



Topic:	Year group	Term
Family and relationships	4	Autumn Term.

Background knowledge

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement.

See Kapow teacher videos.

When discussing families, to include everyone talk about 'your adults'.

Distancing techniques through stories, scenarios and puppets help children feel safe especially if this topic is sensitive for them.

What should I already know?

Pupils who are **secure** will be able to:

Understand that families are all different.

Know that families offer each other support but sometimes they can experience problems.

Understand that problems occur in friendships and that violence is never right.

Understand what bullying is and what to do if it happens.

Describe what a good listener is and know how to show that they are listening.

Say who they trust and why.

Understand that people can have similarities and differences and explain how differences can be a positive thing.

Understand how toys can reinforce gender stereotypes.

Understand that stereotypes arise from a range of factors, including some of those associated with age.

Statutory objectives / Key Skills	The Journey
Objectives 1. <u>To develop understanding of courtesy and manners in a range of situations</u> 2. <u>To begin to understand the physical and emotional boundaries in friendships</u> 3. <u>To understand that my behaviour can have an impact on others</u> 4. <u>To understand the impact of bullying and the responsibility of bystanders to help</u> 5. <u>To explore stereotypes in fictional characters and think about how these might influence us</u> 6. <u>To recognise that stereotypes can relate to a number of factors</u> 7. <u>To begin to understand that families are very varied, in this country and across the world</u> 8. To explore how we can help following a bereavement Skills • <u>Using respectful language to discuss different families.</u> • Exploring physical and emotional boundaries in friendships. • Exploring how my actions and behaviour can affect other people. • Discussing how to help someone who has experienced a bereavement.	Unit quiz / Knowledge catcher 1. Respect and manners 2. Healthy friendships 3. How my behaviour affects others 4. Bullying 5. Stereotypes: Gender See resources on Home - Lifting Limits 6. Stereotypes: Disability 7. Families in the wider world 8. Change and loss Revisit and reflect on Knowledge catcher See Kapow lesson plan for differentiation.
Outcomes	
Secure understanding 1. Understands that manners vary in different situations. 2. Understands some boundaries in friendships, both physical and expectations from friendships. 3. Understands that what they do and say has an effect on other people. 4. Understands the impact of bullying and the role bystanders can take.	

5. Can recognise male and female stereotyped characters.
6. Understands that stereotypes about disabilities are usually untrue.
7. Understands that families are all different and they offer each other support but sometimes they can experience problems.
8. Understands what a bereavement is and how they can help someone.

Greater depth.

1. Understands how manners are part of respecting people and thinking about the positions of authority people might hold and why we should show respect for these
2. Also has understanding that different people have different boundaries in friendships and these may even change depending on how people are feeling.
3. Can suggest ways of making a number of people around them happy, based on what other people like or think about.
4. Understands why someone may become a bully and that they might need help and support as well as the victim.
5. Understands how stereotypes can be a negative influence on children.
6. Understands that stereotypes can have a negative effect on individuals and they should be challenged.
7. Understands that some problems are easily sorted and that others might need additional help.
8. Understands what might help following a bereavement and what might be less helpful.

Key Vocabulary

act of kindness
 authority
 bereavement
 boundaries
 bystander
 permission

Cross-curriculum links

English

'Pupils should be taught to:

listen and respond appropriately to adults and their peers
 understand what they read, in books they can read independently [...] by:
 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 develop positive attitudes to reading [...] by:

identifying themes and conventions in a wide range of books
retrieve and record information from non-fiction
participate in discussions, presentations, performances, role play, improvisations and debates'

Computing

'Pupils should be taught to:

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content'

Assessment questions / outcomes

Why do you think it is important to show good manners?
Why are personal boundaries important?
How can one action affect others?
What should we do if we see bullying happening? (Always seek help, be assertive if appropriate, help the victim, and report the incident.)
What can we do in school to overcome stereotypes in books?
What do we understand about the term 'disability'?
What are the similarities and differences between families?
How can we help someone who has experienced a bereavement?

British Values



Mutual respect, Individual liberty, Tolerance of different cultures and religions.