

Implementation

Medium Term Plan LKS2 Y3&4

Year: 25-26 Term: 1

Subject: PSHE – Sign in with login information emailed.

Key Concept/ Theme: Valuing Difference

Skills and Knowledge for subject units: (these are taken from the Curriculum Overview Document)

Vocabulary for unit:

respect, cooperation, listening skills, politeness, courtesy, manners, family, adoption, fostering, same-sex couple, blended family, belonging, community, similarities, differences, identity, respect, similarities, differences, name calling, bullying, prejudice, disability, race, colour, gender, sexuality

Federation/school specific areas to cover (Add in any local areas of study, trips and people)

1. Prior learning reconnection (year group, cycle & term): New Scheme.

RESPECT AND CHALLENGE

Cross – curricular links: Personal development during the whole school day, term and year.

LO: Reflect on listening skills;

Give examples of respectful language;

Give examples of how to challenge another's viewpoint, respectfully.

Activity ideas to achieve the LO: click link [Respect and challenge](#)

Vocabulary - respect, cooperation, listening skills, politeness, courtesy, manners

End point: Children will be able to - Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully.

Possible misconceptions to consider:

2.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>FAMILY AND FRIENDS</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><i>Activity ideas to achieve the LO:</i> click link Family and friends</p> <p>Vocabulary – family, adoption, fostering, same-sex couple, blended family</p> <p>End point: Children will be able to - Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p>Possible misconceptions to consider:</p>
3.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>MY COMMUNITY</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO - Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p><i>Activity ideas to achieve the LO:</i> click link My community</p> <p>Vocabulary – belonging, community</p>

	<p>End point: Children will be able to - Define the term 'community'; Identify the different communities that they belong to; Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</p> <p>Possible misconceptions to consider:</p>
4.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>OUR FRIENDS AND NEIGHBOURS</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO: Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p><i>Activity ideas to achieve the LO:</i> click link Our friends and neighbours</p> <p>Vocabulary – similarities, differences, identity, respect</p> <p>End point: Children will be able to - Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together.</p> <p>Possible misconceptions to consider:</p>
5.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>LET'S CELEBRATE OUR DIFFERENCES</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p>

	<p>LO:</p> <p>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> <p><i>Activity ideas to achieve the LO:</i> click link Let's celebrate our differences</p> <p>Vocabulary – similarities, differences, name calling, bullying</p> <p>End point: Children will be able to - 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> <p>Possible misconceptions to consider:</p>
6.	<p>Prior learning reconnection (year group, cycle & term): New Scheme.</p> <p>ZEB</p> <p>Cross – curricular links: Personal development during the whole school day, term and year.</p> <p>LO</p> <p>Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p> <p><i>Activity ideas to achieve the LO:</i> click link Zeb</p> <p>Vocabulary – prejudice, disability, race, colour, gender, sexuality</p> <p>End point:</p>

	<p>Children will be able to - Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.</p> <p>Possible misconceptions to consider:</p>
<p>Things to note:</p> <p>For a 6 week term 4 lessons and an assessment For a 7/8 week terms 5 lessons and an assessment</p>	
<p><u>Adaptions:</u></p> <p>Examples could be:</p> <ul style="list-style-type: none"> • resources (technology, physical/concrete) • Location of the lesson • Groupings/.staffing support • SEND/Inclusion • Discussion and reflections in Class floor book / wellbeing journal 	
<p>Summative End Points: Which NC statements from the overview document are expected to be achieved or specifically developed? (these are taken from the Curriculum Overview Document)</p> <p>DfE Relationships Education and Health Education statutory requirements Respect and challenge</p>	