

Y4 Autumn 2 How do we treat each other with respect?

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Theme :Relationships

Respect for self and others, courteous behaviour; safety; human rights

PoS Core theme 1
Health and wellbeing

Core theme 2
Relationships

Core theme 3
Living in the wider world

<p>Keeping safe H45. that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk³ 3 Teaching about FGM could be included in units on health, keeping safe, safe relationships, privacy, body parts (including external genitalia).</p>	<p>Managing hurtful behaviour and bullying R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support R21. about discrimination: what it means and how to challenge it</p> <p>Safer relationships R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online); R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else’s personal safety (including online)</p> <p>Respecting self and other R30. that personal behaviour can affect other people; to recognise and model respectful behaviour online</p>	<p>Shared responsibilities L2. to recognise there are human rights, that are there to protect everyone L3. about the relationship between rights and responsibilities</p> <p>Communities L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced</p>
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	<p>R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationship</p>	
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<p>Prior Learning: Y3 Autumn 1 How can we be a good friend? Y2 Autumn 2 What is bullying? Y2 Autumn 1 What makes a good friend</p>
<p>End points :-</p> <ul style="list-style-type: none"> • how people’s behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • 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)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
<p>Key vocabulary Consent Privacy Children’s rights Discrimination Exclusion disrespect</p>

Relationship education, relationships and Sex education RSE and Health education statutory guidance

Relationship Education – graduated age appropriate programme links

Relationship
Respectful relationships
Pupils should know Importance of respecting others, even when they are very different from them – physically, character, personality, backgrounds, 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
Conventions of Courtesy and manners
Importance of self-respect and how this links to their own happiness

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That in school and wider society they can be expected to be treated with respect by others, and they should show respect to others including those in authority
Understand about different types of bullying – (including cyberbullying), Understand the impact of bullying, responsibilities of bystanders (primarily to report bullying) and how to get help
What a stereotype is, and how stereotypes can be unfair, negative or destructive
Importance of permission seeking and giving in relationships with friends, peers and adults
On Line Relationships
Rule, principles for keeping online, how to recognise risks, harmful content and contact, how to report them
Being safe
Pupils should know What sorts of boundaries are appropriate in friendships with peers and others including in a digital context,
Concept of privacy and the implications of it for both children and adults, not right to keep secrets if related to keeping and being safe
Each person’s body belongs to them, the differences between appropriate and inappropriate or unsafe physical contact
How to recognise and report feelings of being unsafe or feeling bad about any adult
How to ask for advice or help for themselves or others, and how to keep trying until they are heard
How to report concerns about abuse, and the vocabulary and confidence needed to do so
Where to get advice – school, family, NSPCC

Physical health and mental well being : Primary

Mental well being
Bullying (including cyber bullying) often has a negative and often lasting impact on mental well being
Where and how to seek support (including recognising triggers for seeking support)– who to speak to in school if they are worried about their own or someone else’s mental well being, or ability to control their emotions (including issues arising on line)
Internet safety and harms
Consider the effect of their online actions, know to show respectful behaviour online and importance of keeping information private
Internet can be a –ve place where online abuse, trolling, bullying and harassment can take place, has a –ve impact on well being

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<p>Citizenship</p>	<p>Character Education –</p> <p>Penketh Powers Resilience</p> <p>Responsibility</p> <p>Respectfulness</p> <p>Kindness:</p> <p>Penketh School expectations</p> <p>Listen,</p> <p>Do as asked</p> <p>Work well with others</p> <p>Be the best you can be</p>	<p>British values</p> <p>Rule of Law</p> <p>Tolerance and respect</p> <p>Democracy</p> <p>Individual Liberty</p> <p>Protected Characteristics Equality Act</p>	<p>Careers Curriculum</p>
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<p>Spiritual</p> <p>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</p> <p>knowledge of, and respect for, different people’s faiths, feelings and values</p> <p>sense of enjoyment and fascination in learning about themselves, others and the world around them</p> <p>use of imagination and creativity in their learning</p> <p>willingness to reflect on their experiences</p>	<p>Moral</p> <p>ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England</p> <p>understanding of the consequences of their behaviour and actions</p> <p>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</p>	<p>Social</p> <p>use of a range of social skills in different contexts, for example working and socialising with other pupils, from different religious, ethnic and socio-economic backgrounds</p> <p>willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively</p> <p>acceptance and engagement with the fundamental British values</p>	<p>Cultural</p> <p>understanding and appreciate the range of cultural influences that have shaped their own heritage and that of others</p> <p>understanding and appreciate the range of different cultures as an essential element of their preparation for life in modern Britain</p> <p>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</p> <p>knowledge of Britain’s democratic parliamentary system and its role in shaping</p>
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			<p>history and values, and continuing to develop</p> <p>willingness to participate positively to artistic, musical, sporting and cultural opportunities</p> <p>interest in exploring, improving understanding and respect for different faiths and cultural diversity and to understand, accept and respect diversity.</p>
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Sequence of lesson to follow
Lesson Plans and resources DfE approved

Email: penketh.head@wpat.uk

Password: penketh22!

<https://pshe-association.org.uk/hcms/mem/login?hsLang=en>

[Build your programme \(pshe-association.org.uk\)](https://pshe-association.org.uk)

PSHE Association power points, resources linked to topic – click on the purple links to download

NB: You will need to be logged in to the PSHE Association to access resources

<p>Autumn 2</p> <p>How do we treat each other with respect?</p>	<p>Relationships</p> <p>Respect for self and others; courteous behaviour; safety; human rights</p> <p>PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, H45, L2, L3, L10</p>	<ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • 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)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>Premier League Primary Stars – Play the right way / Inclusion</p> <p>1decision – Being responsible / A world without judgement (£)</p> <p>PSHE Association - Consent lesson packs</p> <p>The Rez</p>
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