

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSE Year Group: Year 3/4		Area of learning: Valuing Difference
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Identify some of the physical and non-physical differences and similarities between people; ● Know and use words and phrases that show respect for other people, ● Recognise and explain how a person's behaviour can affect other people. ● Identify people who are special to them; ● Explain some of the ways those people are special to them. ● Explain how it feels to be part of a group; ● Explain how it feels to be left out from a group; ● Identify groups they are part of; ● Suggest and use strategies for helping someone who is feeling left out. ● Recognise and describe acts of kindness and unkindness; ● Explain how these impact on other people's feelings; ● Suggest kind words and actions they can show to others; ● Show acts of kindness to others in school. ● Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); ● Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. 	
Term	Year 6	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> ● Define the terms 'negotiation' and 'compromise'; ● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. ● Understand that they have the right to protect their personal body space; ● Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; ● Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. ● Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);

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		<ul style="list-style-type: none"> • Give examples of features of these different types of relationships, including how they influence what is shared. • List some of the ways that people are different to each other (including differences of race, gender, religion); • Recognise potential consequences of aggressive behaviour; • Suggest strategies for dealing with someone who is behaving aggressively. • List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); • Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences • Understand and identify stereotypes, including those promoted in the media.
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Vocabulary

negotiation, compromise, body space, invade, sharing, acquaintances, aggressive, apologise, similarities, differences, respect, stereotype.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	i). Can you sort it? <ul style="list-style-type: none"> • Define the terms 'negotiation' and 'compromise'; • Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-you-sort-it-
2	i). Islands <ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space; • Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; • Suggest people they can talk to if they feel uncomfortable with other people's actions towards them. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/islands
3	i). Friend or acquaintance? <ul style="list-style-type: none"> • Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); • Give examples of features of these different types of relationships, including how they influence what is shared.

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	https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance
4	<p>i) What would I do?</p> <ul style="list-style-type: none"> List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-would-i-do-</p>
5	<p>i) The people we share our world with.</p> <ul style="list-style-type: none"> List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word <i>respect</i> and demonstrate ways of showing respect to others' differences. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with</p>
6	<p>i). This is such a stereotype!</p> <ul style="list-style-type: none"> Understand and identify stereotypes, including those promoted in the media. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/that-is-such-a-stereotype</p> <p>Complete end of unit assessment</p>

Learning Outcome/product

I can say a lot of ways that people are different, including religious or cultural differences. I can explain why it's important to challenge stereotypes that might be applied to me or others.

Assessment records	List only those children who have not achieved the expected outcomes.

Assessment records	List only those children who have exceeded the expected outcomes.

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End of unit assessment question

For this assessment you need a piece of paper with the outline of two people on.

Start by explaining to the children that this is not a test – it's just finding out about their thoughts and ideas. It's important not to prompt the children too much.

Read the follow the script:

1. Here are two friends from the same class. They are good friends and they have a lot in common. They both like sport and they both like listening to music. There's also a lot that makes them different from each other. Draw or write (or an adult can scribe) as many different kinds of things as you can think of that might make them different from each other (not just how they look).
2. Finally, on the back of the page, write (or an adult can scribe) your ideas about what's good about people being different from each other.