

TERM: Autumn 1		YEAR GROUP: 4		SUBJECT: PSHE: Families and Relationships				
WEEK 1 DATE: WB 2.9.24 Setting ground rules and signposting.	WEEK 2 DATE: WB 9.9.24 Respect and manners	WEEK 3 DATE: WB 16.9.24 Healthy Relationships	WEEK 4 DATE: WB 23.9.24 How my behaviour affects other.	WEEK 5 DATE: 30.9.24 Bullying	WEEK 6 DATE: 7.10.24 Stereotypes, Gender	Stereotypes:Disability	Families in the wider world.	Change and Loss
<p>LO: To recap learning in PSHE from the previous year and how we can help everyone to learn effectively in these lessons.</p> <p><b>Success criteria:</b> I can explain what PSHE is I can explain some things I learnt in PSHE in Year 3 I can explain rules that can help everyone feel safe in PSHE lessons.</p> <p><b>Main event:</b> Children to write PSHE in the middle of the paper. Then ask them to write around 'PSHE' words or phrases relating to things they remember learning in Year 3.</p>	<p>LO: To develop understanding of courtesy and manners in a range of situations.</p> <p><b>Success criteria:</b> I understand that expectations for manners change in different situations I can identify some roles in society that are positions of authority I can explain what manners might be appropriate in a given situation I understand that good manners are one way of showing respect for others.</p> <p><b>Main event:</b> Imagine Zog the alien has just landed on earth and they need to help him learn how to behave properly in different situations.</p>	<p>To begin to understand the physical and emotional boundaries in friendships.</p> <p><b>Success criteria:</b> I understand physical boundaries are different for different people. I can explain some boundaries in friendships. I understand that I have the right to decide what happens to my body. I can be assertive when stating my physical boundaries.</p> <p><b>Main event:</b> Pairs come up with 10 expectations for friends. Are there any different boundaries or expectations for online friendships?</p> <p><b>Support:</b></p>	<p>LO: To understand that my behaviour can have an impact on others.</p> <p><b>Success criteria:</b> I understand that what I say and do affects others I can think of ways to make other people happy I can describe how making others happy makes me feel.</p> <p><b>Main event:</b> Think of different questions and aim to find as many ideas as possible to make other people happy.</p> <p><b>Support:</b> Prompt questions to help them think of ways of making the people around them happy.</p> <p><b>Challenge:</b> Should think of several different things they could do to make other people happy. Should think of</p>	<p>LO: To understand the impact of bullying and the responsibility of bystanders to help.</p> <p><b>Success criteria:</b> I understand the impact bullying can have on individuals I understand the role bystanders can play in stopping bullying I understand the reasons some children may bully others</p> <p><b>Main event:</b> Look at bullying in more detail. Put the children into small groups. Read part of a story and answer questions.</p> <p><b>Support:</b> Supported by their peers.</p> <p><b>Challenge:</b> Look at the situation in the story from the view of the bully and explore why they might be behaving in that way.</p>	<p>LO: To explore stereotypes in fictional characters and think about how these might influence us.</p> <p><b>Success criteria:</b> I understand how there are established stereotypes for both genders I can identify fictional characters who reinforce gender stereotypes I understand that stereotyped characters might influence children. I can explain the negative impact of stereotypes.</p> <p><b>Main event:</b> sorting their characters into male, female and neither/unknown. Make sure the children know what the word gender means Discuss characters who do not fit stereotypes and why this is a positive thing.</p> <p><b>Support:</b></p>	<p>LO: To recognise that stereotypes can relate to a number of factors.</p> <p><b>Success Criteria:</b> I understand that stereotypes can affect how I see people I can explain how stereotypes might have a negative affect on people. I can talk about people who do not conform to stereotypes.</p> <p><b>Main event:</b> What is a stereotype? work in pairs and write a biography of someone with a disability.</p> <p><b>Support:</b> Biography template.</p> <p><b>Challenge:</b> Use their own format for a biography</p>	<p>LO: To begin to understand that families are very varied, in this country and across the world.</p> <p><b>Success criteria:</b> I understand that families are all different and I should respect these differences I can identify differences and similarities in families in other countries I know that no country will have only one type of family.</p> <p><b>Main event:</b> Work in groups to find out about families around the world.</p> <p><b>Support:</b> Give specific books, websites and search terms to help with their research.</p> <p><b>Challenge:</b> Look in detail at variations within a</p>	<p>LO: To explore how we can help following a bereavement.</p> <p><b>Success criteria:</b> I understand what a bereavement is I can explain some things that might help someone who has experienced a bereavement I know where to go for help if I or someone I know needs it following a bereavement.</p> <p><b>Main event:</b> going to think about how we help other people who have experienced a loss, the death of someone close to them. Explain that we call this loss a bereavement.</p> <p><b>Support:</b> Use a puppet. Use prompt sheet.</p> <p><b>Challenge:</b> Put together a short role play.</p>

<p>Discuss the rules the children want this year.</p> <p><b>Support:</b> Support what they learned in Year 3, understand why rules are particularly important in PSHE.</p> <p><b>Challenge:</b> Explain the potential consequences of not following the rules.</p>	<p><b>Support:</b> Work with scenarios 2 and 3, provide a scaffold.</p> <p><b>Challenge:</b> justify their answers.</p>	<p>Could be grouped together for the activity, and have any available adults work with them. You may also want to limit the number of expectations they come up with to five.</p> <p><b>Challenge:</b> Phrase all their expectations as positive statements.</p>	<p>actions that would have a positive impact on more than one person.</p>		<p>Books to help understand what a stereotype is.</p> <p><b>Challenge:</b> Can be challenged to consider if there are differences between characters from traditional stories and older books and more modern stories: have stereotypes lessened over time?</p>		<p>country, e.g. does religion make a difference to how families work.</p>	
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