

SUBJECT: PSHE

UNIT: Relationships

TERM: 1

YEAR GROUP: 4

Feelings and emotions; Healthy relationships; Valuing difference

	LO	Main session (class discussion/circle time)	Key skills	Key questions	Resources
SESSION 1	⇒ To recognise and respond appropriately to a wider range of feelings in others	<p>Describe a wider range of feelings they have experienced .</p> <p>Talk about what makes feelings better or worse/what helps/doesn't help.</p> <p>Give examples of how to recognise feelings in others.</p> <p>Talk about different responses they can give to range of feelings in others (individually, collectively).</p> <p>Describe how feelings can affect thoughts and behaviour.</p> <p><i>NB Pupils should be able to name and describe in their bodies where they have these feelings, and how they show others they have these feelings. They should be encouraged to use a wider range of words to express the intensity of feelings.</i></p>	<p>Self-reflection</p> <p>Self-management</p> <p>Empathy</p>	<p>Where in our bodies do we have these feelings?</p> <p>Do we ever experience lots of different feelings at the same time?</p> <p>How can we tell how other people are feeling?</p> <p>How can we respond to other people's feelings?</p>	<p>Stories where characters share their feelings and help each other by listening and responding to the feelings of others – link to Power of Reading text</p> <p><i>Use story books or film clips etc. to distance the learning</i></p>

<p>SESSION 2</p> <p>Ensure that ground rules have been established/re-visited at the beginning of the session. Liaise with Child Protection officer where necessary. Refer to school's safeguarding and child protection policies and ensure you are familiar with protocols in the event of a disclosure.</p>	<p>⇒ To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'</p>	<p>Re-cap what it means to keep something confidential or secret.</p> <p>Give reasons for when we should/should not agree to keeping something confidential/secret.</p> <p>Explain the difference between a surprise and a secret.</p> <p>Describe how it feels to be asked to keep a secret we are unsure of or feel uncomfortable about.</p> <p>Explain why no one should ask us to keep a secret we feel uncomfortable about keeping.</p> <p>Describe or demonstrate strategies we can use when we feel we are being pressurised to do something we don't want to do.</p> <p>Give examples of when it is right to change our minds, and when it is OK, or even really important, to break a confidence.</p> <p><i>NB The important rule is that we should never keep an adult's secret: only surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mummy we've bought her some perfume for her birthday' but it's not fine, and we should tell, if a grown-up says 'you must keep this secret and never tell anyone'.</i></p>	<p>Managing risk and personal safety</p> <p>Making decisions</p> <p>Recognising distorted thinking</p>	<p>How does it feel to be asked to keep a secret that we are unsure or feel uncomfortable about?</p> <p>Do we have to keep other people's secrets?</p> <p>Will someone be at risk if we tell?</p> <p>Will someone be at risk if we don't tell?</p> <p>Will we get into trouble if we tell?</p> <p>What should we do if we feel pressurised or uncertain and unsure about keeping a secret?</p>	<p>Stories where characters have the courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences.</p>
<p>Session 3</p>	<p>To recognise and</p>	<p>Give reasons why people might dare</p>	<p>Self-management</p>	<p>How does it feel to be dared by</p>	<p>Stories where characters have the</p>

