

Year 3

PSHE Knowledge Organiser - Beginning and Belonging / My Emotions

Key Enquiry Questions:	
How can we create good relationships and how do new situations affect how we feel?	<ul style="list-style-type: none"> • Children are able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class. • Children are able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school.
What support is available to us?	<ul style="list-style-type: none"> • Children are able to identify people at home, at school and in other contexts of their lives to include in their support networks. • Children know how they can access support and some ways they can help other people.
How can I identify different feelings and how can I deal with them?	<ul style="list-style-type: none"> • Children are able to recognise and communicate how they are feeling. • Children are able to recognise and describe feelings in others, using non-verbal as well as spoken cues. • Children have developed some strategies to deal with their own strong emotions and with feeling overwhelmed.
How do feelings affect how we behave?	<ul style="list-style-type: none"> • Children know that there is a link between thoughts, feelings and behaviour. • Children understand that how they feel can affect how they approach and tackle tasks and have some strategies for remaining positive. • Children have developed some understanding of the 'fight or flight' response and how this can affect behaviour. • Children begin to use a simple problem solving process, sometimes independently, and have some strategies to solve a problem. • Children know what it feels and looks like to be assertive and when it might be appropriate.

Key Vocabulary	
cooperation	the action or process of working together to the same end.
emotion	a strong feeling deriving from one's circumstances, mood, or relationships with others
support	a source of comfort or encouragement
communicate	share or exchange information, news, or ideas
overwhelmed	have a strong emotional effect on
behaviour	the way in which one acts or conducts oneself, especially towards others
assertive	having or showing a confident and forceful personality

Unit Information
<p>It is important to be aware of and sensitive to what is happening in children's lives. Some children find it very difficult to talk about their feelings and will need careful encouragement to do so. Creating a safe trusting environment is a key factor in this support and it is, therefore, important that there are Ground Rules in place so that children feel 'safe' in these activities. The structure of regular Circle Time can also be helpful. For children to practise what they are learning in 'real life' situations, they will need to 'meet' the strategies they are taught in many situations and be given support to use them over time. They will benefit from many opportunities in wide-ranging situations to practise, apply and reinforce their learning. Good staff modelling of strategies and skills will help children understand better the place they might have in their lives.</p>