

## Implementation

### Medium Term Plan UKS2 Y5&6

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:** friendship, listening, talking, listening skills, respect, excluded, discrimination, prejudice, diverse, metaphor, multi-cultural society, sex, sexual orientation, gender identify, gender expression

**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.

#### QUALITIES OF FRIENDSHIP

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

LO

Define some key qualities of friendship;  
Describe ways of making a friendship last;  
Explain why friendships sometimes end.

*Activity ideas to achieve the LO:* click link [Qualities of friendship](#)

Vocabulary - friendship, listening, talking

**End point:** Children will be able to -

Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end.

2.	<p>Prior learning reconnection (year group, cycle &amp; term): New Scheme.</p> <p><b>KIND CONVERSATIONS</b></p> <p><b>Cross – curricular links:</b> Personal development during the whole school day, term and year.</p> <p>LO Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.</p> <p><i>Activity ideas to achieve the LO:</i> click link <a href="#">Kind conversations</a></p> <p>Vocabulary - <b>listening skills, respect</b></p> <p><b>End point:</b> Children will be able to – Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others.</p>
3.	<p>Prior learning reconnection (year group, cycle &amp; term): New Scheme.</p> <p><b>HAPPY BEING ME</b></p> <p><b>Cross – curricular links:</b> Personal development during the whole school day, term and year.</p> <p>LO Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged.</p> <p><i>Activity ideas to achieve the LO:</i> click link <a href="#">Happy being me</a></p> <p>Vocabulary - <b>excluded, discrimination, prejudice</b></p>

	<p><b>End point:</b> Children will be able to -</p> <p>Develop an understanding of discrimination and its injustice, and describe this using examples;  Empathise with people who have been, and currently are, subjected to injustice, including through racism;  Consider how discriminatory behaviour can be challenged.</p>
4.	<p>Prior learning reconnection (year group, cycle &amp; term): New Scheme.</p> <p><b>THE LAND OF THE RED PEOPLE</b></p> <p><b>Cross – curricular links:</b> Personal development during the whole school day, term and year.</p> <p><b>LO</b>  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p> <p><i>Activity ideas to achieve the LO:</i> click link <a href="#">The land of the Red People</a></p> <p>Vocabulary - <b>diverse, metaphor, multi-cultural society</b></p> <p><b>End point:</b> Children will be able to - Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</p>
5.	<p>Prior learning reconnection (year group, cycle &amp; term): New Scheme.</p> <p><b>IS IT TRUE?</b></p> <p><b>Cross – curricular links:</b> Personal development during the whole school day, term and year.</p> <p><b>LO:</b> Understand that the information we see online, either text or images, is not always true or accurate;  Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;  Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p>

	<p><i>Activity ideas to achieve the LO:</i> click link <a href="#">Is it true?</a></p> <p>Vocabulary - <b>sex, sexual orientation, gender identify, gender expression</b></p> <p><b>End point:</b> Children will be able to - Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p>
6.	<p>Prior learning reconnection (year group, cycle &amp; term): New Scheme.</p> <p><b>STOP, START, STEREOTYPES</b></p> <p><b>Cross – curricular links:</b> Personal development during the whole school day, term and year.</p> <p>LO Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p> <p><i>Activity ideas to achieve the LO:</i> click link <a href="#">Stop, start, stereotypes</a></p> <p>Vocabulary - <b>prejudice, biological sex, sexual orientation, gender identify, gender expression, verbal abuse, physical abuse</b></p> <p><b>End point:</b> Children will be able to - Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>
<p><b>Things to note:</b></p> <p>For a 6 week term 4 lessons and an assessment</p> <p>For a 7/8 week terms 5 lessons and an assessment</p>	

**Adaptions:**

Examples could be:

- resources (technology, physical/concrete)
- Location of the lesson
- Groupings/.staffing support
- SEND/Inclusion
- Discussion and reflections in Class floor book / wellbeing journal

**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)

DfE Relationships Education and Health Education statutory requirements [Respect and challenge](#)