

National Statutory Requirements (DFE Statutory Guidance on Health Education and Relationship Education)

- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- how stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice).

PSHE



Communities – Year 4

Progression of Skills (PSHE ASSOCIATION PROGRAMME OF STUDY 2020)

H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)

R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships

R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background

R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with

L2. to recognise there are human rights, that are there to protect everyone

L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others

L6. about the different groups that make up their community; what living in a community means

L7. to value the different contributions that people and groups make to the community

L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

L9. about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes

L10. about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

Series of Lessons

- Explore what living in a community means.
- Recognise the contributions of different people & groups within communities.
- Identify how different groups of people supported one another during WW2 (Linked to History theme).
- Define the term prejudice and how we can respond to them.
- Recognise how prejudices negatively affect communities (Linked to History theme).

Unit Outcome

In this unit of work, pupils learn:

- about the different groups that make up their community
- what living in a community means
- about online communities
- about the contributions of different people and groups in a community
- that there are benefits to living in a diverse community
- to recognise and respond to prejudice

R&R and Herne Harmony Values

Article 8, Article 12, Article 13, Article 23, Article 30

Respect, Collaboration, Honesty

Vocabulary

Groups, Community,
Prejudice, Contributions,
Diverse, Diversity,
Discrimination

Resources

Flipcharts
Worksheets on
system,
Baseline
Assessments,
Resources on
system.