"Every child is a unique child of God."

WHINMOOR ST. PAUL'S C of E Primary School

Year 1 – PSHE - Autumn 2 – Me and Others

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• EYFS End Point (Self-Regulation ELG): Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • EYFS End Point (Managing Self ELG): Explain the reasons for rules, know right from wrong and try to behave accordingly. • EYFS End Point (Building Relationships ELG): Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and others' needs.	• Know what makes themselves and others special. • Know how to treat others with kindness and respect. • Know about their own roles and responsibilities and those of others at home and school. • Know how to cooperate with others. • Recognise helpful and unhelpful behaviour. • Understand the characteristics of positive friendships. • Know that trusted adults can help when problems arise.

MindMate – Friends and Family

Lesson Focus: Recognise how others show feelings & know how to respond and know when my friends are feeling happy

Pupils will have the opportunity to:

- Identify and talk about times when people feel happy
- Learn to communicate their feelings to others
- Recognise how others show feelings and know how to respond

Key Vocabulary

We want you to remember these words.

Special - better, greater, or otherwise different from what is usual	Difference - a point or way in which people or things are not the same
Unique - being the only one of its kind; unlike anything else.	Likes - a thing or things of the same kind
Similarity - a similar feature or aspect.	Dislikes - a feeling of distaste or hostility.
Roles- the outline of responsibilities, tasks, and expectations associated with each position.	Responsibility - having a duty to deal with something or of having control over someone.
Helpful - giving or ready to give help	Unhelpful - not helpful.
Respect-Treating others kindly and valuing differences.	Friendship-A relationship based on kindness, trust and care.
Self-respect-Feeling good about yourself and valuing who you are.	Self-esteem-How positively we think and feel about ourselves
Kindness-Being caring, friendly and considerate towards others.	Trusted Adult-An adult who helps, supports and keeps us safe.

Key knowledge and skills ***The 'stuff' we want you to remember.***
• Recognise some of the things that make them special. • Describe ways they are similar to and different from others. • Understand that everyone has something that makes them unique and special. • Understand the importance of respecting others, including people who are different from them • Understand the importance of self-respect and feeling positive about themselves. • Identify the different roles of people at home and at school. • Explain why it is important to take responsibility at home and school, including caring for the local environment. • Recognise different types of helpful and unhelpful behaviour. • Develop caring, kind friendships. • Understand that they can expect to be treated with respect by others. • Understand how their behaviour affects other people. • Know who they can talk to if they are worried, upset or need help.
Focus question: What makes us special and how can we show respect to others?

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WHINMOOR ST. PAUL'S C of E Primary School

Year 2 – PSHE - Autumn 2 – Every Kind of Family

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• Know what makes themselves and others special. • Know that families are important for caring and support. • Know who trusted adults are and how they can help. • Know that people belong to different groups and communities.	• Learn that people belong to a range of different groups and communities. • Value similarities and differences between themselves and others. • Understand respect and inclusion within communities. • Understand that diversity strengthens communities.

MindMate – Friends and Family

Lesson Focus: Impact of behaviour on others: I know that what I say and do can affect my friends.

Pupils will have the opportunity to:

- Recognise how their behaviour affects other people
- Understand the importance of being co-operative with others.

Key Vocabulary
We want you to remember these words.

Family-a group of one or more parents and their children living together as a unit.	Related-belonging to the same family, group, or type; connected.
Family Tree- a diagram showing the relationship between people in several generations of a family.	Relationship- the state of being connected by blood or marriage.
Grandparents-a parent of one's father or mother; a grandmother or grandfather	Parents- a person's father or mother.
Uncle-the brother of one's father or mother or the husband or male partner of one's aunt.	Aunt-the sister of one's father or mother or the wife or female partner of one's uncle.
Cousin- a child of one's uncle or aunt	Belonging-Feeling accepted and valued as part of a group.
Care-Looking after and helping others.	Support-Help given when someone needs it.
Community-A group of people who live, work or learn together.	Respect-Treating others kindly and valuing differences.
Trusted Adult-An adult who helps, supports and keeps us safe.	

