

PSHE Curriculum (2026-2027)

Year Three and Four (Y4 Curriculum)

Autumn 1

Mental Health and Wellbeing

Big Question: How can we understand and look after our mental wellbeing?

<u>Key learning:</u> <u>Children will learn:</u> - recognise and name a wider range of emotions and recognise that feelings can change - understand the connection between thoughts, feelings and behaviour - explore strategies for managing difficult or uncomfortable feelings - recognise situations that may affect their mental wellbeing - understand the importance of talking to trusted adults when they need support - recognise their own strengths and qualities - understand that setbacks and mistakes are a normal part of learning - develop resilience and perseverance when facing challenges - recognise that people may respond differently to the same situation - identify ways of supporting the wellbeing of others.	<u>Four Stars Connection</u> ★ ★ Stargaze What are my hopes and goals? ★ Spirit How can I maintain a positive attitude when things are difficult? ★ Strive What can I do when I face a setback? ★ Sparkle What am I proud of overcoming?	<u>British Values Links</u> Democracy: Listening to and respecting different experiences and viewpoints. Rule of Law: Understanding that boundaries and routines can support wellbeing. Individual Liberty: Making positive choices about our own wellbeing. Mutual Respect: Showing empathy towards others. Tolerance: Recognising that people experience and express emotions differently.
<u>RSE Link</u> Children begin to understand: - Understanding emotional wellbeing. - Developing self-esteem and confidence. - Recognising healthy and supportive relationships. - Identifying trusted adults. - Understanding how supportive relationships can contribute to wellbeing.	<u>Key Vocabulary</u> wellbeing, resilience, emotion, self-esteem, confidence, anxiety, worry, stress, coping, support, challenge, perseverance, empathy, positive, setback, proud	<u>Recommended Books</u>  <i>The Boy, the Mole, the Fox and the Horse</i> - Charlie Mackesy <i>The Invisible Boy</i> - Trudy Ludwig <i>The Most Magnificent Thing</i> - Ashley Spires <i>Ruby's Worry</i> - Tom Percival Reading discussion: What can we do when things don't go the way we hoped?

Autumn 2

Exploring Ways to Manage Risk

Big Question - How can we recognise risk and make safer choices?

<u>Key learning:</u> <u>Children will learn:</u> - recognise hazards in different situations - understand the difference between a hazard, risk and danger - consider the possible consequences of different choices - recognise that some risks are acceptable while others are not - consider how emotions, peer pressure and excitement can influence decision-making - understand how to reduce or manage risks - recognise situations where they should seek help - understand that rules and safety procedures are designed to protect people - consider how to keep themselves and others safe in different environments.	<u>Four Stars Connection</u> ★ ★ Stargaze What kind of person do I want to become? ★ Spirit How do my choices affect other people? ★ Strive Can I stop, think and make a safer choice? ★ Sparkle Can I confidently explain how I managed a risk?	<u>British Values Links</u> Democracy: Discussing different choices and viewpoints. Rule of Law: Understanding why safety rules exist. Individual Liberty: Making responsible choices while understanding consequences. Mutual Respect: Considering the safety of others. Tolerance: Recognising that people have different attitudes towards risk.
<u>RSE Link</u> Children begin to understand: - Recognising situations that may make us uncomfortable or unsafe. - Understanding personal boundaries. - Knowing when and how to seek help. - Recognising that trusted adults can help us manage difficult situations.	<u>Key Vocabulary</u> risk, hazard, danger, consequence, choice, decision, responsibility, pressure, influence, safety, unsafe, emergency, assess, manage	<u>Recommended Books</u>  • <i>The Dangerous Book for Boys</i> — selected age-appropriate extracts • <i>Officer Buckle and Gloria</i> - Peggy Rathmann • <i>The Huge Bag of Worries</i> - Virginia Ironside Reading discussion: Is something always dangerous, or does the situation change the level of risk

Spring 1

Forming Respectful Relationships

Big Question - How can I look after my body and keep myself safe?

Key learning:

Children will learn:

- identify the qualities of healthy friendships
- understand the importance of trust, honesty and communication
- recognise that friendships can change
- understand how to resolve disagreements respectfully
- recognise the importance of personal boundaries
- understand that people have different opinions, feelings and needs
- recognise behaviours that are unkind, controlling or disrespectful
- understand how bullying and discrimination can affect people
- know when and how to seek help
- understand that respectful relationships involve listening, empathy and compromise.

Four Stars Connection ★

★ Stargaze

What qualities do I want to develop in my friendships?

★ Spirit

How can I show respect and empathy?

★ Strive

How can I resolve disagreements positively?

★ Sparkle

How can I celebrate the friendships and relationships that support me?

British Values Links

Democracy: Listening to different opinions.

Rule of Law: Understanding boundaries and expectations.

Individual Liberty: Understanding our right to feel safe and respected.

Mutual Respect: Treating others with dignity.

Tolerance: Accepting differences between people.

RSE Link

Children begin to understand:

- healthy friendships
- respectful communication
- personal boundaries
- privacy
- trust
- recognising unhealthy behaviours
- seeking help
- managing disagreements
- understanding that everyone deserves to feel safe and respected.

Key Vocabulary

relationship, friendship, respect, trust, empathy, boundary, privacy, communication, conflict, disagreement, compromise, kindness, bullying, discrimination, pressure, support

Recommended Books

The Boy at the Back of the Class - Onjali Q. Raúf

Wonder - R.J. Palacio

Each Kindness - Jacqueline Woodson

The Invisible Boy - Trudy Ludwig

Reading discussion: What does it mean to be a good friend when we disagree?

Spring 2

Money Matters and News Literacy

Big Question - How can we make informed choices about money and information?

