

Celebrating Difference Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 4	<p>I understand that, sometimes, we make assumptions based on what people look like. I will try to accept people for who they are.</p> <p>To discuss how we can make assumptions based on stereotypes and previous experiences. To discuss how assumptions can sometimes be negative and how we need to be careful to judge someone based on assumptions.</p>	<p>I understand what influences me to make assumptions based on how people look. I can question why I think what I do about other people.</p> <p>To discuss how stereotypes and media influences (including fake news) can sometimes be unhelpful and can lead to negative assumptions. To discuss how we should look at and explore the 'full picture' before making a judgement.</p>	<p>I know that sometimes bullying is hard to spot and to know what to do if I think bullying is going on.</p> <p>To talk through a bullying scenario, discussing when bullying first started and how it progressed between the children in the scenario. To discuss what could be done throughout the scenario to stop the bullying.</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't. I can problem-solve a bullying situation with others.</p> <p>Using the scenario from the last lesson, to highlight areas where there were bystanders or people who join in with the bullying. To explore what an internet 'troll' is and how to avoid being a bystander online.</p>	<p>I can identify what is special about me and to value the ways in which I am unique. I like and respect the unique features of my physical appearance.</p> <p>To discuss why some people (even adults) find being positive about the way they look, difficult. Discuss how we are surrounded by images of how we are 'supposed to look'. To write qualities and special features about themselves, which include things they like about their appearance and also qualities about their personality.</p>	<p>I can tell you a time when my first impression of someone changed when I got to know them. I can explain why it is good to accept people for who they are.</p> <p>To discuss when they may have thought something about someone before they knew them properly. Has their opinion changed now? Make the point that sometimes we can make very wrong assumptions about people; and as a result, we could hurt their feelings in the way we treat them.</p>

Relationships Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>
Year 4	<p>I can recognise situations which can cause jealousy in relationships. I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p> <p>To define what jealousy is and how it can feel. To understand that we can all experience it about people and things. To discuss why people become jealous.</p>	<p>I can identify someone I love and express why they are special to me. I know how most people feel when they lose someone or something they love.</p> <p>To discuss loss and bereavement and the feelings associated with this. To discuss how we can show our love and appreciation to people special to us on a day-to-day basis.</p>	<p>I can tell you about someone I know that I no longer see. I understand that we can remember people even if we no longer see them.</p> <p>Children discuss reasons why they might not see a person they once knew. Share a scenario where a memory box is being created for a pet dog and what they could include in the box.</p>	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. I know how to stand up for myself and how to negotiate and compromise.</p> <p>To discuss ways in which friendships can change or end. To use a scenario to identify and problem solve the issue between the friends in the story.</p>	<p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older. I understand that there is no need to feel pressured into having a boyfriend/ girlfriend.</p> <p>Discuss how you would know that two people are a 'couple' or friends? (see Appendix 1 for photo discussions). To understand you cannot get married legally until 18 and the reasons why this is law.</p>	<p>I know how to show love and appreciation to the people and animals who are special to me. I know that I can love and be loved.</p> <p>Children create a piece of artwork which shows how is special to them out and why.</p>

Changing Me Overview

<u>Year Group</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>
Year 4	<p>I know how the circle of change works and can apply it to changes I want to make in my life. I am confident enough to try to make changes when I think they will benefit me.</p> <p>Discuss changes we see in nature when the seasons change. To discuss how change is natural and some things we can / cannot control. To discuss changes in a scenario about a boy and changes taking place in his home and with his family.</p>	<p>I can identify changes that have been and may continue to be outside of my control. I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>Discuss environmental changes, exploring what things can be controlled. To discuss changes they have experienced in their lives, and explore how they felt about the things they could and could not control.</p>	<p>I can identify what I am looking forward to when I move to a new class. I can reflect on the changes I would like to make next year and can describe how to go about this.</p> <p>Children make a list of the changes they think might happen to them during the next school year (personal and school focus). Children explore how they will manage these changes.</p>

Appendix 1



