

Year 4 Term 1

How do we treat each other with respect?

PSHE



National Curriculum Links:

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.

Essential Prior Learning:

Know friendships support well being and what to do if feeling lonely.

What to do if they are feeling lonely and strategies to support them and others.

Understand what quality make good friendships.

Suggest ways that disagreements can be resolved in friendships.

Understand what a healthy friendship is.

Progression in Skill:

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 turn.

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.

Long-term Memory Knowledge:

Explain how your behaviour (online and offline) can make you and others feel.

Name some of the things that you would do in a polite conversation and what you would expect from someone else in return; begin to see differences in what this might look like depending on who you are talking to.

Understand that, with rights, come responsibilities and give examples of these.

Explain what 'right to privacy' means.

Suggest some secrets that it is okay to keep and others when it is important to tell someone else.

Name some of the UN's Rights of a Child and explain why it is important to protect these.

Demonstrate an understanding that everyone should feel included, respected and not discriminated against; talk about what this looks like.

Suggest some things you can do if you see or experience unfair treatment or anything that makes you uncomfortable, including who you can talk to about this.

Key Vocabulary

Right	a moral or legal entitlement to have or do something
Responsibility	the state or fact of having a duty to deal with something or of having control over someone
Privacy	To have personal space and not be interrupted
Exclusion	State of being left out
Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
Disrespect	lack of respect or courtesy

Progression in Resources:

UN convention of rights

Relevance

Now	Children develop their understanding that they have protected rights, as do other people, and who to talk to/what to do if they feel these rights are being compromised; they understand that they have responsibilities alongside these rights and there is a link between the two.
Future	Children grow up to become citizens who help to create tolerant societies and are inclusive of others.
Aspiration	Children may choose a line of work (paid or voluntary) that seeks to defend the rights of those whose government/society try to erode these.