

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PSHE Year Group: Year 1 / 2		Area of learning: Valuing Difference
Links to previous work/Remember when	<ul style="list-style-type: none"> • Describe their own positive attributes. • Share their likes and dislikes. • Listen to and respect the ideas of others. • Recognise the similarities and differences amongst their peers. • Discuss why differences should be celebrated. • Retell a story. • Listen to others talk about their experiences. • Compare their own experiences with those of others. • Suggest ways in which we can be kind towards others. • Demonstrate skills in cooperation with others. • Show friendly behaviour towards a peer. • Build relationships with others. 	
Term	Key Skills to be taught	
Autumn 2 2023 What the children should know at the end of this series of lessons	<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. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Recognise and explain how a person's behaviour can affect other people. • 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. 	

Vocabulary

same, different, difference, respect, unkind, unkindness, tease, bully, bullying, behaviour, rules, safe, fair, special people, qualities, feelings, kind

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
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<p>1</p>	<p>Learning Objective:</p> <p>To identify some of the physical and non-physical differences and similarities between people;</p> <p>To know and use words and phrases that show respect for other people.</p> <p>Key Knowledge:</p> <p>Everyone has something which makes them special</p> <p>Each of us has different skills (things we're good at)</p> <p>Everyone has different interests</p> <p>Everyone has a chance to be respectful and praise others for those special things.</p>	<p>Recap – Remember when we shared our likes and dislikes.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-makes-us-who-we-are</p> <p><i>Children record .</i> <i>Children all draw a picture of themselves which includes a distinct physical feature (eg hair colour), a group that they belong to, a physical activity they enjoy, a food they enjoy and a favourite toy.</i></p> <p><i>Once complete children share their pictures, discuss how it is OK to have things which make them different to others? If someone looks different to you or likes doing things that you don't like it doesn't mean we should treat them differently.</i></p>
<p>2</p>	<p>Learning Objective:</p> <p>To identify people who are special to them;</p> <p>To explain some of the ways those people are special to them.</p> <p>Key Knowledge:</p> <p>Children can identify their special person.</p>	<p>Recap – Revisit what we mean by special people.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/my-special-people</p> <p><i>Children record</i></p> <p><i>Children can draw a picture of themselves in the middle of a piece of paper. Their special people can be named and drawn. The reasons they are special and which part of the child's life they come from can be written around the child.</i></p>
<p>3</p>	<p>Learning Objective:</p> <p>To recognise and explain how a person's behaviour can affect other people.</p> <p>Key Knowledge:</p>	<p>Recap – Remember when we talked about ways to be kind to one another.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-do-we-make-others-feel</p> <p><i>Children record</i></p>

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	<p>That it's possible to react in a calm way when someone is being a bit aggressive. Sometimes it can help there to be a good outcome for everyone.</p>	<p><i>Children work in small groups (5 or 6). Give the children the simple script to practise and act out. Follow up the performance with questions.</i></p>
4	<p>Learning Objective: To explain how it feels to be part of a group; To explain how it feels to be left out from a group; To identify groups they are part of; To suggest and use strategies for helping someone who is feeling left out.</p> <p>Key Knowledge: That it feels good to be part of a team or group and that it can feel upsetting to be left out.</p>	<p>Recap – Remember when we talked about what makes a good friend. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/when-someone-is-feeling-left-out <i>Children record</i> Children have a jigsaw piece with the writing 'If someone is being left out, I can ...' Children complete, when finished the jigsaw piece can be displayed.</p>
5	<p>Learning Objective: To recognise and describe acts of kindness and unkindness; To explain how these impact on other people's feelings; To suggest kind words and actions they can show to others; To show acts of kindness to others in school.</p> <p>Key Knowledge: Children have a knowledge of kind</p>	<p>Recap – Remember when we suggested ways we could be kind to one another. https://www.coramlifeeducation.org.uk/scarf/lesson-plans/an-act-of-kindness <i>Discussion Lesson</i> <i>Read the story 'An act of kindness' and ask the key questions as indicated in the story.</i></p>

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	phrases to say to someone and kind actions they can do for someone.	
6	<p>Learning Objective: To demonstrate what has been learnt about valuing difference.</p>	<p>ASSESSMENT LESSON</p> <p>Hand out the Pupil Assessment activity sheet then follow the script:</p> <p>Explain to following to the group:</p> <p>Part 1 -SCENARIO: someone is being left out by a group of friends. What can you do about this? [record answers]</p> <p>Part 2 - Next, think of all the things that you can do to be kind to friends (Record answers.)</p>

Learning Outcome/product

<p>I can say how I could help myself if I was being left out. I can recognise and describe acts of unkindness and kindness</p>
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Assessment records	List only those children who have not achieved the expected outcomes.
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