	<p>manage 'dares'</p>	<p>others to do things.</p> <p>Explain whether dares always put someone under pressure.</p> <p>Describe or demonstrate steps they can take to manage dares given to them.</p> <p>Explain what they can do if they have witnessed someone else being given a dare.</p> <p>Identify people they can talk to/go to if they are worried.</p> <p>Identify the difference between a dare and a 'positive challenge'.</p> <p>Explore ways that people try to persuade. Explore ways of answering persuasive people.</p> <p><i>Explain the difference between a dare - something we want them to do because we think it will be funny for us, or to test the other person - and a positive challenge – something we might suggest to encourage someone.</i></p>	<p>Self-reflection</p> <p>Making decisions and choices</p> <p>Resilience</p> <p>Empathy</p> <p>Managing risk and personal safety</p>	<p>another person or a group of people?</p> <p>Is it ok to make someone feel like this?</p> <p>Is it fair to give someone a dare?</p> <p>How does it feel to be put under pressure to do something you may feel uncertain about?</p> <p>Is it ever ok to give someone a dare?</p>	<p>courage to be themselves or stand up for what they believe in; where they say 'No' or do not say no and have to deal with the consequences.</p>
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<p>Session 4</p>	<p>To recognise what constitutes a positive, healthy relationship. To develop the skills to maintain positive and healthy relationships</p>	<p>Explain what we mean by a 'positive, healthy relationship'.</p> <p>Talk about the responsibilities we share in maintaining positive relationships.</p> <p>Describe some of the qualities that they admire in others.</p> <p>Talk about what it can feel like to be excluded.</p> <p>Explain how to include and involve others and how to recognise when someone may be feeling unhappy.</p> <p>Demonstrate the difference between being assertive and being aggressive.</p>	<p>Making decisions</p> <p>Drawing conclusions</p>	<p>How do we choose our friends?</p> <p>What's meant by 'negotiation'?</p> <p>How do we cope with feelings of anger or frustration?</p> <p>What does being 'left out' feel like?</p> <p>How can we help someone who is feeling like this?</p>	<p>Stories about characters who show love and care for others; have strong friendships or loving relationships, especially those that are unexpected, such as <i>Grace and Family</i> by Mary Hoffman</p>
<p>Session 5</p>	<p>To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond</p> <p>To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights</p>	<p>Explain how it feels when people we are not so sure about get too close to us.</p> <p>Talk about when we like someone to sit beside us, to hold our hand, to cuddle us or kiss us.</p> <p>Explain how it might feel if we don't like someone doing these to us .</p> <p>Understand that it is the other person's fault if they make us feel like that – not theirs.</p> <p>Explain why it is wrong to make anyone feel uncomfortable or confused by being too close to them or touching them in ways they don't like.</p> <p>Explain why it is okay and important to talk to someone they trust if anyone</p>	<p>Making decisions</p> <p>Setting challenging goals</p> <p>Negotiation</p> <p>Managing risk and personal safety</p> <p>Resilience</p>	<p>How does our body/mind warn us when someone gets too close?</p> <p>How do other people react when someone gets too close?</p> <p>What should we do if someone is touching us in ways we don't like, or making us feel uncomfortable in any way?</p>	<p>NSPCC: http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/. The underwear rule is a simple, effective technique for embedding this learning, using the acronym PANTS: P r i v a t e s a r e p r i v a t e ; A l w a y s r e m e m b e r y o u r b o d y b e l o n g s t o y o u ; N o m e a n s n o ; T a l k a b o u t s e c r e t s t h a t u p s e t y o u ; S p e a k u p , s o m e o n e c a n h e l p .</p> <p>Use storybooks, role-play etc. to distance the learning. Questions box or Ask-It Basket to be available.</p> <p>Stories where characters demonstrate love for each</p>

	to privacy	<p>makes them feel uncomfortable or confused.</p> <p>Talk about privacy and personal boundaries: what do you wish to share with special people? What happens when someone doesn't respect your privacy – how do you feel? What can you do about it?</p> <p><i>NB Pupils should be taught about the concept of 'body space' and feeling uncomfortable when people get too close. The uncomfortable feeling is the brain's way of warning us. Pupils should practise/rehearse asking someone to move away and asking others for help. It is also important for pupils to have an awareness of when someone else's body language is saying that they are too close, such as when they move away or back off.</i></p>			<p>other and care for one another; where characters have the courage to say 'no' or fail to say 'no' and have to deal with the consequences</p>
Session 6	To work collaboratively towards shared goals	<p>Explain what a 'goal' is and why having a clear goal can be helpful</p> <p>Demonstrate negotiating a shared goal</p> <p>Demonstrate being able to work with a partner and in a team listening, cooperating, contributing and encouraging.</p> <p>Demonstrate being able to support and lead a team.</p> <p>NB deliver through the use of team building games, or during outdoor</p>	<p>Active listening</p> <p>Team working</p> <p>Empathy</p> <p>Awareness of own needs</p> <p>Perception of how peers show feelings</p>	<p>What are our short term goals?</p> <p>What/who can help us to achieve these goals?</p> <p>Do we have any long term goals?</p> <p>Are there any obstacles that may stop us achieving our goals?</p> <p>How could we overcome these obstacles?</p>	<p>Stories where characters work towards individual or shared goals; where they support each other or support a wider group.</p>

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