Key knowledge and skills
The 'stuff' we want you to remember.

- To understand that families are all different and unique.
- To understand that families can be formed in different ways.
- To know that all families should provide love, care and support.
- To recognise the important people in their family and support network.
- To understand that family relationships can be different from family to family.
- To know that families help us feel safe, loved and cared for.
- To understand what is meant by belonging.
- To know who trusted adults are within their family and wider support network.
- To understand that all families deserve respect.

Focus question: What makes families special, and why are all families important?

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WHINMOOR ST. PAUL'S C of E Primary School

Year 3 – PSHE - Autumn 2 – Celebrating Differences

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• Know what makes themselves and others special. • Know their roles and responsibilities at home and school. • Know how to cooperate with others. • Recognise helpful and unhelpful behaviour. • Know that trusted adults can help when problems arise. • Know that friendships should be kind and respectful.	• Understand how stereotypes can influence what people think about others. • Understand prejudice and discrimination. • Learn how to challenge unfair behaviour. • Understand how diversity strengthens communities. • Develop strategies for promoting inclusion and respect.

MindMate – Friends and Family

Lesson Focus: Unkind behaviours: I understand that what I am unkind it impacts on others

Pupils will have the opportunity to:
- Recognise what is fair and unfair, kind and unkind, what is right and wrong
- Recognise when people are being unkind either to them or others
- Learn what to do when someone is unfair and unkind

Key Vocabulary
We want you to remember these words.

Similarity - a similar feature or aspect.	Difference - a point or way in which people or things are not the same
Community- group of people living in the same place or having a particular characteristic in common.	Culture- the ideas, customs, and social behaviour of a particular people or society.
Shared interests- common goals, values, or activities that unite individuals or groups, fostering collaboration and social interaction.	Personal- belonging to or affecting a particular person rather than anyone else.
Interests - the feeling of wanting to know or learn about something or someone.	Respect - Treating others kindly and valuing differences.
Diversity - A range of different people, cultures and backgrounds.	Belonging-Feeling accepted, included and valued as part of a group.
Friendship-A relationship based on kindness, trust and respect.	Trust - Having confidence that someone will be honest and reliable.
Trusted Adult-An adult who helps, supports and keeps us safe.	

Key knowledge and skills
The 'stuff' we want you to remember.

- To identify similarities and differences between themselves and others and appreciate these.
- To understand that people should be treated with respect regardless of their appearance, beliefs, interests, family background or personality.
- To understand that families may look different but can all provide love, care and support.
- To know the characteristics of positive friendships, including trust, honesty, loyalty, support and shared interests.
- To know what is meant by community and belonging.
- To recognise the different communities and groups they belong to.
- To value and appreciate diverse communities.
- To understand that there can be both positive and negative aspects of being part of a group.
- To understand that it is acceptable to have different opinions whilst still being part of a group.

Focus question: How can we celebrate differences and show respect for everyone?

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WHINMOOR ST. PAUL'S C of E Primary School

Year 4 – PSHE - Autumn 2 – Democracy

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• Understand similarities and differences between people. • Understand that people should be treated with respect regardless of differences. • Understand that communities are made up of different people and groups. • Recognise the importance of belonging and participation within a community. • Understand the importance of positive relationships and respect for others.	• Understand how stereotypes can influence people's views of others. • Learn about prejudice and discrimination. • Understand the importance of equality, diversity and inclusion. • Explore how individuals can challenge unfair treatment. • Learn about rights and responsibilities in wider society.

MindMate – Friends and Family

Lesson Focus: Positive relationships: I can describe a healthy relationship

Pupils will have the opportunity to:
- Recognise what constitutes a positive, healthy relationship
- Develop the skills to form and maintain positive and healthy relationships

Key Vocabulary
We want you to remember these words.

