

Brough Primary School – Curriculum Intention

Plan 2023 - 2024



Subject: PSHE Year Group: 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	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">● Define the terms 'negotiation' and 'compromise';● Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and 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.● 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.
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Vocabulary

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

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To define the terms 'negotiation' and 'compromise';</p> <p>To understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</p> <p>Key Knowledge:</p> <p>To be able to talk about ways to sort out differences with your friends.</p>	<p>Recap</p> <p>Remember when we learned strategies for dealing with a range of common situations that require negotiation skills to help maintain positive relationships.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/can-you-sort-it-</p> <p><i>Children record . group task</i></p> <p><i>Children work in small groups to look at the scenarios on the cards and work out if there is a compromise that means that everyone is OK with the outcome.</i></p>
2	<p>Learning Objective:</p> <p>To list some of the ways that people are different to each other (including differences of race, gender, religion);</p> <p>To recognise potential consequences of aggressive behaviour;</p>	<p>Recap –</p> <p>Remember when we identified some of the physical and non-physical differences and similarities between people;</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/what-would-i-do-</p> <p><i>Children record - group activities - discussion tasks and freeze frame activity.</i></p>

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	<p>To suggest strategies for dealing with someone who is behaving aggressively.</p> <p>Key Knowledge: The children understand that friendships are stronger if people can be consistently positive with one another and they are also more likely to last.</p>	
3	<p>Learning Objective:</p> <p>To list some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);</p> <p>To define the word <i>respect</i> and demonstrate ways of showing respect to others' differences.</p> <p>Key Knowledge:</p> <p>When we show respect to other people this means that we accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of these differences.</p>	<p>Recap –</p> <p>Remember when we talked learned about some of the physical and non-physical differences and similarities between people;</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/the-people-we-share-our-world-with</p> <p><i>Children record</i></p> <p><i>Following discussion, using the activity sheet given, children create a fact file looking at the similarities and differences.</i></p>
4	<p>Learning Objective:</p> <p>To understand and identify stereotypes, including those promoted in the media.</p> <p>Key Knowledge:</p>	<p>Recap –</p> <p>Remember when we talked about stereotypes when discussing keeping safe online.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences</p> <p>Children record - Working in pairs</p>

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	Children understand and can identify stereotypes, including those promoted in the media.	Children are given a selection of Headlines. They cut a piece of A4 paper in half. One child of the pair will draw the stereotype suggested by the headline. The other child in the pair will draw the opposite of the stereotype. Put the two halves back together again. Stick the headline across the top.
5	<p>Learning Objective:</p> <p>To recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);</p> <p>To give examples of features of these different types of relationships, including how they influence what is shared.</p> <p>Key Knowledge: That all the people we know and meet have important roles in our lives but that we might share more with our families and friends than acquaintances.</p>	<p>Recap –</p> <p>Remember when we identified people who are special to us.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/friend-or-acquaintance</p> <p><i>Children record - Discussion tasks</i></p>
6	<p>Learning Objective: To demonstrate what has been learnt valuing difference.</p>	<p>ASSESSMENT LESSON</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/valuing-difference-pre-and-post-unit-assessment-y4p5</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.

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