



**Term 2**

**Unit Overview: LKS2 PSHE**

**Valuing Differences**

<p><b>Key questions</b></p> <p><u>Recognising and celebrating difference (including religions and cultural difference)</u></p> <ul style="list-style-type: none"> <li>- How are people different, besides how they look?</li> <li>- Does being different cause problems? Why?</li> <li>- Can people being different be positive? Why?</li> </ul> <p><u>Understanding and challenging stereotypes</u></p> <ul style="list-style-type: none"> <li>- How do we label people?</li> <li>- Why do we label people?</li> <li>- What is a stereotype?</li> <li>- How does someone feel if they have been labelled?</li> <li>- Does labelling someone change them or affect them?</li> <li>- Why is it important to challenge stereotyping?</li> </ul>	<p><b>Substantiative Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify different origins, national, regional, ethnic and religious backgrounds             <ul style="list-style-type: none"> <li>❖ I can say how differences sometimes cause conflict but can also be something to celebrate.</li> </ul> </li> <li>• To know that sometimes negotiation and compromise are needed in order to manage conflict or differences.             <ul style="list-style-type: none"> <li>❖ I can begin to manage conflict by using negotiation and compromise.</li> </ul> </li> <li>• To recognise potential consequences of aggressive behaviour.             <ul style="list-style-type: none"> <li>❖ I can suggest strategies for dealing with someone who is behaving aggressively.</li> </ul> </li> <li>• To know the meaning of the word 'respect'.             <ul style="list-style-type: none"> <li>❖ I can demonstrate ways of showing respect to others' differences.</li> </ul> </li> <li>• Understand and identify stereotypes, including those promoted in the media.             <ul style="list-style-type: none"> <li>❖ I can explain why it is important to challenge stereotypes that might be applied to me or others.</li> </ul> </li> </ul>	<p><b>Vocabulary</b></p> <p>Challenge, labelled, confidence, stereotype, negotiate, positive, compromise, label, prejudice, differences, invade, similarities, respect.</p> <p><b>Phonics / polysyllabic words</b></p> <p>Prefix – prejudice, invade. Suffix – respectful, challenging, invasion.</p>
<p><b>Subject skills</b></p> <ul style="list-style-type: none"> <li>❖ Role-play and drama to explore others' differences.</li> <li>❖ Circle time/quality talk led by the children.</li> <li>❖ Give advice to the mascot's about how they could deal with different situations.</li> <li>❖ Have clear and focused discussions around topics and establish what to have positive and negative relationships.</li> </ul>	<p><b>PSHE themes:</b></p> <p><b>British Values</b></p> <ul style="list-style-type: none"> <li>❖ <b>Democracy:</b> 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.</li> <li>❖ <b>The rule of law:</b> 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.</li> <li>❖ <b>Respect and Tolerance:</b> 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.</li> <li>❖ <b>Mutual respect:</b> Children learn that their behaviours and actions have an effect on their own rights and those of others.</li> </ul>	<p><b>Linked texts:</b></p> <p>The Wild Robot The Perfect Fit</p> <p><b>Possible misconceptions</b></p> <p>Children might think that if they fall out with a friend that it cannot be resolved without conflict.</p> <p><b>Christian Values:</b></p> <p><b>Courage:</b> 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</p>



DOWN AMPNEY PRIMARY SCHOOL

**Term 2**

**Unit Overview: LKS2 PSHE**

**Valuing Differences**

<p>❖ Listen to other children’s views and opinions in the class and consider how their feelings may be different to your own.</p>		<p>able to reflect courageously on their own emotions.</p> <p><b><u>Respect:</u></b> The importance of respecting everyone around us, even when their ideas or beliefs are different to ours, and having respect towards ourselves.</p>
<p><b><u>Prior learning</u></b>  <u>Me and my relationships</u>  <b><u>KS1</u></b>          Feelings          Getting help          Classroom rules          Special people          Being a good friend</p> <p><b><u>LKS2</u></b>          Cooperation          Friendships          Bullying          Assertive skills</p>	<p><b><u>Future learning LKS2 Year A (some)</u></b></p> <p><u>Valuing Differences</u>          Respect and challenge, communities, our friends and neighbours, celebrating our differences.</p>	<p><b><u>Trust:</u></b> 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>