

**PROGRESSION: 2.CELEBRATING DIFFERENCE (PSHE SMSC)**



	YEAR 3 PLANNING	YEAR 4 PLANNING	YEAR 5 PLANNING	YEAR 6 PLANNING
<b>T H E  C H I L D R E N  W I L L</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	<ul style="list-style-type: none"> <li>learn about families, that they are all different (some will have LGB parents or other LGB family members)</li> <li>that sometimes they fall out with each other</li> <li>practise methods to calm themselves down and discuss the 'Solve it together' technique</li> </ul>	<ul style="list-style-type: none"> <li>first impressions and what influences their thinking on 'what is normal'</li> <li>share their own uniqueness and what is special about themselves</li> <li>use methods to calm themselves down and discuss the different ways this can be achieved</li> </ul>	<ul style="list-style-type: none"> <li>explore culture and cultural differences</li> <li>racism, debating what it is and how to be aware of their own feelings towards people from different cultures</li> <li>consider happiness regardless of material wealth and respecting other people's cultures</li> </ul>	<ul style="list-style-type: none"> <li>children discuss differences and similarities and that, for some people, being different is difficult (inc. and some will have LGBT parents or other LGBT family members)</li> <li>respect other people's cultures, beliefs, ideas</li> </ul>
	<ul style="list-style-type: none"> <li>be able to show appreciation for their families, parents and carers</li> <li>use the 'Solve it together' technique to calm and resolve conflicts with friends and family</li> </ul>	<ul style="list-style-type: none"> <li>identify when a first impression they had was right or wrong</li> <li>identify their own uniqueness</li> </ul>	<ul style="list-style-type: none"> <li>identify their own culture and different cultures within their class community</li> <li>identify their own attitudes about people from different faith and cultural backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>identify feelings associated with being excluded</li> </ul>
	<ul style="list-style-type: none"> <li>revisit the topic of <u>bullying</u> and discuss being a witness (bystander); they discover how a witness has choices and how these choices can affect the bullying that is taking place</li> </ul>	<ul style="list-style-type: none"> <li>discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen</li> </ul>	<ul style="list-style-type: none"> <li>revisit the topic of bullying and discuss rumour spreading and name calling (inc racist, sexual, homophobic or transphobic words)</li> </ul>	<ul style="list-style-type: none"> <li>learn about bullying and how people can have power over others in a group (inc racist, sexual, homophobic or transphobic words)</li> </ul>
	<ul style="list-style-type: none"> <li>empathise with people who are bullied</li> <li>employ skills to support someone who is bullied</li> </ul>	<ul style="list-style-type: none"> <li>identify feelings that a bystander might feel in a bullying situation</li> <li>identify reasons why a bystander might join in with bullying</li> <li>revisit the 'Solve it together' technique to practise conflict and bullying scenarios</li> </ul>	<ul style="list-style-type: none"> <li>identify a range of strategies for managing their own feelings in bullying situations</li> <li>be able to support children who are being bullied</li> </ul>	<ul style="list-style-type: none"> <li>identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>be able to recognise when someone is exerting power negatively in a relationship</li> </ul>
	<ul style="list-style-type: none"> <li>talk about using problem solving techniques in bullying situations</li> </ul>	<ul style="list-style-type: none"> <li>explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place</li> </ul>	<ul style="list-style-type: none"> <li>learn that there are direct and indirect ways of bullying as well as ways to encourage children to not use bullying</li> </ul>	<ul style="list-style-type: none"> <li>discover strategies for dealing with the above as well as wider bullying issues</li> </ul>
	<ul style="list-style-type: none"> <li>be able to 'problem solve' a bullying situation accessing appropriate support if necessary</li> </ul>	<ul style="list-style-type: none"> <li>identify influences that have made them think or feel positively/ negatively about a situation</li> </ul>	<ul style="list-style-type: none"> <li>identify some strategies to encourage children who use bullying behaviours to make other choices</li> </ul>	<ul style="list-style-type: none"> <li>use a range of strategies when involved in a bullying situation or in situations where difference is a</li> </ul>

				source of conflict
	<ul style="list-style-type: none"> <li>discuss name calling and practise choosing not to use hurtful words</li> <li>learn about giving and receiving compliments and the feelings associated with this</li> </ul>	<ul style="list-style-type: none"> <li>consider the concept of judging people by their appearance</li> <li>talk about first impressions and when their own first impressions of someone have changed.</li> </ul>	<ul style="list-style-type: none"> <li>revisit the topic of bullying and discuss rumour spreading and name calling.</li> </ul>	<ul style="list-style-type: none"> <li>children learn about people with disabilities and look at specific examples of disabled people who have amazing lives and achievements.</li> </ul>
	<ul style="list-style-type: none"> <li>be able to recognise, accept and give compliments recognise feelings</li> <li>associated with receiving a compliment</li> </ul>	<ul style="list-style-type: none"> <li>be non-judgemental about others who are different</li> <li>be comfortable with the way they look</li> <li>try to accept people for who they are</li> </ul>	<ul style="list-style-type: none"> <li>develop respect for cultures different from their own</li> </ul>	<ul style="list-style-type: none"> <li>appreciate people for who they are and show empathy</li> <li>empathise with people who are different and be aware of my own feelings towards them</li> </ul>

<b>T A U G H T  K N O W L E D G E</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	<ul style="list-style-type: none"> <li>Know that conflict is a normal part of relationships</li> <li>Know why families are important</li> <li>Know that everybody's family is different inc age appropriate ref to LGBTQ (ie dad and dad)</li> <li>Know that sometimes family members don't get along and some reasons for this</li> </ul>	<ul style="list-style-type: none"> <li>Know there are influences that can affect how we judge a person or situation</li> <li>Know that first impressions can change</li> </ul>	<ul style="list-style-type: none"> <li>Know what racism is and why it is unacceptable</li> <li>Know what culture means</li> <li>Know that differences in culture can sometimes be a source of conflict</li> <li>Know how their life is different from the lives of children in the developing world</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are different perceptions of 'being normal' and where these might come (inc LGBTQ)</li> <li>Know that difference can be a source of celebration as well as conflict</li> </ul>
	<ul style="list-style-type: none"> <li>Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do</li> </ul>	<ul style="list-style-type: none"> <li>Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>Know what to do if they think bullying is or might be taking place</li> <li>Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> </ul>	<ul style="list-style-type: none"> <li>Know external forms of support in regard to bullying e.g. Childline</li> <li>Know that bullying can be direct and indirect</li> <li>Know that rumour spreading is a form of bullying online and offline</li> </ul>	<ul style="list-style-type: none"> <li>Know that people can hold power over others individually or in a group</li> <li>Know that power can play a part in a bullying or conflict situation</li> <li>Know why some people choose to bully others</li> </ul>
	<ul style="list-style-type: none"> <li>Know that some words are used in hurtful ways and that this can have consequences (inc racist, sexual, homophobic or transphobic words)</li> </ul>	<ul style="list-style-type: none"> <li>Know that sometimes people make assumptions about a person because of the way they look or act (inc race, sex, gender)</li> </ul>	<ul style="list-style-type: none"> <li>Know how to support someone who is feeling excluded because of how they look / behave</li> </ul>	<ul style="list-style-type: none"> <li>Know that being different could affect someone's life (inc race, sex, gender, transgender)</li> <li>Know that people with disabilities can lead amazing lives</li> </ul>

**British Values related to:** Tolerance Mutual respect Individual liberty Rule of Law

**9 Protected Characteristics related to:** Marriage and Civil Partnerships Disability, Race Age Religion/belief Race

