



Year 4: Autumn 1

Being Me in My World



Knowledge

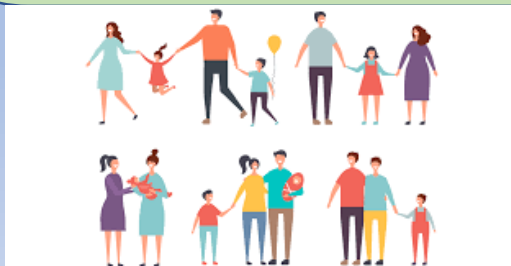
- Know how individual attitudes and actions make a difference to a class.
- Know about the different roles in the school community.
- Know their place in the school community.
- Know what democracy is (applied to pupil voice in school).
- Know that their own actions affect themselves and others.
- Know how groups work together to reach a consensus.
- Know that having a voice and democracy benefits the school community.

Social and Emotional Skills

Identify the feelings associated with being included or excluded.
Can make others feel valued and included.
Be able to take on a role in a group discussion / task and contribute to the overall outcome.
Can make others feel cared for and welcomed.
Recognise the feelings of being motivated or unmotivated.
Understand why the school community benefits from a Learning Charter.
Be able to help friends make positive choices.
Know how to regulate my emotions.

Question for Learning

What makes an effective class team? How do all the different people in school work together so that it runs well? Does everyone have a role in school? Do you have choices about how to behave? How do rules, rewards and consequences help with this? What do you think democracy is? Can you give an example? What skills do you have that can help a team work well together?



Key Vocabulary

Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).



Year 4: Autumn 2

Celebrating Difference



Knowledge

- Know that sometimes people make assumptions about a person because of the way they look or act.
- Know there are influences that can affect how we judge a person or situation.
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying.
- Know what to do if they think bullying is, or might be taking place.
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone.
- Know that first impressions can change.

Social and Emotional Skills

- Try to accept people for who they are.
- Identify influences that have made them think or feel positively/negatively about a situation.
- Identify feelings that a bystander might feel in a bullying situation.
- Identify reasons why a bystander might join in with bullying.
- Revisit the 'Solve it together' technique to practise conflict and bullying scenarios.
- Identify their own uniqueness • Be comfortable with the way they look.
- Identify when a first impression they had was right or wrong.
- Be non-judgemental about others who are different

Question for Learning

What is an assumption? Are assumptions always right? What can influence us to make an unfair judgement about someone else? Is social media always helpful? What's good/ bad about social media? What is a stereotype? What stereotypes do you see on social media, in the movies or on TV? Are stereotypes fair? Do you know any rules for staying safe with technology? What could you do if you were worried about something online or in social media e.g. cyber-bullying?

Key Vocabulary

Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed

