



PSHE Topic: How do we treat each other with respect?

Year: 4 Term: Autumn 2

Key Knowledge/Content:

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.
- The importance of self-respect and how this links to their own happiness.
- 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.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

Key vocabulary with definition:

Prior vocabulary:

- Respect – A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.
- Qualities – The standard of something as measured against other things of a similar kind; the degree of excellence of something.
- Polite - Having or showing behaviour that is respectful and considerate of other people.

New vocabulary:

- Appropriate - Suitable or proper in the circumstances.
- Inappropriate - Not suitable or proper in the circumstances.

Links to:

Prior learning:

Understand how to be a good friend.

Future learning:

Discuss and explain how friends can communicate safely.

By the end of this unit

All children can: demonstrate the importance of being polite and courteous in different situations and recognise the respectful behaviour they should receive in return.

Most children can: explain that everyone should feel included, respected and not discriminated against and know how to respond if they witness or experience exclusion, disrespect or discrimination.

Some children can: explain the rights children have and why it is important to protect these.

Background understanding for teachers and parents:

Children will discuss how people's behaviour affects them and others, including online safety. They will discuss being polite and courteous to others and how to recognise respectful behaviour. They will understand the right to privacy and when a confidence or secret should be kept. They will explore how to respond if they witness or experience exclusion, disrespect and discrimination, what inappropriate and appropriate behaviours are, and how to respond to this.

Curriculum Driver:

Aspiration

Evidence outcome:

Children will aspire to be good friends and will ensure children feel included. Children will also learn to communicate if they feel they aren't being respected.