<u>Key learning:</u> <u>Children will learn:</u> - understand different ways people receive and manage money - explore earning, saving and spending - understand needs and wants - recognise the importance of budgeting - consider how advertising can influence choices - recognise that online and offline information may be presented in different ways - distinguish between fact and opinion - begin to identify reliable and unreliable sources - understand that news stories may present information from particular perspectives - recognise the importance of checking information before accepting or sharing it - understand that people may have different financial circumstances.	<u>Four Stars Connection</u> ★ ★ Stargaze What financial goals might I have in the future? ★ Spirit How can I respect people whose circumstances are different from mine? ★ Strive How can I think carefully before making a financial or information-based choice? ★ Sparkle What responsible choice have I made?	<u>British Values Links</u> Democracy: Understanding that people can have different opinions. Rule of Law: Understanding rules around money and responsible behaviour. Individual Liberty: Making informed choices. Mutual Respect: Avoiding judgement about people's financial circumstances. Tolerance: Respecting different opinions and perspectives.
<u>RSE Link</u> Children begin to understand: - Respecting different family circumstances. - Understanding that families may have different financial situations. - Avoiding assumptions and stereotypes about people's lives. - Developing respectful communication when discussing potentially sensitive topics.	<u>Key Vocabulary</u> money, income, earn, spend, save, budget, needs, wants, advertising, influence, media, news, fact, opinion, source, reliable, unreliable, bias, information, perspective	<u>Recommended Books</u>  <i>The Last Stop on Market Street</i> - Matt de la Peña <i>Those Shoes</i> - Maribeth Boelts <i>A Chair for My Mother</i> - Vera B. Williams <i>The Boy at the Back of the Class</i> - Onjali Q. Raúf Reading discussion: Can we always believe what we see or hear?

Summer 1

Me, My Body and Growing Up

Big Question - How is my body changing as I grow, and how can I look after myself?

<u>Key learning:</u> <u>Children will learn:</u> - understand that bodies change as people grow - recognise that puberty is a natural part of growing up - understand that puberty happens at different times for different people - learn about key physical and emotional changes associated with puberty - understand the importance of personal hygiene during puberty - understand menstruation in an age-appropriate way - recognise the importance of privacy and personal boundaries - develop positive attitudes towards their changing bodies - understand that media images may create unrealistic expectations about appearance - know who they can talk to if they have questions or concerns.	<u>Four Stars Connection</u> ★ ★ Stargaze Who am I becoming? ★ Spirit How can I respect my own changing body and other people's bodies? ★ Strive How can I look after myself as I grow? ★ Sparkle How can I feel confident about the person I am becoming?	<u>British Values Links</u> Democracy: Asking questions and listening respectfully. Rule of Law: Understanding privacy and personal boundaries. Individual Liberty: Developing confidence in our own bodies and choices. Mutual Respect: Respecting people's bodies, privacy and differences. Tolerance: Understanding that bodies develop at different rates.
<u>RSE Link</u> Children begin to understand: - puberty - physical changes - emotional changes - menstruation - hygiene - privacy - personal boundaries - body confidence - seeking support.	<u>Key Vocabulary</u> puberty, puberty changes, hormones, growing, developing, hygiene, menstruation, period, sanitary products, emotions, privacy, body image, self-esteem, personal, boundary, respect	<u>Recommended Books</u>  For this unit, I would recommend using carefully selected puberty resources alongside picture books, rather than relying solely on storybooks. <i>What's Happening to Me?</i> - Susan Meredith <i>Hair in Funny Places</i> - Babette Cole • <i>My Body is Amazing</i> - various age-appropriate resources • PSHE Association quality-assured Growing and Changing resources The PSHE Association provides dedicated growing-and-changing resources for primary pupils.

<u>Summer 2</u> <u>Families and Growing Together</u> <u>Big Question - How do families change and how can we support one another?</u>		
<u>Key learning:</u> <u>Children will learn:</u> - recognise that families come in many different forms - understand that families can change over time - recognise that relationships within families can be complex - understand that family members may have different responsibilities - explore how families support one another - understand that changes can bring a mixture of emotions - recognise that separation, bereavement and other significant changes may affect people differently - identify trusted adults and sources of support - develop empathy for people whose family experiences are different from their own - understand that what makes a family is not simply who lives in the same home.	<u>Four Stars Connection</u> ★ ★ Stargaze What kind of relationships do I want to build as I grow? ★ Spirit How can I show care and understanding towards others? ★ Strive How can I cope when things change? ★ Sparkle What relationships and people am I grateful for?	<u>British Values Links</u> Democracy: Listening to different experiences and perspectives. Rule of Law: Understanding responsibilities within families and communities. Individual Liberty: Recognising that families may make different choices. Mutual Respect: Respecting all families. Tolerance: Understanding and valuing different family structures and experiences.
<u>RSE Link</u> Children begin to understand: - different family structures - family relationships - caring relationships - belonging - respect - managing change - seeking support - recognising that families can be different while still providing love, care and support.	<u>Key Vocabulary</u> family, relationship, belonging, care, support, responsibility, change, separation, bereavement, loss, identity, respect, empathy, community, trusted adult	<u>Recommended Books</u>  • <i>The Family Book</i> - Todd Parr • <i>The Great Big Book of Families</i> - Mary Hoffman • <i>Grandad's Island</i> - Benji Davies • <i>The Invisible String</i> - Patrice Karst Reading discussion: What makes people feel that they belong?

Summer 1 This should be one of the most carefully planned units in the Year 4 curriculum because it provides the bridge between earlier Relationships Education and the more detailed puberty/sex education learning later in the school.