

Year 4 Autumn 1 PSHE Information Leaflet

Respecting Ourselves and Others; Families and Friendships

In Year 4 during Autumn 1 we will be learning about respecting ourselves and others. We will learn about rules and why they are important, about why we should respect differences and similarities between people and how to discuss these sensitively including challenging stereotypes. We will also learn about positive friendships, including online.

Pupils will learn about rules and laws and why they are needed.

- To know why we need rules and how they help us at home, at school and in our communities
- To understand that rules are needed to ensure fairness and protect rights

Pupils will recognise and challenge stereotypes.

- To know what a stereotype is
- To be able to challenge stereotypes
- To understand that stereotypes can exist in the workplace
- To explain how stereotypes might affect people
- To explain some ways that stereotypes can be overcome in school and the workplace

Pupils will learn about what it means to live in a diverse society.

- To explain what diversity means in relation to your class, school and wider community
- To identify the benefits of living in a diverse group
- To explain why diversity is important to you
- To identify and show different ways that we can celebrate diversity

Pupils will learn about the importance of respecting equality and be part of a diverse community as a productive member.

- To discuss prejudice and its implications
- To suggest how to avoid conflict due to differences
- To understand that similarities and differences that exist between people can be visible or hidden.

Pupils will understand what a healthy friendship is and know ways to make good friendships.

- To talk about how friendships change over time.
- To explore what makes a friendship healthy and offer advice to others.
- To explain how to get support if I ever feel lonely or excluded.

Pupils will learn about the features of communicating with friends, both online and offline.

- To manage relationships positively, online and offline
- To know what to do if we feel an online relationship is not safe, or positive
- To identify how communicating with friends, or others online differs from face-to-face friendships and relationships
- To describe ways to keep friendships safe, positive and healthy, including when communicating online
- To explain some of the risks of meeting new people online

Key vocabulary: rules, fairness, rights, responsibilities, laws democracy, discussion, debate, voting, manners, respect, kindness, gender, stereotypes, respect, media, likes, dislikes, differences, discrimination, similarity, diversity, respect, tolerance, unique, inclusion, prejudice, conflict, racism, friends, friendship, good friend, best friend, healthy friendships, relationships, arguments, resolutions, emotional stability, disagreements, solving problems, honesty, trust, trustworthy, trusted, acceptance, judgemental, non-judgemental, positive vibes, supportive, support, generosity, shared interests, shared experiences, inner and outer self, jealousy, online, face-to-face, online forum, chatroom, social media

Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/sex-relationships/healthy-relationships/>

<https://www.twinkl.co.uk/blog/helping-your-child-to-develop-positive-friendships>

<https://parentinfo.org/article/online-friendships-a-parents-guide>

<https://parentinfo.org/article/how-stereotypes-stop-you-being-you>

Statutory Guidance Links:

Topic: Caring Friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Topic: Respectful Relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.

Topic: Online Relationships

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

Topic: Being safe

- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- what sorts of boundaries are appropriate in friendships with peers and others

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Below are some examples of resources that will be used within the lessons:

STEREOTYPES

Favourite toys:
boys in my class

Favourite toys:
girls in my class

We can make everyone feel valued by... _____

Making everyone feel valued is a good idea because... _____



Healthy or Unhealthy?



Look at the friendship scenarios below and consider how you would either help the friendship or move on from the friendship, if appropriate.

Scenario 1:

You and Charlie have been friends since you first started school. You still like to play football with Charlie but you don't feel you have much in common other than football. You aren't sure if you should still be friends.

Reply:

