

## Knowledge Organiser

Year: 3 Subject: RSHE Block 1 Relationships

Unit: Families and people who care for me; Caring friendships; Respectful relationships

## Overview:

During this sequence of learning, pupils will recognise a wide range of relationships, including the attributes of positive, healthy relationships. They will distinguish different kinds of conflict; know when and where to get help. They will look at challenging gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.

What should I already know?	Vocabulary:	
<ul> <li>My family tree and what makes my family different and special. The best thing about belonging to my family and how I fit in.</li> <li>To listen to others and manage conflict, even when I have strong feelings and a different view to my friends.</li> </ul>	Family Relationship	Group of people who are related to each other  The way in which two or more people are connected
<ul> <li>Know people who look after me and how to attract their attention if I need to, who I can ask for help.</li> <li>Identify and respect the differences and similarities between people including the physical differences between the body of a boy and a girl.</li> </ul>	Respect  Argument	To have a good opinion of someone's character or ideas  A strong and sometimes
What will I know by the end of the unit?		angry exchange of opposite
Equally celebrate the different types of families within which people live including foster families, same sex parents and grandparents.  REAL FAMILIES ROCK!	Disagreement	A situation where people do not have the same opinion
ALL YOU WEED LOVE	Conflict	Serious disagreement about something important to you
It is important to feel comfortable about talking about all the relationships that matter to me and that the people in a relationship should love, respect and take care of each	Resolution	Finding an answer to a conflict or problem
<ul> <li>other in a healthy, respectful way.</li> <li>Recognise ways in which a relationship can be unhealthy and who to talk to if I need support.</li> </ul>	Gender	Characteristics or ideas of being a boy or a girl
<ul> <li>Recognise the kinds of things that cause arguments between friends and develop strategies to resolve disagreements and conflict through negotiation and compromise.</li> <li>Your gender describes how much you feel like a boy or a girl. Some people believe there are certain ways people should behave, think and feel because they are born as a boy or a girl. For example, the clothes you wear, the toys you play with, or the job you do later as an adult. This view is known as a gender stereotype and should be challenged.</li> <li>I should not change the things I want to do to avoid other people being unkind to me, if this is going to make me unhappy.</li> </ul>	Stereotype	Set idea people have about what someone or something is like, especially an idea that is wrong