**PSHE/C Curriculum – Year 5 - Spring Term 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Theme: Citizenship: Diversity and Communities** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| 1. To explore how perceptions of gender amongst peers and the media affect identity, emotions, friendships, behaviour and choices. (RR)  2. -To explore the variety of origins, national identities, religious beliefs, cultural traditions and lifestyles locally and in the UK. (RR)  and  -To understand why people should show respect for those with different lifestyles, beliefs and traditions and explore ways to demonstrate respect. (RR)  3. To recognise the negative effects of stereotyping and how they might lead to prejudice. (RR)  4. To recognise the different local and wider communities they belong to, and explore the contribution that belonging makes to wellbeing and happiness. (MW)  5. No Outsiders – Rose Blanche – To justify my actions | | **Keyword** | **Definition** | **Keyword** | **Definition** | | Relationships Education:  Respectful Relationships (RR)  • that in school and in wider society they can expect to be treated with  respect by others, and that in turn they should show due respect  to others, including those in positions of authority.  • practical steps they can take in a range of different contexts to  improve or support respectful relationships  • the importance of respecting others, even when they are very  different from them (for example, physically, in character, personality  or backgrounds), or make different choices or have different preferences or beliefs  • what a stereotype is, and how stereotypes can be unfair, negative or destructive.  Health Education:  Mental Wellbeing (MW)  the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness | |
| perceptions | beliefs or opinions, often held by many people and based on how things seem | prejudice based phobias | irrational fears based on prejudice – e.g. sexism – prejudice or discrimination based on one's sex or gender | |
| wellbeing | the state of being comfortable, healthy, or happy | community | the people living in one particular area or people who are considered as a unit because of their common interests, social group, or nationality | |
| cultural traditions | relating to a particular society and its ideas, customs, and art | perspective | a particular way of considering something | |
| respect | admiration felt or shown for someone or something that you believe has good ideas or qualities | Jewish | connected with people whose traditional religion is Judaism | |
| prejudice | an unreasonable dislike of a particular group of people or things, or a preference for one group of people or things over another | justify | to give or to be a good reason for something | |
| **Prior Learning (Year 4)**  In Year 4, children explored communication and working with others. They identified and valued their own strengths, gifts and talents to understand how these, along with others’ skills and strengths can contribute to the success of a group task. Children were introduced to the idea that they will continue to learn throughout their lives. They explored a skill individually and as a class which they wanted to work on and decided how they would like to develop that skill further. Through discussions and practice, children developed their communication and group work skills, such as listening, expressing opinions, questioning, problem solving and decision making. | | | | **Future Knowledge (Year 6)**  In year 6, children will begin to develop lifelong skills in communication and working with others. They will identify and value their own strengths, gifts and talents and to understand how these, along with others’ skills and strengths can contribute to the success of a group  task. Children will begin to think about how the skills they are developing now might be used in later life, for example in the workplace. They will consider their hopes for the future and think about what steps they can take now to begin to build towards these. They will learn to reflect on the process of learning a new skill and think about what might help or hinder  them when facing challenges. Through discussion and practice, children will develop their communication skills, such as listening, debating, explaining their views and acknowledging the views of others. Various influences on children’s decision making will be considered, including the media. They will also work on developing particular group work skills such as decision making and chairing. They will further their understanding of how their own and others’ strengths and skills can complement each other as they work together. Children will learn to persevere at a task, developing resilience when faced with a range of problems, as well as how they might encourage others to persevere. They will evaluate their own and others’ work and give and receive positive and constructive feedback sensitively. They will consider how various pieces of evaluation and feedback might influence them in future work. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| 1. How do views of gender affect my identity, friendships, behaviour & choices? (RR) | * Describe some different perceptions of gender * Explain how a person’s view of gender might affect what they choose to read, wear or do | | | | | * sharing * listening respectfully to others’ ideas and opinions * turn-taking * communicating effectively with others | |
| 2. -What are people’s different identities, locally and in the UK? (RR)  and  -How can I show respect to those with different lifestyles, beliefs & traditions? (RR) | * Know about the range of nationalities, cultures and ethnic groups that live in Britain * Describe the make-up of our community to others * Explain how to talk about difference respectfully * Describe ways to support people who are not being treated respectfully by others | | | | |
| 3. What are the negative effects of stereotyping? (RR) | * Explain different prejudice-based phobias * Describe how someone might feel if they experienced or observed prejudice-based behaviour * Talk about how someone might challenge prejudice-based behaviour | | | | |
| 4. Which wider communities & groups am I part of & how does this benefit me? (MW) | * Describe the community around my home * Identify facilities and support available in my community * Present to others positive aspects of my community and possible issues/challenges for people who live there | | | | |
| **No Outsiders**  5. Rose Blanche – To justify my actions | * I know sometimes we have to make difficult decisions * I can justify my actions | | | | |