



## PSHE Learning Sequence Document – Year 3/4 – year B

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Relationships	Health and wellbeing	Relationships	Living in the wider world	Health and wellbeing	Health and wellbeing
Enquiry Questions:	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Learning outcomes:	Friendship	Keeping safe	Families and close positive relationships.	Communities	Healthy lifestyles (physical wellbeing)	Mental health
PSHE programme of study focus:	R10, R11, R13, R14, R17, R18	H9, H10, H26, H39, H30, H40, H42, H43, H44, R25, R26, R28, R29	R5, R6, R7, R8, R9	R32, R33, L6, L7, L8	H1, H2, H3, H4, H5, H6, H11, H14	H1, H2, H3, H4, H7, H8, H13, H14
Prior learning:	At Blackwater we use the PSHE association plan. This is a spiral program. Lessons form a spiral curriculum through the primary years, the half-termly unit themes are revisited every year and lesson plans are sequenced in a similar way for each year group, with similar themes and age-appropriate learning opportunities across each year.					
Sequence of learning:	<p>1.How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded</p> <p>2.How to recognise if others are feeling lonely and excluded and strategies to include them</p> <p>3.How to build good friendships, including identifying qualities that contribute to positive friendships</p> <p>4.That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences</p> <p>5.How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support</p>	<p>1.How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe</p> <p>2.How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers</p> <p>3.That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable</p> <p>4.How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online)</p> <p>5.How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly)</p> <p>6.How to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns. What to do in an emergency, including calling for help and speaking to the emergency services</p>	<p>1.How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents)</p> <p>2.How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays</p> <p>3.How people within families should care for each other and the different ways they demonstrate this</p> <p>4.How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</p>	<p>1.How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups</p> <p>2.What is meant by a diverse community; how different groups make up the wider/local community around the school</p> <p>3.How the community helps everyone to feel included and values the different contributions that people make</p> <p>4.How to be respectful towards people who may live differently to them</p>	<p>1.How to eat a healthy diet and the benefits of nutritionally rich foods</p> <p>2.How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <p>3.How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health</p> <p>4.How people make choices about what to eat and drink, including who or what influences these</p> <p>5.How, when and where to ask for advice and help about healthy eating and dental care</p>	<p>1.How regular physical activity benefits bodies and feelings</p> <p>2.How to be active on a daily and weekly basis - how to balance time online with other activities</p> <p>3.How to make choices about physical activity, including what and who influences decisions</p> <p>4.How the lack of physical activity can affect health and wellbeing</p> <p>5.How lack of sleep can affect the body and mood and simple routines that support good quality sleep</p> <p>6.How to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried</p>
End Point:	Children can describe the features of a positive and negative friendship.	Children can describe ways they can keep themselves safe and can identify unsafe situations, including online.	Children can describe ways in which families can be the same and different.	Children show understanding and respect towards the diversity of communities.	Children identify ways to look after themselves and unhealthy habits.	Children know strategies they can use to look after their mental health.
Vocabulary	Kindness, trust, sharing, respect, support	Consent, hazard, safety, injury, accident	blended family, fostered, adopted, step parents, same sex	Community, respect, faith, religion, diversity, inclusivity	oral hygiene, nutrition, dental health, physical wellbeing, infection	Energy, health, routines, wellbeing, mental health

Online safety is taught as part of this programme of study and additionally throughout KS2 using the Natterhub programme.