

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PSHE/RSE Year Group: Year 6		Area of learning: Valuing Difference including British Values
Links to previous work/ Remember when	<ul style="list-style-type: none"> ● Define some key qualities of friendship; ● Describe ways of making a friendship last; ● Explain why friendships sometimes end. ● Rehearse active listening skills: ● Demonstrate respectfulness in responding to others; ● Respond appropriately to others. ● Develop an understanding of discrimination and its injustice, and describe this using examples; ● Empathise with people who have been, and currently are, subjected to injustice, including through racism; ● Consider how discriminatory behaviour can be challenged. ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Describe the benefits of living in a diverse society; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Understand that the information we see online, either text or images, is not always true or accurate; ● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ● Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. ● Identify the consequences of positive and negative behaviour on themselves and others; ● Give examples of how individual/group actions can impact on others in a positive or negative way. 	
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"> ● Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; ● Suggest strategies for dealing with bullying, as a bystander; ● Describe positive attributes of their peers. ● Know that all people are unique but that we have far more in common with each other than what is different about us; ● Consider how a bystander can respond to someone being rude, offensive or bullying someone else; ● Demonstrate ways of offering support to someone who has been bullied .

Brough Primary School – Curriculum Intention Plan 2021 - 2022



		<ul style="list-style-type: none"> • Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Understand and explain the term prejudice; • Identify and describe the different groups that make up their school/wider community/other parts of the UK; • Describe the benefits of living in a diverse society; • Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. • Explain the difference between a friend and an acquaintance; • Describe qualities of a strong, positive friendship; • Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Define what is meant by the term stereotype; • Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people.
--	--	---

Vocabulary

witness, bystander, unique, positive feedback, confidence, self-esteem, unique, diversity, sexual orientation, gender identity, gender expression, stereotype, point of view, cultural norms, prejudice, acquaintance, media influence, disrespect, respect, assumption, empathy, tolerance, gender stereotypes.

Sequence of learning	Objectives and suggested details provided by the subject leader.
1	<p>Before starting the unit please complete the pre-unit assessment - instructions in the end of the unit assessment box at the end. Thank you.</p> <p>i). Ok to be different</p> <ul style="list-style-type: none"> • Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; • Suggest strategies for dealing with bullying, as a bystander; • Describe positive attributes of their peers. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/ok-to-be-different</p>
2	<p>i). We have more in common than not</p> <ul style="list-style-type: none"> • Know that all people are unique but that we have far more in common with each other than what is different about us; • Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<ul style="list-style-type: none"> Demonstrate ways of offering support to someone who has been bullied . <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/we-have-more-in-common-than-not</p>
3	<p>i). Respecting differences</p> <ul style="list-style-type: none"> Demonstrate ways of showing respect to others, using verbal and non-verbal communication. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respecting-differences</p>
4	<p>i) Tolerance and respect for others</p> <ul style="list-style-type: none"> Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/tolerance-and-respect-for-others</p>
5	<p>i) Advertising friendships!</p> <ul style="list-style-type: none"> Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/advertising-friendships</p>
6	<p>i). Boys will be boys? Challenging gender stereotypes</p> <ul style="list-style-type: none"> Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/boys-will-be-boys--challenging-gender-stereotypes-1</p> <p>Complete end of unit assessment</p>

Learning Outcome/product

The learning within 'Valuing Difference' will not have one single identifiable outcome or product.

Assessment records

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

Brough Primary School – Curriculum Intention Plan 2021 - 2022



--	--

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

End of unit assessment question

Pre Unit Assessment

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 as the pre unit activity establishes their existing awareness of the subject/issues.

Hand out the Pupil Assessment activity

<https://www.coramlifeeducation.org.uk/scarf/assessment/valuing-difference--pre-and-post-unit-assessment-y6p7>

Read the following story which is in the form of a newspaper report (***this story also appears in the SCARF lesson plan Tolerance and Respect for Others where it will be discussed and analysed in depth.***)

Local residents up in arms as Shima plans to build a new place of worship on the site of an old cinema!

Residents in the Faketown district are objecting to plans which have been submitted by the Shima community to build a 'Walhala' This is the name given to their place of worship. The plans have been submitted to the local council. They show that the Walhala would be built on the site of the old Regal cinema which closed in 1994 and was demolished just two years ago.

Adam Bleak, leader of the local residents' action group, told us that he and others were fed up with groups like the Shima taking over their area. 'The old cinema has been part of Faketown for over half a century and many of the older residents remember going there as a child and enjoying their favourite films. Now it seems that the council can let anybody buy this land and build whatever they want on it. It's a disgrace. If they want to build a temple or whatever it is, why don't they build it in their own country?'

The Shima community currently meets at the old Scout Hut in Faketown every Tuesday evening and twice at the weekend. Dayta Hummin, leader of the Shima community said, 'Our people are a very respectful and peace-loving community. We meet together two or three times a week to pray and to share a meal. As our community has grown we have found the need to use a larger building. When the old cinema site came up for sale it was the perfect place for us. I can't understand why people are objecting – that piece of land hasn't been used for over twenty years. It is quite unsafe and children playing there at the moment could hurt themselves.'

Brough Primary School – Curriculum Intention Plan 2021 - 2022



But Adam Bleak is suspicious of the community. So are others in the action group. 'How do we know what they are planning when they meet up?' said Mr Bleak, 'For all we know they could be planning all sorts of things. Before we know it, they'll be taking over local shops and businesses and putting us all out of work.'

The local council has said it is looking at the application from the Shima community and will be making a decision at the next full council meeting in a month's time.

Now ask the children to write their thoughts about the story on their sheet. If necessary prompt with suggestions such as 'What are the reasons for and against the building?' (Remind the children that this is not a test and their answers aren't right or wrong – just their thoughts and ideas.)

End of Unit Assessment

Hand out the same pupil assessment activity sheet completed previously, then repeat the same instructions as before. What further ideas and thoughts can they add to it?

Children use a different colour pencil or pen to record their answers this time.