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. We discuss how we feel about puberty and growing up and there are opportunities for us to seek reassurance if anything is worrying us.

Subject Specific Key Vocabulary

affection The feeling of fondness or liking.	anxious Feeling or showing worry.	babies Plural of baby.	birth The emergence of a baby or other young from the body of its mother.	baby A very young child.	challenge A call to prove or justify something.	change To make something different.
control The power to influence or direct people's behaviour or course of events.	care The act of looking after or providing for the needs of.	excited To be very enthusiastic about something.	egg The female sex cell.	female A gender.	growth The act or process of growing.	happy An emotion to describe feeling pleasure or contentment.
love An intense feeling of deep affection.	male A gender.	mother A woman in relation to her child or children.	nutrients A substance that provides nourishment for life and growth.	nervous An emotion to describe feeling agitated or alarmed.	ovaries One of a pair of female glands in which the eggs form and the female hormones are made.	penis The male genital organ carrying ducts for the transfer of sperm.
	puberty The period during which adolescents reach sexual maturity and become capable of reproduction.	sperm Another word for semen.	stereotype A widely held but fixed image or idea of a particular type of person or thing.	testicles The two oval organs that produce sperm in men, enclosed in the scrotum behind the penis.	uterus The hollow, pear-shaped organ in a woman's pelvis where a foetus develops and grows. Also called a womb.	vagina The muscular tube leading from the external genitals to the cervix of the uterus.

We will learn together:

... that the male and female body needs to change at puberty so our bodies can make babies when we are adults.

... that babies need love and care from their parents/carers.

... some of the changes that happen between being a baby and a child.

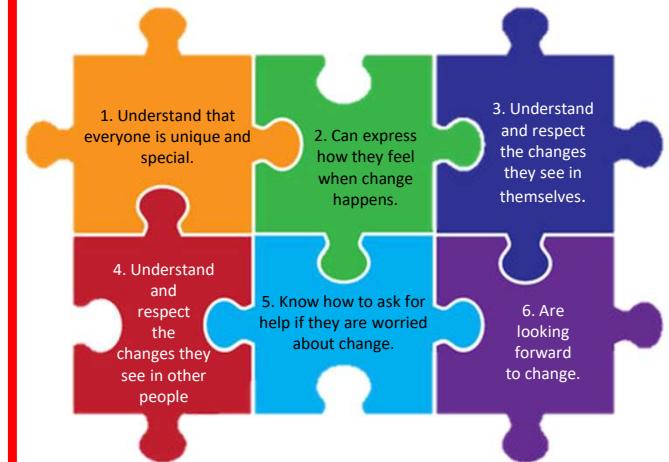
... that in humans a mother carries the baby in her uterus (womb) and this is where it develops.

... that in animals and humans lots of changes happen between conception and growing up.

What social and emotional skills will we use?

- We can express how we feel about babies
- Can describe the emotions that a new baby can bring to a family
- Can express how we feel about puberty
- Can say who we can talk to about puberty if we have any worries
- Can identify stereotypical family roles and challenge these ideas
- Can identify changes we are looking forward to in the next year

Puzzle outcomes of weekly celebrations



1. Understand that everyone is unique and special.

2. Can express how they feel when change happens.

3. Understand and respect the changes they see in themselves.

4. Understand and respect the changes they see in other people

5. Know how to ask for help if they are worried about change.

6. Are looking forward to change.

Learning objectives

1. I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby
2. I understand how babies grow and develop in the mother's uterus
I understand what a baby needs to live and grow
3. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies
I can identify how boys' and girls' bodies change on the outside during this growing up process
4. I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up
5. I can start to recognise stereotypical ideas I might have about parenting and family roles
6. I can identify what I am looking forward to when I move to my next class