

Curriculum 2022-24

Subject: PSHE/RSHE Theme: Celebrating Difference			
Year Group	Knowledge	Social & Emotional Skills	Outcome – Hall of Fame
Y3/4 A (2023-24) (Jigsaw 8-9)	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about a person because of the way they look or act • Know there are influences that can affect how we judge a person or situation • Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying • Know what to do if they think bullying is, or might be taking place • Know the reasons why witnesses sometimes join in with bullying and don't tell anyone • Know that first impressions can change 	I can try to accept people for who they are I can identify influences that have made them think or feel positively/negatively about a situation I can identify feelings that a bystander might feel in a bullying situation I can identify reasons why a bystander might join in with bullying I can revisit the 'Solve it together' technique to practise conflict and bullying scenarios I can identify my own uniqueness I can be comfortable with the way they look I can identify when a first impression I had was right or wrong I can be non-judgemental about others who are different	Picture Frames – children write around the framed picture of themselves the qualities and special features about themselves
Y3/4 B (2022-23) (Jigsaw 7-8)	<ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • 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 	I can show appreciation for my families, parents and carers I can use the 'Solve it together' technique to calm and resolve conflicts with friends and family I can empathise with people who are bullied I can employ skills to support someone who is bullied	Story kites – As Harlon's story is read, the children have time to respond/reflect on the appropriate section of their kite, thinking about how the different children in the story are feeling and

	<ul style="list-style-type: none"> • Know that some words are used in hurtful ways and that this can have consequences 	<p>I can 'problem-solve' a bullying situation accessing appropriate support if necessary</p> <p>I can recognise, accept and give compliments</p> <p>I can recognise feelings associated with receiving a compliment</p>	<p>how they can resolve conflict</p> <p>Compliment kites – children create their own individual kite and add compliments to each other's</p>
Y5/6 A (2023-24) (Jigsaw 9-10)	<ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know what racism is and why it is unacceptable • Know that rumour spreading is a form of bullying on and offline • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know how their life is different from the lives of children in the developing world 	<p>I can identify my own culture and different cultures within their class community</p> <p>I can identify my own attitudes about people from different faith and cultural backgrounds</p> <p>I can identify a range of strategies for managing my own feelings in bullying situations</p> <p>I can identify some strategies to encourage children who use bullying behaviours to make other choices</p> <p>I can support children who are being bullied</p> <p>I can appreciate the value of happiness regardless of material wealth</p> <p>I can develop respect for cultures different from their own</p>	<p>Culture displays – In groups, children complete different tasks to create a culture display e.g. creating a culture wheel for themselves and a child who works on a cocoa plantation</p>

<p>Y5/6 B (2022-23) (Jigsaw 10-11)</p>	<ul style="list-style-type: none"> • Know that there are different perceptions of 'being normal' and where these might come from • Know that being different could affect someone's life • Know that power can play a part in a bullying or conflict situation • Know that people can hold power over others individually or in a group • Know why some people choose to bully others • Know that people with disabilities can lead amazing lives • Know that difference can be a source of celebration as well as conflict 	<p>I can empathise with people who are different and be aware of my own feelings towards them</p> <p>I can identify feelings associated with being excluded</p> <p>I can recognise when someone is exerting power negatively in a relationship</p> <p>I can use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</p> <p>I can identify different feelings of the bully, bullied and bystanders in a bullying scenario</p> <p>I can vocalise my thoughts and feelings about prejudice and discrimination and why it happens</p> <p>I can appreciate people for who they are</p> <p>I can show empathy</p>	<p>Admiration accolades - Individually or in pairs, children research a Paralympic athlete/ sportsperson. They find out about the life and achievements of their Paralympian and then:</p> <ol style="list-style-type: none"> 1. Design an AA (Admiration Accolade e.g. like an Oscar or an award) for their Paralympian. 2. Underneath write a short presentation speech as if they were presenting the AA to their Paralympian- including powerful and emotive words to celebrate the achievement.
--	--	---	--