

PSHE

Year 4

Autumn 2 - Relationships

Safe Relationships

In this unit of work pupils will learn:

- to differentiate between playful teasing, hurtful behaviour and bullying, including Online
- how to respond if they witness or experience hurtful behaviour or bullying, including online
- recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable
- how to manage pressures associated with dares
- when it is right to keep or break a confidence or share a secret
- how to recognise risks online such as harmful content or contact
- how people may behave differently online including pretending to be someone they are not
- how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online

25.11.25 LS/ 28.11.25 VS - Lesson 1

LO: To be able to identify what bullying is.

Baseline Assessment:

What are the different ways people can be bullied?	How can this affect the people involved?
<ul style="list-style-type: none"> <li>• pushing</li> <li>• swearing</li> <li>• punching</li> <li>• saying there ugly</li> <li>• annoying him/ste</li> <li>• bully on line</li> </ul>	<ul style="list-style-type: none"> <li>• crying</li> <li>• sick</li> <li>• frustrated</li> <li>• annoyed</li> <li>• emotional</li> <li>• Hurt</li> <li>• Angry</li> <li>• upsets</li> </ul>

Baseline Assessment:

What are the different ways people can be bullied?	How can this affect the people involved?
<ul style="list-style-type: none"> <li>Teased about: Indirect bullying</li> <li>• They're clothes</li> <li>• They're skin colour</li> <li>• They're beliefs</li> <li>• hobbies</li> <li>calling people names</li> <li>Saying something personal or something important to them to a lot of people</li> </ul>	<ul style="list-style-type: none"> <li>cry sad alone sick</li> <li>worried embarrassed</li> <li>Have no power</li> <li>degraded</li> <li>make up excuses</li> </ul>

Baseline Assessment:

What are the different ways people can be bullied?	How can this affect the people involved?
<ul style="list-style-type: none"> <li>People can be bullied at break</li> <li>Cyber bullying</li> </ul>	<ul style="list-style-type: none"> <li>feel sad</li> <li>sick</li> <li>scared</li> </ul>

Baseline Assessment:

What are the different ways people can be bullied?	How can this affect the people involved?
<ul style="list-style-type: none"> <li>People can be bullied online</li> <li>Verbal bullying</li> </ul>	<ul style="list-style-type: none"> <li>It can make them get into trouble</li> <li>They might not want to go to school</li> </ul>

# Can you create a picture to show one of the forms of bullying?

## Bullying Picture

In the box below, create a picture to show one or all of the following forms of bullying:

- Verbal Bullying** - This is where a bully says things to you that are unkind. This could include name calling or saying nasty things to you.
- Physical Bullying** - This is where someone physically hurts you. This could include hitting, scratching, pushing or tripping you up. It is a criminal offence to hurt someone else physically.
- Indirect Bullying** - This includes ignoring someone, spreading rumours about someone or giving someone a nasty look more than once.
- Cyberbullying** - This is where someone uses technology to be repeatedly unkind to someone. This could happen through the Internet, interactive computer games, text messages or phone calls.



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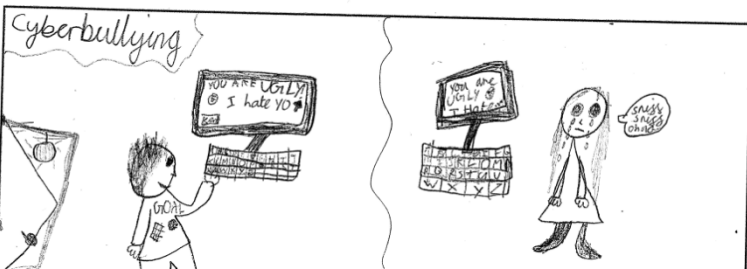
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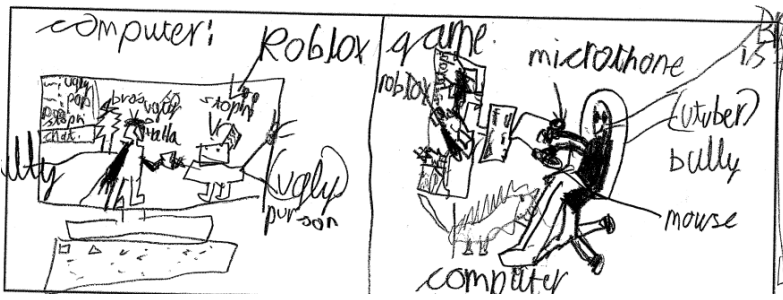
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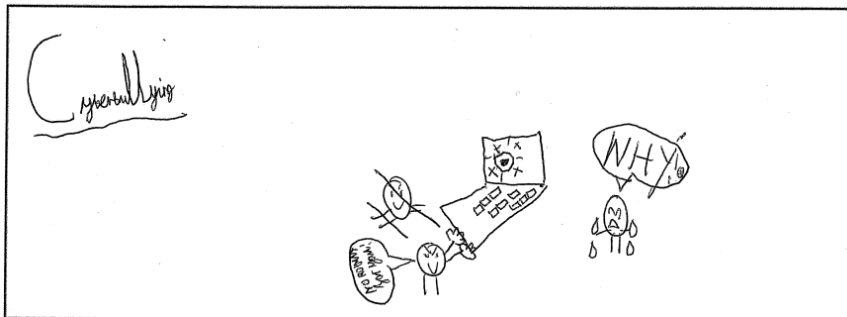
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## Class Discussion:

# The Bully



Why might someone start bullying others?

- If they have been bullied themselves.
- To get attention.
- If they are having problems at home.
- To feel powerful.

Are these good reasons to make someone else feel so sad and unhappy?

The bully themselves needs help to deal with their issues in a positive way that does not hurt or upset anyone else. This means it is important to recognise that a bully needs help and support to change their behaviour.

Alongside this, the person being bullied needs help and support to realise they were being bullied and to ensure it does not continue to happen.

How could you help both the bully and the victim in each scenario?

LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

**Josie is sat at a table with Josh. Caitlin walks over and says, 'Oooh, Josie, you've got a boyfriend.' Josie, Josh and Caitlin smile and laugh.**

LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

**Joe is in the same class as Francesca. Whenever Francesca tries to sit on a chair, Joe pulls it away from her so she falls over. Francesca cries each time but Joe carries on doing it.**

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association Programme of Study

LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

**Poppy is getting changed for PE. Her hair gets all ruffled when she changes her top. Her friend, Maisie, says, 'Wow, your hair looks great!' and then bursts out laughing. Poppy laughs too and pretends to flick her hair from side to side.**

LKS2 VIPs Bullying Scenario Cards

Remember: Bullying is done with the intention of hurting someone. Teasing is a playful form of communicating. However, teasing can become bullying if it is done repetitively in a hurtful way.

**Mike has trousers on that are a bit too short. Every day a boy in the year above, Charlie, laughs at his trousers and tells him he wears baby clothes. Each day Charlie points and laughs at Mike and Mike feels very embarrassed and uncomfortable.**

## Post Assessment

We returned to the baseline assessment and reflected on how our answers might have changed. New ideas were added in blue pen.

02.12.25 LS/ 05.12.25 MK- Lesson 2:

LO: To understand that we can choose not to do something that makes us feel uncomfortable.

Baseline Assessment:

**Baseline Assessment:**

How do we know if we are being pressured to do something risky or dangerous?

*If they are saying "Do it now!"*

**Baseline Assessment:**

How do we know if we are being pressured to do something risky or dangerous?

*We will know if it's risky*

What do we do if we are being pressured to do something that makes us feel uncomfortable?

*When it sounds weird or make us feel sad.*

What do we do if we are being pressured to do something that makes us feel uncomfortable?

*Tell an adult about the thing or someone involved.*

**Baseline Assessment:**

How do we know if we are being pressured to do something risky or dangerous?

*If someone asks you to do something that you don't like say no it might feel scary that's why it's pressuring.*

How do we know if we are being pressured to do something risky or dangerous?

*If they say "Jump or else" you would say no.*

**Group Discussion:**

On a school trip, on the coach, a friend dares you to poke the person in front of you. You really don't want to.

How can you do the right thing?

*don't poke them.*



Some of the other children at the skate park are older than you. They are pressuring you to try a stunt that they can all do. You don't feel ready.

How can you do the right thing?

*You say no thank you sorry. I don't want to.*



You go swimming with some of your friends. They are all diving in even though it is against the rules. They tell you to do it too. You feel uncomfortable.

How can you do the right thing?

*You should say sorry.*



Some of your friends are pressuring you to join a social media site. You don't want to as you know you are not old enough.

How can you do the right thing?

*Say no and don't do it.*



Your cousins are starting a new football club. They say you must join too and that you will be missing out if you don't. You would rather do karate.

How can you do the right thing?

*do Karate You should*



Your friend kicks your football into next door's garden. They say you have to go and get it but tell you not to ask your parent if it is OK to do so. You have been told to always ask.

How can you do the right thing?

*ask a parent*



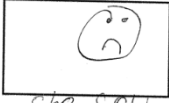
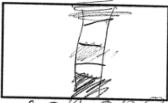
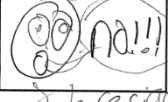
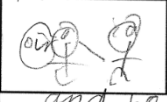
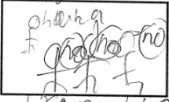
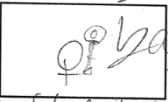


*Peer pressure? → friend is pressuring you to do something. someone's pressuring you to do something. we*  
*Whats pressuring? → you feel insecure someone's telling you to do something that makes you uncomfortable. EOW*  
*What is the "something"? - something risky or dangerous. ie*  
*Is it hard to say no? kinda hard, you want to join in, but know you shouldn't.*  
*I DARE YOU.... You are told. A challenge*  
*Which is harder to say no to? The dare → fun dare / dares with a negative consequence*  
*Don't do any real harm Can make you feel sad, scared, uncomfortable*

## Activity:




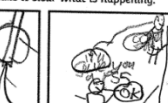



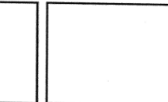
### Dare to Be Different

It takes bravery to not follow the trend and give in to pressure from others. On your storyboard, draw some pictures to tell a similar story to Eileigh's. What dare or pressure could you have in your story? Write captions to help make it clear what is happening.

			
Eleanor really wanted to have a date but had to write	but someone came and said you can't go out with me	she said so sad she said she was crying	someone said I got a job
			
she said no and he was sad	and he was sad	when they ran she was sad	she was sad that she didn't see them



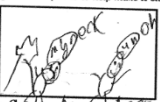
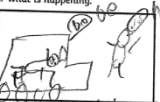


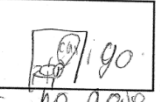
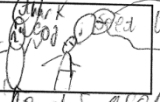
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John was climbing on the playground	John said 'dare you to climb the wall'	Bob was thinking 'he should go'	But John had already climbed to the top
			
But then Bob fell down and hit his head	Now the headmaster called the ambulance		







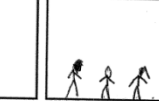

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say NO	no don't say that	and he was sad	he was sad
			
he is at the hospital	he is at the hospital	he is at the hospital	he is at the hospital

### Dare to Be Different

It takes bravery to not follow the trend and give in to pressure from others. On your storyboard, draw some pictures to tell a similar story to Eileigh's. What dare or pressure could you have in your story? Write captions to help make it clear what is happening.

			
There once was friends called Maisie and Decian	one day Maisie said 'dare you to go to the top of the mountain'	Maisie was so upset that she said 'no'	Decian was never happy again
			
Decian said 'no' but they started to go	one person arrived and saw what was going on	and they all	and they all

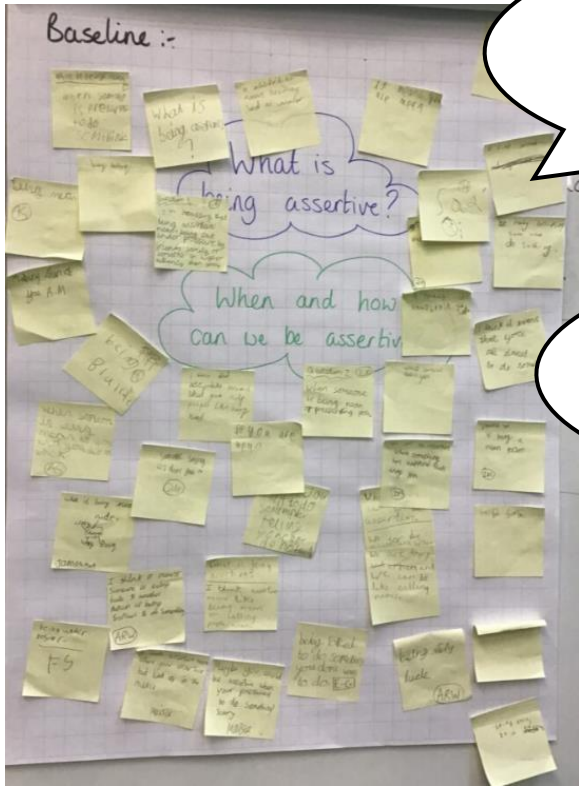
## Post Assessment

We returned to the baseline assessment and reflected on how our answers might have changed. New ideas were added in blue pen.

05.12.25 LS / 12.12.25 VS - Lesson 3

LO: To understand what 'being assertive' means and what it involves

Baseline Assessment:



What is being assertive?

When and how can we be assertive?

**Role Play - Being assertive**



## Activity:

### Predict the Ending

With a partner, look at the scenarios below and decide whether the children in each one are being assertive, passive or aggressive. Discuss how the situation would end based on the behaviour that has been chosen. Write your thoughts in the box on the sheet.

*She's gonna get all questions wrong*

*I predicted she will tell on teacher*

*I think he'll tell her they can attack you*

We hate maths tests so let's both get them all wrong on purpose. Deal?

I love maths tests and have worked really hard to do well. I don't want to upset my friend though, so I will do as she says.

Anyone who does not like football is really strange. Everyone should like football.

You have said that everyone should like football and those that do not are strange. I don't like football and someone saying that means that I am strange makes me feel quite sad.

I really don't like birds - they scare me!

That is so silly. How can you be scared of birds? They could never hurt you. You can't be scared of them!

### Predict the Ending

With a partner, look at the scenarios below and decide whether the children in each one are being assertive, passive or aggressive. Discuss how the situation would end based on the behaviour that has been chosen. Write your thoughts in the box on the sheet.

*I think she is being passive because she said she doesn't want to upset her friend. I think they will get into trouble and the girl will feel mad because her friend said that she got in trouble.*

*I think the speaker 2 is being assertive.*

*I think she is being a little assertive and aggressive.*

We hate maths tests so let's both get them all wrong on purpose. Deal?

I love maths tests and have worked really hard to do well. I don't want to upset my friend though, so I will do as she says.

Anyone who does not like football is really strange. Everyone should like football.

You have said that everyone should like football and those that do not are strange. I don't like football and someone saying that means that I am strange makes me feel quite sad.

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That is so silly. How can you be scared of birds? They could never hurt you. You can't be scared of them!

### Predict the Ending

With a partner, look at the scenarios below and decide whether the children in each one are being assertive, passive or aggressive. Discuss how the situation would end based on the behaviour that has been chosen. Write your thoughts in the box on the sheet.

*Passive and she is making a bad choice because she does not want to make her bad.*

*Assertive He is making a good choice because some people do not like football.*

*Aggressive She is making a bad choice because she is passing the boy wrong.*

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I love maths tests and have worked really hard to do well. I don't want to upset my friend though, so I will do as she says.

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That is so silly. How can you be scared of birds? They could never hurt you. You can't be scared of them!

### Predict the Ending

With a partner, look at the scenarios below and decide whether the children in each one are being assertive, passive or aggressive. Discuss how the situation would end based on the behaviour that has been chosen. Write your thoughts in the box on the sheet.

*passive she is doing a bad choice just to not upset her friend*

*assertive aggressive because it sounds like it is saying she is strange*

*assertive aggressive She is not trying to be mean, but she trying to say her own opinions and thoughts.*

We hate maths tests so let's both get them all wrong on purpose. Deal?

I love maths tests and have worked really hard to do well. I don't want to upset my friend though, so I will do as she says.

Anyone who does not like football is really strange. Everyone should like football.

You have said that everyone should like football and those that do not are strange. I don't like football and someone saying that means that I am strange makes me feel quite sad.

I really don't like birds - they scare me!

That is so silly. How can you be scared of birds? They could never hurt you. You can't be scared of them!

### Predict the Ending

With a partner, look at the scenarios below and decide whether the children in each one are being assertive, passive or aggressive. Discuss how the situation would end based on the behaviour that has been chosen. Write your thoughts in the box on the sheet.

*she wants to disagree but she doesn't want to make her friend angry*

*he or she is being rude and hurting her*

*aggressive*

We hate maths tests so let's both get them all wrong on purpose. Deal?

I love maths tests and have worked really hard to do well. I don't want to upset my friend though, so I will do as she says.

Anyone who does not like football is really strange. Everyone should like football.

You have said that everyone should like football and those that do not are strange. I don't like football and someone saying that means that I am strange makes me feel quite sad.

I really don't like birds - they scare me!

That is so silly. How can you be scared of birds? They could never hurt you. You can't be scared of them!

## Post Assessment

We returned to the baseline assessment and reflected on how our answers might have changed. New ideas were added in blue pen.

# 16.12.25 LS / 12.12.25 VS - Lesson 4

**LO: To understand when it is right to keep or break a confidence or share a secret.**

## Baseline Assessment:

16.12.25

Baseline Assessment:



Sam wants to tell you something that is secret or confidential.  
What does this mean?

What would you do if the made you feel unsure or uncomfortable?  
What is the meaning of secret.

If when somebody tells you something  
and you have to tell nobody  
what is the meaning of confidential  
It's you are confident you are brave

secret - not unknown or seen or not meant to be known  
or seen by others  
confidential - intended to be kept secret.

Alicia 16.12.25

Baseline Assessment:



Sam wants to tell you something that is secret or confidential.  
What does this mean?

What would you do if the made you feel unsure or uncomfortable?

secret - not known or seen or not meant to be known or seen by others  
confidential - intended to be kept secret  
I would talk to someone close to me about it

I think secret means something personal to you.

I think confidential means you are confident about saying something.

16.12.25

Alicia

Baseline Assessment:



Sam wants to tell you something that is secret or confidential.  
What does this mean?

What would you do if the made you feel unsure or uncomfortable?

I think a secret is you ~~have~~ to keep it ~~to~~ and don't tell anyone else. <sup>can</sup>

I would keep it a secret and if I could be unsure what to do.

secret - not known or seen or not meant to be known or seen by others  
confidential - intended to be kept secret.

Baseline Assessment:



Sam wants to tell you something that is secret or confidential.  
What does this mean?

What would you do if the made you feel unsure or uncomfortable?

confidential - intended to be kept secret

-secret not known or meant to be seen by others

A secret means when you have a sentence that you don't want to share with anyone. I would tell a trusted adult and ignore them.

## Class Discussion:

When we should agree to keep a secret.	When we shouldn't agree to keep something secret.
<ul style="list-style-type: none"> <li>Keeping a surprise for a birthday - BF</li> <li>When it's something that's not important - NC</li> <li>If nice things were said about someone - SD</li> <li>If no one's feelings are going to be hurt - SN</li> </ul>	<ul style="list-style-type: none"> <li>When people say mean things about other people - LH</li> <li>If someone brings something they shouldn't into school and shares it with someone else - NC</li> <li>When someone is made to feel unhappy or could be hurt - HN</li> <li>If someone is putting someone in danger - SH</li> </ul>

When we should agree to keep a secret	Shouldn't keep secret
<ul style="list-style-type: none"> <li>Nice surprises → special gift</li> <li>Happy/kind things for genuine reasons.</li> <li>Special news that's not yours to share.</li> <li>* Should be reasonably fun/enjoyable.</li> <li>* Will be told in time.</li> </ul>	<ul style="list-style-type: none"> <li>If someone is being unkind.</li> <li>If it feels unsafe or uncomfortable.</li> <li>If it could put someone in danger.</li> <li>* Tell a trusted adult!</li> <li>* Be assertive.</li> <li>* Don't keep it to yourself if it doesn't feel right.</li> </ul>

The important rule is only to keep nice secrets/surprises that everyone will find out about in time. For example, it's fine not to tell if Granny says 'Don't tell Mum 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'

Activities - strategies for speaking up if a secret should not be kept.

When might someone change their minds?

It is important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be hurt or upset.

All trusted adults may have to take action in order to keep children safe or prevent them from being hurt.

Post Assessment

We returned to the baseline assessment and reflected on how our answers might have changed. New ideas were added in blue pen.