Democracy - a system of government by the whole population or all the eligible members of a state, typically through elected representatives.	Vote- formal indication of a choice between two or more candidates or courses of action, expressed typically through a ballot or a show of hands.
Election- a formal and organized choice by vote of a person for a political office or other position.	Government- the group of people with the authority to govern a country or state; a particular ministry in office.
British Values- the fundamental British values of: democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.	Diverse Stereotypes- an often unfair and untrue belief that many people have about all people or things with a particular characteristic.
Racism- the belief that different races possess distinct characteristics, abilities, or qualities, especially so as to distinguish them as inferior or superior to one another.	Council- a body of people elected to manage the affairs of a city, county, or other municipal district.
Parliament-The group of people who debate and make laws.	Political Party-A group of people with similar ideas about how a country should be run.
Law-A rule that helps keep people safe and society fair.	Council-A group of elected people responsible for local services and decisions.
Community - A group of people living or working together in an area.	Citizen-A person who belongs to a country and community.
Responsibility-A duty or task that a person is expected to carry out.	Fairness-Treating people equally and justly.

Key knowledge and skills

The 'stuff' we want you to remember.

- To know that Britain is a democratic society and understand what this means.
- To know that people can influence decisions through voting.
- To know that there are different political parties which may have different views and priorities.
- To know how laws are made and why they are important.
- To understand that laws help keep people safe and support fairness.
- To know that local councils organise services and make decisions for their communities.
- To understand that people may have different opinions about how money and resources should be used.
- To know that individuals and organisations can help bring about social and environmental change.
- To understand that respectful discussion allows people with different views to work together.
- To recognise that everyone has a right to share their views respectfully.

Focus question: How can people influence decisions and make a difference in their community?

Year 5 – PSHE - Autumn 2 – Stereotypes, Discrimination and Prejudice (including tackling homophobia)

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• Know that Britain is a democratic society and what this means. • Know that there are different political parties with different views. • Know how laws are made. • Know that local councils organise services for communities. • Know that healthy friendships are built on kindness, honesty, respect and trust. • Know that trusted adults can help when friendships or relationships become difficult.	• Understand how discrimination can affect individuals and communities. • Learn about equality, diversity and human rights. • Understand the experiences of refugees and migrants. • Learn about the United Nations Convention on the Rights of the Child (UNCRC). • Learn about challenging discrimination and promoting inclusion in wider society.

MindMate – Friends and Family

Lesson Focus: Unhealthy friendships and relationships: I can describe an unhealthy relationship

Pupils will have the opportunity to:
- Recognise ways in which a relationship can be unhealthy and who to talk to if they need support.
- Know what positively and negatively affects their physical, mental and emotional health.

Key Vocabulary
We want you to remember these words.

Stereotype- a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	Gender- the male sex or the female sex, especially when considered with reference to social and cultural differences rather than biological ones, or one of a range of other identities that do not correspond to established ideas of male and female.
Gender stereotyping – a generalized view or preconception about attributes, or characterisitics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women.	Media- the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively.
Social media- websites and applications that enable users to create and share content or to participate in social networking.	LGBT- the term "LGBT " technically stands for lesbian, gay, bisexual and transgender
Straight- a heterosexual person.	Prejudice -preconceived opinion that is not based on reason or actual experience.

Discrimination- he unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.	Homophobic- having or showing a dislike of or prejudice against gay people.
Racist- characterized by or showing prejudice, discrimination, or antagonism against a person or people on the basis of their membership of a particular racial or ethnic group.	Disablist- discriminating or prejudiced against people who are disabled.
Transphobic- having or showing a dislike of or strong prejudice against transgender people.	Sexist- characterized by or showing prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.
Discriminatory Language - words or comments that unfairly target a person or group.	Trusted Adult - An adult who helps, supports and keeps us safe.

Key knowledge and skills

The 'stuff' we want you to remember.

