

# Year 4 Spring 1 PSHE Information Leaflet

## Living in the Wider World

**In Year 4 this half term, we will be learning about what makes a community; the different groups that contribute to a community and the shared responsibility of caring for the community. We will also be learning about how online data is shared and used.**

**Pupils will learn about belonging to a group or community and the importance of feeling that we belong**

I can identify different groups I belong to (e.g. friendships, class, year group, clubs, faith)

I can explain what it means to belong to a group or community

I recognise some of the ways in which people can be made to feel that they don't belong

I can describe behaviours that can help people in a group feel valued and welcome

**Pupils can explain what a community is and what it means to belong to one.**

I can talk about what a community is.

I can identify who makes a community.

I can discuss how the actions of people affect the community I am a part of.

I can think of ways I can make a positive contribution to my community.

I understand how to show compassion towards others in need and the shared responsibilities of caring for them.

**Pupils understand how websites use advertisements to promote products.**

I can identify adverts online.

I can identify a targeted advert.

I can explore how companies use websites to promote products.

**Pupils will describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy**

I can describe how to search for information on search engines, social media and image and video sites

I can make judgments about the accuracy of the information I am presented with

**Pupils can describe some of the methods used to encourage people to buy things online**

I can describe some methods used by companies such as 'in-app purchases' and 'pop-ups'

I can recognise some of these when they appear

I can think about ways to avoid purchases

**Pupils can explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true**

I can explain the difference between facts, opinions and beliefs

I can make my own judgments about what I read and see online

**Key Vocabulary:** Fact; opinion; belief; reliability, ad; sponsored; in-app purchases; influencer; recommendations; advertisements; search results; trustworthy; reliable; sponsored; snippets; accuracy; digital, device, email, social media, posts, comments, website, Internet, product, target, digital footprint; community, community spirit, impact, consequence, positive, negative, diverse, diversity, human rights, shared responsibility, respect, protect, environment, volunteering; groups, clubs, members, belong, activities, outsider, meetings, valued, welcome

### Further information for parents:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>

<https://www.internetmatters.org/resources/video-games-age-ratings-explained/>

<https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>

## **Statutory Guidance Links:**

### **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 importance of self-respect and how this links to their own happiness.
- 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.

### **Online Relationships:**

- 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.

### **Being safe**

- 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.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- where to get advice e.g. family, school and/or other sources.

### **Internet Safety and Harms**

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.



### **Mental wellbeing**

- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.

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

Ideas	What you could do...
	
	

### My Community Pledge

I pledge to positively contribute to my community by \_\_\_\_\_

Go online with your partner and look at the websites your teacher has given you.

In the table below, record the name of the website, the adverts you can see and where they are on the webpage.

Name of website	What adverts can you see?	Where are they on the page?	What makes the advert stand out?
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Isla enjoys playing 'Candy Cane' on her tablet device at night. She has 4 lives available every night. She is really struggling to complete level 6 because she is always 5 candy canes short. A pop-up arrives saying 5 candy canes for just £1.99. Isla clicks 'Accept'. Isla's parents found a charge of £1.99 on her mobile phone bill the next month.

Why has Isla been charged?

Sam and Rohim have been browsing online most of the morning. They have come across a number of different statements. Can you sort them into fact, opinion or belief?

Statement	Fact	Opinion	Belief
Rainy days are not fun.			

Billy is wanting some new running trainers for his birthday. He has currently searching online over a range of technologies to try to find out which ones are the best. Have a look at the search results Billy has found and help him make a judgement about the probable accuracy of his results.

Search engine results:

