

A World Without Judgement

TOPICS: What I Know Now and Breaking Down Barriers - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about respect, fairness and belonging before building on this through more complex learning.

They revisit how communities include people with different strengths, goals and experiences.

Pupils explore the importance of recognising positive qualities in others and understanding that being different is okay. They also consider barriers that may prevent people from being treated equally and explore ways their actions can promote fairness and inclusion.

Curriculum Links

Statutory RSHE Links

Families and people who care for me; Respectful, kind relationships; Caring friendships; General wellbeing

Wider PSHE Links

Careers education: aspirations, learning and work

Ask me a question!

How can we challenge stereotypes?

How are we all different?

How can we respect ourselves and others?

Knowledge & Skills Progression

What I Know Now - *Pupils can...*

- share and reflect on their understanding of how communities work together as they begin to explore ideas about judgement and fairness
- recognise situations where unfair judgement or discrimination may affect individuals or groups
- identify people and groups that help support fairness and respect within communities
- suggest and explain ways they can show respect for themselves and others and help create inclusive communities

Breaking Down Barriers - *Pupils should...*

- recognise positive attributes in others
- explain why being different is okay
- explore your own strengths and goals, and understand that these may be different from those around you
- identify some of the ways we can overcome barriers and promote equality



I will learn the following new words/phrases:

I now know...

| | |
|---------------------|---|
| Judgement | The ability to judge, make a decision, or form an opinion of someone or something. |
| Equality | All members of a society, group, or family have equal status, rights, and responsibilities. |
| Diversity | An understanding that people are unique and can exist together in a group. |
| Cohesion | Everyone fits together well and works as a whole. |
| Barrier | A circumstance or obstacle that keeps people or things apart or prevents communication or progress. |
| Attributes | A quality or feature of a person or thing. |
| Similarities | A similar feature or aspect. |
| Differences | A point or way in which people or things are not the same. |
| Disability | A physical or mental condition that limits a person's movements, senses, or activities. |
| Polite | Having or showing behaviour that is respectful and considerate of other people. |
| Courteous | Polite, respectful, or considerate in manner. |
| Respectful | Feeling or showing respect. |