



DOWN AMPNEY PRIMARY SCHOOL

Term 2

Unit Overview: UKS2 PSHE

Valuing Difference

<p>Key questions</p> <p>Recognising and Reflecting on Prejudice-Based Behaviour:</p> <ul style="list-style-type: none"> ❖ What is prejudice? ❖ Why do some people show prejudiced behaviour? ❖ What is empathy? ❖ Can empathy help people to be more understanding of those who are different? How? <p>Understanding Bystander Behaviour:</p> <ul style="list-style-type: none"> ❖ How can a bystander’s behaviour affect a bullying situation? ❖ When would it be unsafe to be an active bystander? ❖ When would it be safe to be an active bystander? 	<p>Substantiative knowledge</p> <ul style="list-style-type: none"> ❖ Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences. ❖ Know that all people are unique but that we have far more in common with each other than what is different about us. ❖ Understand and explain the term prejudice. ❖ Define what is meant by the term stereotype ❖ Describe different types of friendships and relationships and their differing positive qualities. ❖ I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. ❖ I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. 	<p>Vocabulary</p> <p>disrespect, bystander, self-esteem, diversity, prejudice, identity, empathy, stereotype, tolerance, assumption, media, influence, situation, gender, stereotype, community</p> <p>Phonics / polysyllabic words</p> <p><u>dis</u>respect preju<u>di</u>ce toler<u>an</u>ce infl<u>u</u>ence</p>
<p>Skills</p> <ul style="list-style-type: none"> ❖ Explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations. . ❖ Show respect to others by using verbal and non-verbal communication. ❖ Give reasons for why some people show prejudiced behaviour and sometimes bully for this reason. ❖ Describe how empathy can help people to be more tolerant and understanding of those who are different from them. ❖ Recognise how the media can reinforce gender stereotypes and begin to challenge this. 	<p>PSHE themes:</p> <p>Recognising and celebrating difference, including religions and cultural influence and pressure of social media.</p> <p>British Values</p> <ul style="list-style-type: none"> ❖ Democracy: 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. ❖ 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 	<p>Linked texts:</p> <p>The Boy at the Back of the Class Onjali Q. Rauf & Pippa Curnick</p> <p>Front Desk Kelly Yang & Maika Plenzke</p> <p>What you need to be warm Gaiman, Neil</p>
		<p>Possible misconceptions</p> <ul style="list-style-type: none"> ❖ Children may not understand that bullying and discriminatory behaviour can result from disrespect of people's differences. ❖ Children may not have the bystander skills to respond to someone being rude or offensive. ❖ Children may not be aware that there are ways of showing respect or disrespect to others, using non-verbal communication.
		<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</p>



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	<p>the same situation. All children listen and respect others' opinions when discussing different topics.</p> <p>❖ Mutual respect: Children learn that their behaviours and actions have an effect on their own rights and those of others.</p>	<p>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>Prior learning: Valuing Difference</p> <p>KS1 A: Recognising, valuing and celebrating difference, Developing respect and accepting others, Bullying and getting help B: Being kind and helping others, Celebrating difference, People who help us, Listening Skills</p> <p>LKS2 A: Recognising and respecting diversity, Being respectful and tolerant, My community B: Recognising and celebrating difference (including religions and cultural difference), Understanding and challenging stereotypes</p> <p>UKS2 Year A (some) Recognising and celebrating difference, including religions and cultures, Influence and pressure of social media</p>	<p>Future learning UKS2 Year A (some)</p> <p><u>Valuing Difference</u> Recognising and celebrating difference, including religions and cultures, Influence and pressure of social media</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>