

Year 4 Term 1

How do we treat each other with respect?

PSHE



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:

Suggest ways to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) and how to report concerns.
Recognise the respectful behaviours we should expect from others.
Model being polite and courteous in different situations.
Know what a 'red flag' might be in a relationship and what you might do about it.
Recognise and keep 'good' secrets and confidences, e.g. a surprise birthday party.
Recognise secrets and confidences that they should not agree to keep, e.g. if someone is being hurt or upset.
Show an understanding that we have a right to privacy.
Know some of the qualities people look for when making friends.
Name some of the features of a healthy friendship.
Name some of the qualities of a healthy relationship, e.g. mutual support/respect, shared interests.
Be able to voice your own opinions/ideas with friends and listen to theirs.
Understand the importance of compromise.

Long-term Memory Knowledge:

Know what makes a relationship healthy.
Name some of the qualities of a good friend.
Name some of the behaviours we should expect from others.
Know how to safely respond to inappropriate behaviour, including how to report concerns.

National Curriculum Links:

How important friendships are in making us feel happy and secure, and how people choose and make friends.
The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your needs.
That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
The conventions of courtesy and manners.
How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
What sort of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources, etc.
The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

Know what to do if you witness or experience exclusion, disrespect or discrimination.
Name some of the effects particular behaviours can have on others.
Name the sort of secrets that should and shouldn't be kept and why.

Key Vocabulary

exclusion	leaving someone out
disrespect	behaving unkindly towards someone or something
discrimination	treating someone unfairly
prejudice	judging someone unfairly
courteous	having good manners
red flag	a warning sign that a relationship is unhealthy
compromise	an agreement reached where all sides give up a bit; a fair solution

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.