

Year 4 Autumn 2 PSHE Information Leaflet

Safe Relationships: Responding to Hurtful Behaviour, Managing Confidentiality, Recognising Risks Online and Touch

In Year 4 during Autumn 2 we will be learning about safe relationships. We will learn about :

Pupils will learn about the different types of abuse a child can experience.

- To know the difference between playful teasing, unkind behaviour and bullying.
- To know that all types of abuse are wrong.
- To build confidence in my own feelings and judgements about what feels safe/unsafe or okay/not okay for me.
- To identify trusted adults who can help when I have a worry or a question.

Pupils will learn about how to manage pressure associated with dares.

- To identify what makes a good role model.
- To identify risks associated in different situations including online.
- To know how to manage situations which are risky or make us feel uncomfortable.
- To say no assertively.

Pupils will learn about how to judge what kind of physical contact is appropriate or inappropriate.

- To identify different types of touch.
- To know how to respond to unwanted touch.
- To know the importance of speaking to a trusted adult.
- To know the areas of my body that are private.

Pupils will learn about how to stay safe when communicating online

Pupils will learn about what to do if they don't feel safe.

- To understand how online relationships are different to offline relationships.
- To know what to do if online communication makes me feel worried, uncomfortable or frightened.
- To understand how to communicate with people online in a responsible way.

Pupils will learn about how to recognize when it is right to keep a secret and when secrets should be shared.

- To understand the concept of 'keeping something confidential or secret'
- To know when we should or should not agree to keep a secret
- To know when it is right to 'break a confidence' or 'share a secret'

Key vocabulary: Bullying, unkind, playful teasing, cyber bullying, emotional bullying, verbal, physical, trusted adults stereotypes, race, gender, body shaming, transgender, bystander, upstander, role models, peer pressure, risky, uncomfortable, qualities, unhealthy, healthy, behaviours, trusted adults, dares, assertive, trusted adults, touch, uncomfortable, comfortable, private parts, safety, permission, online, Internet, social media, communication, relationships, connection, pretending, fake, risks, harmful content, concerns, report, safely, safety, support, face-to-face, communicating, communicating, online, report, Secret, confidential, share, surprise, responsibility, safe, unsafe, uncomfortable, privacy, respect, trust, help and pressure.

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>

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.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

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.
- how information and data is shared and used online.

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 (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- what sorts of boundaries are appropriate in friendships with peers and others.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

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

GOOD TOUCH – BAD TOUCH



How would you say no?

TELL SOMEONE!

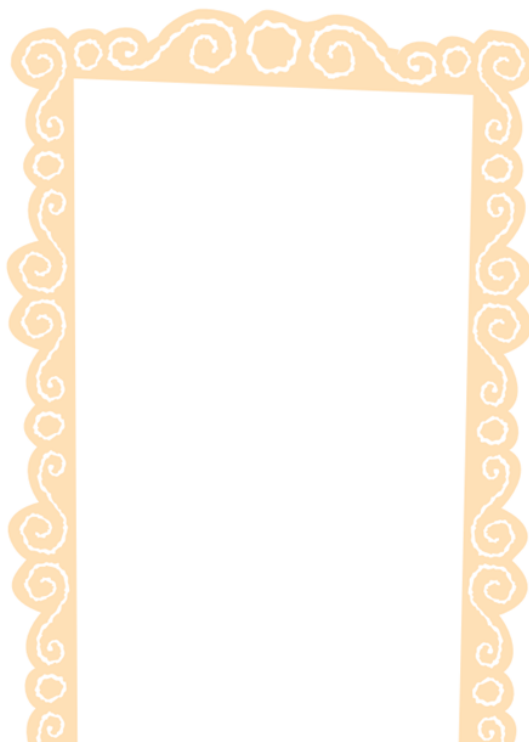
Who could you tell?



Do you have any questions?

Lesson 2 : Role models, friends, and peer pressure

My role model is...



Internet Use

We have parts of our bodies which are **good** to touch, some which are **ok** to touch and others which are **bad** to touch.



DO YOU KNOW WHICH AREAS ARE WHICH?



the table below, record the different ways you use the Internet. This can either at home or at school.

I use the Internet to ...	I do this on my ...
video call my grandma	mum's phone

You are on your home computer when a message appears that says:

How would you respond?

Remember, be aware, communicate safely and get help.

