



Term 2

Unit Overview: LKS2 PSHE

Valuing Difference

<p><u>Key questions</u></p> <p><u>Respecting and recognising diversity</u></p> <ul style="list-style-type: none"> ❖ How can you treat everyone equally when working/playing together or speaking with? ❖ Can you tell me about your community? ❖ How are people diverse? ❖ Can you describe different origins, nationalities or religious backgrounds? <p><u>Being respectful and tolerant</u></p> <ul style="list-style-type: none"> ❖ How do you respect rules around the school? ❖ Can you tell me the school rules/expectations on behaviour? ❖ What is the difference between bullying and teasing? ❖ What would you do if you feel unsafe in a situation? 	<p><u>Substantiative knowledge</u></p> <ul style="list-style-type: none"> ❖ Recognise that there are many different types of families. ❖ Identify the different communities that they belong to. ❖ Learn ways of showing respect through language and communication. ❖ Identify different origins, national, regional, ethnic and religious backgrounds. <ul style="list-style-type: none"> • I can give examples of different types of family. I respect these differences. • I can give examples of different community groups and what is good about having different groups. • I can use respectful language and communication skills when discussing with others. • I can talk about examples in our classroom where respect and tolerance have helped to make it a happier safer place. • I can name and use the different qualities needed for people from a diverse range of backgrounds need in order to get on together. • I can suggest ways to deal with bullying and prejudice. 	<p><u>Vocabulary</u></p> <p>Respect, community, faith, culture, family traditions, rules, equal, language, communication, tolerance, diverse, backgrounds, origins, national, regional, ethnic, religious</p> <p><u>Phonics / polysyllabic words</u></p> <p>Respect/ respectful Ethnic/ethnicity Religion/religions/religious</p>
<p><u>Subject skills</u></p> <ul style="list-style-type: none"> ❖ Role-play and drama to explore how our actions can impact others. 	<p><u>PSHE themes:</u></p> <p>Recognising and respecting diversity. Being respectful and tolerant.</p> <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy:</u> Children are encouraged to ask and answer questions about their learning, development and school environment. Supporting children to have discussions with their peers in a respectful way. 	<p><u>Linked texts:</u></p> <p>The Queen on our corner – Lucy Christopher The Proudest Blue – Ibtihaj Muhammed & S.K Ali & Hatem Aly.</p> <p><u>Possible misconceptions</u></p> <p>Some children may think bullying only needs to happen once. Make children aware that bullying is when something unkind happens to you more than once by the same person or group of people.</p>



DOWN AMPNEY PRIMARY SCHOOL

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<ul style="list-style-type: none"> ❖ Circle time/quality talk led by the children focused on bullying and what people can do to get help. ❖ Give advice to the mascot's about how they could deal with different situations. ❖ Have clear and focused discussions around topics and establish what it means to be respect and tolerant of others. ❖ Listen to other children's views and opinions in the class and consider how their feelings may be different to your own. 	<ul style="list-style-type: none"> ❖ The rule of law: Identifying right from wrong and recognising the importance of laws, including those that govern the class, the school or the country. Creating rules and expectations to follow during all lesson and in PSHE to make sure everyone experiences a safe learning environment. ❖ Respect and Tolerance: Promoting individual differences and respecting how people can have different feelings in the same situation. All children listen and respect others' opinions when discussing different topics. ❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others. 	<p>Christian Values:</p> <p>Courage: Children will develop the skill of recognising what is right from wrong and find the courage and conviction to make the best choices. Children will learn about different feelings and be able to reflect courageously on their own emotions.</p> <p>Respect: The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p> <p>Trust: Understanding that all relationships require an element of trust. This means being able to share thoughts, feelings and emotions with those around us in a way where we would not feel judged or criticised.</p>
<p>Prior learning <u>Me and my relationships</u> KS1 Feelings Getting help Classroom rules Special people Being a good friend</p> <p>LKS2 Solving problems Looking after our special people Special friends Dares</p>	<p>Future learning LKS2 Year B <u>Me and my relationships:</u> Feelings and when feelings change – Me and My Relationships The people we share our world with and stereotypes – Valuing Difference Dinger, risks and hazards- Keeping Safe How do we make a difference? – Rights and Respect What make me ME! And basic first aid – Being my Best Preparing for changes and puberty- Growing and Changing.</p>	