- To know what stereotypes are and understand that they can be unfair, negative, harmful or inaccurate.
- To know that stereotypes can sometimes lead to prejudice, discrimination and bullying.
- To understand how gender stereotypes can be challenged.
- To understand that everyone should be treated with respect and dignity.
- To understand how positive friendships are built on kindness, respect and inclusion.
- To understand that media and the internet can sometimes reinforce stereotypes.
- To consider both positive and negative influences of the internet and media.
- To understand how prejudice and discrimination can affect people's feelings, wellbeing and opportunities.
- To recognise different forms of discriminatory language, including racist, sexist, homophobic, disablist and transphobic language.
- To know what to do and who to talk to if discriminatory language or behaviour is experienced or witnessed.

Focus question: How can we challenge stereotypes, prejudice and discrimination and show respect for everyone?

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WHINMOOR ST. PAUL'S C of E Primary School

Year 6 – PSHE - Autumn 2 – Human Rights

Identity, Society and Equality

Previous Knowledge and Skills	Future Learning on this skill
• Know what stereotypes are and understand that they can be unfair and harmful. • Understand how prejudice and discrimination affect people. • Understand the importance of equality, diversity and inclusion. • Know how to challenge discriminatory behaviour. • Know who to talk to if they experience discrimination or unfair treatment.	• Understand human rights in greater depth. • Explore rights and responsibilities in modern society. • Understand how laws help protect rights and freedoms. • Learn more about equality and social justice issues. • Develop awareness of local, national and global issues affecting communities.

MindMate – Friends and Family

Lesson Focus: Celebrating friendship: I can talk about how I will maintain positive relationships.

Pupils will have the opportunity to:

- Recognise what constitutes a positive, healthy relationships and develop the skills to form and maintain positive and healthy relationships

Key Vocabulary
We want you to remember these words.

Refugee – a person who has fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.	Migration - movement from one part of something to another.
Persecution - hostility and ill-treatment, especially on the basis of ethnicity, religion, or sexual orientation or political beliefs.	Human Rights- a right which is believed to belong to every person.
UN Convention on the Rights of a Child - a legally-binding international agreement setting out the civil, political, economic, social and cultural rights of every child, regardless of their race, religion or abilities	Homelessness- the state of having no home.
Temporary accommodation - the housing arrangement made by the council and the individual or family to provide somewhere for individuals and families to stay for a short period of time.	Responsibility-Actions or duties linked to rights.
Asylum Seeker-A person seeking protection in another country.	Discrimination-Unfair treatment because of a person's characteristics or background.
UNICEF-An organisation that works to protect children's rights around the world.	Trusted Adult-An adult who helps, supports and keeps us safe.
Wellbeing-Feeling healthy, safe and able to cope with everyday life.	Charity-An organisation that helps people in need.

Key knowledge and skills

The 'stuff' we want you to remember.

- To understand what migration means and why people move from one place to another.
- To understand that people move for many different reasons, including work, family, education and safety.
- To understand the experiences and challenges that migrants and refugees may face.
- To develop empathy towards people who have moved country or sought refuge.
- To understand that abuse, bullying and harassment can take place online and may affect wellbeing.
- To know how and where to seek support from trusted adults if worried about online or offline behaviour.
- To understand that information online may be selected, targeted or presented in different ways.
- To understand what human rights are and why they matter.
- To understand that everyone has rights regardless of their background, beliefs or circumstances.
- To understand that rights come with responsibilities.
- To know about the United Nations Convention on the Rights of the Child (UNCRC).
- To know that organisations such as UNICEF and Save the Children help protect children's rights.
- To understand what homelessness means and appreciate some of the challenges people experiencing homelessness may face.
- To know that charities and organisations can help people who are homeless or living in temporary accommodation.
- To understand the importance of equality, inclusion and respect for all people.

Focus question: How can human rights help create a fairer world for everyone?