

Year 4 Autumn 2 - PSHE and RSHE Medium-Term Plan: Celebrating Difference

Enquiry question: How can understanding and valuing difference help us build a fair and inclusive community?

End-of-unit outcome: Pupils explain and apply the agreed 'I know' statements in age-appropriate situations. Schema focus: Difference, inclusion, anti-bullying and protected characteristics	What we already know, remember and can do: Building on Year 3: I know that families can be different and that disagreements can be managed safely. I know how witnesses and bystanders can help when bullying happens. I know that words can hurt and that respectful language matters. I know how sincere compliments can help people feel valued and included.
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Topic overview / rationale
This Jigsaw Puzzle develops age-appropriate knowledge and social-emotional skills through six connected lessons: Judging by Appearances; Understanding Influences; Understanding Bullying; Problem- solving; Special Me; Celebrating Difference: how we look. The sequence is planned so pupils revisit prior learning, build secure vocabulary and apply these agreed end points: that assumptions based on appearance are not always accurate or fair. that influences can shape how people judge themselves and others. how to recognise bullying and use problem-solving and help-seeking strategies. that everyone is special and unique and that first impressions can change.

Key vocabulary for this topic
Teach, display and revisit: Character Different, Assumption Appearance, Judgement Accept, Surprised Bullying, Protected Hurtful, characteristic Support, Assumption, Influence, Appearance, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem-solve, Troll, Special, Unique, Different, Characteristics, Physical features, Courtesy, Manners, Respect, Kindness, Impression Influence, Changed Special, Judgement Different, Assumption Accept, Empathy

Christ Church values and spirituality links
Values: Respect, Kindness and Community. Spirituality: Pupils wonder about how celebrating difference shapes their own lives and the lives of others; reflect on feelings, choices, responsibility and fairness; and respond by choosing actions that help everyone flourish. Wonder: What does this learning make us curious about? Reflection: What does it teach us about ourselves and others? Response: How can we use it to live well together?

Inclusion and adaptive teaching
Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.

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Lesson	Learning intention / activity	What will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
1	Judging by Appearances Learning intention: To understand that, sometimes, we make assumptions based on what people look like. Activity: This lesson explores how people make assumptions based on appearance and helps children understand the importance of accepting people for who they truly are. Through the coloured spectacles activity, children discover how our own experiences and assumptions act like filters, influencing how we perceive and judge others. SEL focus: I try to accept people for who they are Statutory link: RKR: 1, 9, 10 OSA: 6 BS: 7; GW: 4, 5, 7, 9	✓ I know that assumptions based on appearance are not always accurate or fair.	Character Different	Assumption Appearance Judgement Accept Surprised Bullying Protected Hurtful characteristic Support	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?

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Lesson	Learning intention / activity	What will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
2	Understanding Influences Learning intention: To understand what influences me to make assumptions based on how people look. Activity: This lesson helps children identify what might influence them to make assumptions about people based on appearance. Children explore how different experiences lead to different perceptions of the same thing. SEL focus: I can question why I think what I do about other people Statutory link: RKR: 5, 8, 10 OSA: 2; GW: 4, 5 WO: 1, 7	✓ I know that influences can shape how people judge themselves and others.	Assumption	Influence Appearance	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?

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3	Understanding Bullying Learning intention: To know that sometimes bullying is hard to spot and. Activity: This lesson helps children recognise that bullying can be hard to spot and explores what to do when they suspect bullying is happening but aren't certain. Children learn how bullying can develop gradually and remain hidden from others, building on previous learning about the features that distinguish bullying from one-off incidents. SEL focus: I know how it might feel to be a witness to and a target of bullying Statutory link: CF: 1, 2, 4, 6, 7 RKR: 2, 3, 4, 5, 6, 9, 11 OSA: 1, 2 BS: 6, 7; GW: 3, 4, 5, 7 WO: 1, 2, 4, 8, 11	✓ I know that influences can shape how people judge themselves and others.	Bullying Bystander Witness	Friend Secret Deliberate On purpose	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?

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4	Problem- solving Learning intention: To tell you why witnesses sometimes join in with bullying and sometimes don't tell. Activity: This lesson develops children's understanding of the role witnesses and bystanders play in bullying situations and teaches strategies for staying safe online. Children explore why bystanders might choose to help, ignore or join in with bullying, and consider what might prevent them from taking action. SEL focus: I can problem- solve a bullying situation with others Statutory link: CF: 6, 7 RKR: 4, 5, 9, 11 OSA: 1, 2, 4, 5, 6 BS: 1, 4, 6, 7; GW: 3, 4, 5, 7 ,9 WO: 1, 3, 4, 6, 7, 8, 10, 11	✓ I know how to recognise bullying and use problem-solving and help-seeking strategies.	Witness Bystander	Bully Problem-solve Troll	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?

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5	Special Me Learning intention: To identify what is special about me and value the ways in which. Activity: This lesson helps children identify what makes them special and unique and encourages them to value and respect their own physical appearance. Children use mirrors to reflect on aspects of their physical appearance they appreciate, then discuss why being positive about how we look can be challenging when surrounded by images from media showing how we're 'supposed' to look. SEL focus: I like and respect the unique features of my physical appearance Statutory link: RKR: 5, 7, 8; GW: 5	✓ I know that assumptions based on appearance are not always accurate or fair.	Special Unique Different Kindness	Characteristics Physical features Courtesy Manners Respect	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?

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Lesson	Learning intention / activity	What will be known and remembered	Revisited vocabulary	New vocabulary	Adaptations / inclusion	Deeper thinking
6	Celebrating Difference: how we look Learning intention: To tell you a time when my first impression of someone changed when. Activity: This final lesson explores how first impressions and assumptions about people can change once we get to know them properly. Through the stories of Brooklyn and Asha, children discover how initial judgements based on limited information can be very different from reality when fuller context is understood. SEL focus: I can explain why it is good to accept people for who they are Statutory link: CF: 2, 4 RKR: 1, 5, 8, 10; GW: 3, 4, 6, 7	✓ I know that everyone is special and unique and that first impressions can change.	Impression Influence	Changed Special Judgement Different Assumption Accept Empathy	Pre-teach and display key vocabulary with visuals and concrete examples. Use modelled talk, sentence stems, paired rehearsal and accessible recording choices. Adapt language, pace and grouping without reducing the agreed knowledge endpoint.	How could we challenge unfairness or exclusion while keeping ourselves and others safe?