

PSHE Learning Sequence Document – Year 3/4 – 2025/2026



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Health and wellbeing	Relationships	Health and wellbeing	Health and wellbeing	Living in the wider world	Health and wellbeing
Enquiry Questions:	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Learning outcomes:	Ourselves, growing and changing.	Respecting self and others.	Mental health	Ourselves, growing and changing.	Shared responsibilities	Keeping safe
PSHE NC focus:	H27, H28, H29, L25	R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10	H17, H18, H19, H20, H23	H31, H32, H34	L4, L5, L19, R34	H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15
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:	<ol style="list-style-type: none"> 1. How to recognise personal qualities and individuality 2. To develop self-worth by identifying positive things about themselves and their achievements 3. How their personal attributes, strengths, skills and interests contribute to their self-esteem 4. How to set goals for themselves 5. How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking 	<ol style="list-style-type: none"> 1. How people's behaviour affects themselves and others, including online 2. How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return 3. About the relationship between rights and responsibilities 4. About the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) 5. The rights that children have and why it is important to protect these 6. That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination 7. How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<ol style="list-style-type: none"> 1. How everyday things can affect feelings 2. How feelings change over time and can be experienced at different levels of intensity 3. The importance of expressing feelings and how they can be expressed in different ways 4. How to respond proportionately to, and manage, feelings in different circumstances 5. Ways of managing feelings at times of loss, grief and change 6. How to access advice and support to help manage their own or others' feelings 	<ol style="list-style-type: none"> 1. About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams 2. How puberty can affect emotions and feelings 3. How personal hygiene routines change during puberty 4. How to ask for advice and support about growing and changing and puberty 	<ol style="list-style-type: none"> 1. How people have a shared responsibility to help protect the world around them 2. How everyday choices can affect the environment 3. How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) 4. The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues 5. How to show care and concern for others (people and animals) 6. How to carry out personal responsibilities in a caring and compassionate way 	<ol style="list-style-type: none"> 1. How to recognise, predict, assess and manage risk in different situations 2. How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) 3. How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence 4. How people's online actions can impact on other people 5. How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online 6. How to report concerns, including about inappropriate online content and contact 7. That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
End Point:	Children speak positively about themselves and their attributes.	Children can explain their rights and responsibilities.	Children know ways in which they can look after their mental health.	Children know physical and emotional changes that happen during puberty.	Children know their responsibilities towards their environment.	Children know how to keep themselves safe, including online.

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