

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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. ● 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.
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 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;

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Vocabulary

family, adoption, fostering, same-sex couple, blended family, respect, belonging, cooperation, prejudice, disability, bullying, colour, sexuality, race, gender.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <ul style="list-style-type: none"> ● Reflect on listening skills; ● Give examples of respectful language; ● Give examples of how to challenge another's viewpoint, respectfully. 	<p>Pre unit assessment Respect and challenge</p> <p>NB: access to an area for simple PE type games needed.</p> <p>Begin the session with the word game: <i>I went shopping today and I bought...</i> (choose something beginning with the letter A). The next person repeats the A item and adds something beginning with the letter B and so on.</p> <p>Activity</p> <p>Give the children the 'Who said that?' Activity sheet (or display this on the IWB). Working in pairs or small groups, ask them to identify who might say these types of things to them.</p> <p>In pairs, ask the children to think how a child of their age could respond respectfully to some of the 'Who said that?' statements/questions. Invite children to share some of their ideas in role.</p> <p>Collaborative task</p> <p>Group children in fours for the task. Give each group equipment and explain that they are</p>

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		<p>going to develop a playground game to play together, using the simple equipment available.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/respect-and-challenge</p>
2	<p>Learning Objective:</p> <ul style="list-style-type: none"> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	<p>Anti-bullying week - may want to swap with lesson 5</p> <p>Family and friends</p> <p>Challenge the children to name as many types of relationships as possible within 1 minute.</p> <p>Show the list of different types of relationship (provided - see IWB slide in Resources needed area). Ask the children to spot the ones that they said.</p> <p>They may not have mentioned 'adopted family' or 'foster family' or 'same-sex couple'.</p> <p>Put the children into 6 groups. Tell them they are going to be detectives. Give each group one of the photos from the <i>Different types of families</i> Picture resource set. (There is one extra photo to allow you to choose the most appropriate images). You can also give them a copy of the <i>Family and friends</i> Activity sheet for reference, if you think this would be useful, or just show this on the IWB.</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/family-and-friends</p>
3	<p>Learning Objective:</p> <ul style="list-style-type: none"> Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, 	<p>Our friends and neighbours</p> <p>Ask for two children to volunteer to come up to the front of the class and stand facing the rest of the children.</p> <p>Ask the class if they can think of five things that make the two children similar to each other. This could refer to the fact that they are in the same school, they live in the same town (or village or town), they wear the same uniform to school, they are of a similar age</p>

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	<p>regional, ethnic and religious backgrounds;</p> <ul style="list-style-type: none"> Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. 	<p>(maybe both seven or eight), they may have similar interests or skills and so on.</p> <p>Ask the class if they can think of five things that make the children different – that we can see. This could refer to the colour of their hair or eyes, height, clothes they're wearing, skin colour and so on. Remind children to make their suggestions respectfully and positively.</p> <p>Now ask the class to see if they can suggest five things that make the two children different – that we can't see. This could refer to their age, interests, talents, sports they play, languages they can speak and so on.</p> <p>Activity - Friends and neighbours</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/our-friends-and-neighbours</p>
4	<p>Learning Objective:</p> <ul style="list-style-type: none"> Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). 	<p>Let's celebrate our differences</p> <p>Welcome the children to the session. Ask them to cross the circle to a different seat if they:</p> <p>Live in a house with an even number</p> <ul style="list-style-type: none"> Have an older brother Prefer sandwiches to be cut in triangles Like dark chocolate Have a name that starts with the letter S Have a nickname Have shoes that fasten with velcro Have shoes that fasten with laces Are happy to hold a spider <p>Thank the children for their cooperation. Explain that the game shows us how everyone is different. We are all the same in some ways but different in others.</p> <p>Activity</p>

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		<p>Introduce the author Hans Christian Anderson to the children – he was a Danish writer who wrote fairy stories for children. Has anyone read or heard any of his stories?</p> <p>They include The Emperor’s New Clothes, The Snow Queen, The Little Mermaid and one called The Ugly Duckling.</p> <p>Does anyone know this story?</p> <p>Share a version of the story The Ugly Duckling with the class.</p> <p>Ask them to think about what happens to the duckling in the story.</p> <p>Drama activity</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/lets-celebrate-our-differences</p>
5	<p>Learning Objective:</p> <ul style="list-style-type: none"> • Understand and explain some of the reasons why different people are bullied; • Explore why people have prejudiced views and understand what this is. 	<p>Zeb</p> <p>We are going to think about what people can do if they are being bullied, including how to keep safe online.</p> <p>Make a list of why people might be bullied - write the list so that children can see it for the rest of the lesson.</p> <p>Activity 1 - the story of Zeb</p> <p>Activity 2 - why do some people think that way?</p> <p>https://www.coramlifeeducation.org.uk/scarf/lesson-plans/zeb</p>
6	<p>Learning Objective: To demonstrate what has been learnt about valuing difference</p>	<p>ASSESSMENT LESSON</p>

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Learning Outcome/product
I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled etc). I can say some ways that prejudice can be safely challenged. I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.

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