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| Year 4  **Autumn 1**  **Me and My Relationships** | An email from Harold | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* |  |
|  | OK or not Ok? 1 | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * 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. *Respectful relationships* |  |
|  | OK or not Ok? 2 | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * 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. *Respectful relationships* * 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. *Respectful relationships* * The importance of self -respect and how this links to their own happiness.   *Respectful relationships* |  |
|  | Human machines | * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* |  |
|  | Under pressure | * 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. *Respectful relationships* * 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. *Respectful relationships* |  |
| **Autumn 2**  **Valuing Difference** | You can sort it out | * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships* * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * 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. *Respectful relationships* |  |
|  | Islands | * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | The people we share our world with | * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people who care for me* * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * 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. *Respectful relationships* |  |
|  | That is such a stereotype! | * What a stereotype is, and how stereotypes can be unfair, negative or destructive. *Respectful relationships* * How information and data is shared and used online. *Online relationships* |  |
| **Spring 1**  **Keeping Myself Safe** | Danger, risk or hazard? | * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* |  |
|  | Picture wise | * The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. *Online relationships* * How information and data is shared and used online. *Online relationships* |  |
|  | How dare you! | * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * 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. *Respectful relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* |  |
|  | Keeping ourselves safe | * That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. *Caring friendships* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * The importance of self-respect and how this links to their own happiness. *Respectful relationships* * 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 *Respectful relationships* |  |
|  | Raisin Challenge | * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * How information and data is shared and used online. *Online relationships* |  |
| **Spring 2**  **Rights and Responsibilities** | Who helps us stay healthy and safe? | * How to ask for advice or help for themselves or others, and to keep trying until they are heard. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* * Where to get advice e.g. family, school and/or other sources. *Being safe* |  |
|  | How do we make a difference? | * That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. *Online relationships* |  |
|  | In the news! | * The conventions of courtesy and manners. *Respectful relationships*. * How information and data is shared and used online. *Online relationships* |  |
|  | Safety in numbers | * 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. *Respectful relationships* * 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. *Respectful relationships* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
| **Summer 1**  **Being My Best** | What makes me ME! | * 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. *Respectful relationships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* * The importance of self-respect and how this links to their own happiness *Respectful relationships* |  |
|  | Making choices | * The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. *Caring friendships* * 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. *Respectful relationships* |  |
| **Summer 2**  **Growing and Changing** | My feelings are all over the place! | * That families are important for children growing up because they can give love, security and stability. *Families and people that care for me* * The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. *Families and people that care for me* * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people that care for me* * How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. *Caring friendships* * Practical steps they can take in a range of different contexts to improve or support respectful relationships. *Respectful relationships* |  |
|  | All change | * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
|  | Secret or surprise? | * The importance of permission-seeking and giving in relationships with friends, peers and adults. *Respectful relationships* * What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). *Being safe* * About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. *Being safe* * That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. *Being safe* * How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. *Being safe* * How to recognise and report feelings of being unsafe or feeling bad about any adult. *Being safe* * How to report concerns or abuse, and the vocabulary and confidence needed to do so. *Being safe* |  |
|  | Together | * That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. *Families and people that care for me* * That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. *Families and people that care for me* * That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. *Families and people that care for me* * How important friendships are in making us feel happy and secure, and how people choose and make friends. *Caring friendships* |  |