

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PSHE Year Group: 1/2		Area of learning: Valuing Difference
Links to previous work/Remember when	<ul style="list-style-type: none"> ● Be sensitive towards others and celebrate what makes each person unique. ● Recognise that we can have things in common with others. ● Use speaking and listening skills to learn about the lives of their peers. ● Know the importance of showing care and kindness towards others. ● Demonstrate skills in building friendships and cooperation. 	
Term	Key Skills to be taught	
Autumn 2 2024 What the children should know at the end of this series of lessons	<ul style="list-style-type: none"> ● Identify the differences and similarities between people; ● Empathise with those who are different from them; ● Begin to appreciate the positive aspects of these differences. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying is usually quite rare. ● Recognise and explain what is fair and unfair, kind and unkind; ● Suggest ways they can show kindness to others. ● Identify some of the people who are special to them; ● Recognise and name some of the qualities that make a person special to them. ● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us. 	

Vocabulary:

same, different, difference, respect, unkind, tease, bully, respect

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	Learning Objective: <ul style="list-style-type: none"> ● Identify the differences and 	Same or different Show the picture of Harold the healthy giraffe, with his friends Kiki the Kangaroo and Derek the Penguin on your whiteboard

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	<p>similarities between people;</p> <ul style="list-style-type: none"> • Empathise with those who are different from them; • Begin to appreciate the positive aspects of these differences. 	<p>What are the things that make them different? What are the things that make them the same or similar?</p> <p>Activity 1 - I like bananas</p> <p>Activity 2 - 'The sun shines on those who...'</p> <p>Activity 3 - Not quite twins</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/same-or-different-1</p>
2	<p>Learning Objective:</p> <ul style="list-style-type: none"> • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. 	<p>Anti-bullying week</p> <p>Unkind, tease or bully? (Anti-bullying week)</p> <p><i>Introduce this lesson with the following activity:</i></p> <p><i>Teacher and TA stand next to each other and look at each other. They say out loud, taking it in turns, things that make them the same as each other.</i></p> <p><i>Put children into pairs and get them to do the same.</i></p> <p><i>Repeat but this time they say what is different about each other, also alternating turns.</i></p> <p><i>Ask the children 'What is a good friend like?' and they take it in turns to reply 'A good friend is'</i></p> <p>Activity</p> <p><i>The children have one of these words - UNKIND, TEASE, BULLY - written on a piece of paper or on a white board.</i></p> <p><i>The teacher then reads out the situations on the Unkind, Tease or Bully? Activity sheet and the children hold up their paper or whiteboard depending on which they think the situation shows.</i></p>

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		<p>Teacher can then explain why it is one thing and not necessarily the others. You could also have a 'not sure' area for those that seem to fit more than one category.</p> <p>When a situation is 'Bully', the teacher asks the children how might that person feel when they are being bullied? How might they then act?</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/unkind-tease-or-bully</p>
3	<p>Learning Objective:</p> <ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. 	<p>It's not fair!</p> <p>Set up circle time in your usual way, reminding children about your circle time rules. Ask children if they have ever heard someone say – or said themselves – 'It's not fair!' Pass a soft toy or bean bag to children in the circle asking them to say why someone might say 'It's not fair'. You can pass the soft toy or bean bag around the circle or alternatively throw or roll it to children in the circle as you feel appropriate.</p> <p>Read the 'It's not fair!' story. Pause at the parts marked in the story to ask the children to comment on whether the characters' actions were fair or unfair, kind or unkind.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/its-not-fair</p>
4	<p>Learning Objective:</p> <ul style="list-style-type: none"> Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. 	<p>Who are our special people?</p> <p>State that we are all special. Ask the children what makes them special.</p> <p>Make it clear that 'special people' refers to people who are important in the children's life, including at home, school, clubs, church, mosque etc.</p>

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		<p>Ask the children who are the special people in their lives.</p> <p>Activity</p> <p>Using the materials available to them, each child makes a card to give to their special person. They can draw the person on the outside, show the qualities that make them special (the qualities can be drawn or written). As a suggestion the children can write inside 'You are my special person because...'</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/who-are-our-special-people</p>
5	<p>Learning Objective:</p> <ul style="list-style-type: none"> ● Recognise that they belong to various groups and communities such as their family; ● Explain how these people help us and we can also help them to help us. 	<p>Our special people balloons</p> <p>Read 'The Great Big Book of Families' by Mary Hoffman</p> <p>Activity</p> <p><i>Ask the following key questions:</i></p> <ul style="list-style-type: none"> ● <i>Who are our special people?</i> ● <i>What do our special people do to make us feel special?</i> ● <i>Are our special people always part of our family?</i> ● <i>What groups do we belong to (friendship groups, place of worship etc.)</i> <p><i>Give each child a Special people balloon Activity sheet to take home and discuss, then complete by drawing and/or writing their special people in it.</i></p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-special-people-balloons-1</p> <p>5 The Great Big Book of Families link to story for the lesson.</p>
6	Learning Objective:	ASSESSMENT LESSON

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	To demonstrate what has been learnt about valuing difference	
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Learning Outcome/product

I can say ways in which people are similar as well as different.
I can explain why sometimes things seem unfair to other people.

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