Springfield School

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| Blackbirds Class Medium Term Planning for PHSE |
| Topic: India |

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| **Lesson 1 ‘link it’**  **What do we know about bullying?**  Exposition-What is bullying?  Group work-  Explain what bully is. How can we help to stop bulling in school.  List the different ways we can help people to feel safe.  Plenary- Share work | **Lesson 2 ‘learn it’**  **What do we do if we think we are being bullied?**  Exposition-What do we do if we think we are being bullied?  Group work-  Explain who might help us. Look at the bullying circle.  Scenarios  Plenary- Share work | **Lesson 3 ‘check it’**  **How can we help others?**  Exposition-What do we do if we think others are being bullied?  Group work-  Look at the bullying circle.  Scenarios  Plenary- Share work |
| **Lesson 4 ‘link it’**  **What is racism?**  Exposition-What is racism and why is this not ok?  Group work-  Explain what racism is? How do we stop racism in society?    Plenary- Share work | **Lesson 5 ‘learn it’**  **What is racial discrimination?**  Exposition-What is racial discrimination and is this the same as racism?  Group work-  Explain the difference between racism and racial discrimination.  Why is it important that we are all treated fairly?  Plenary- Share work | **Lesson 6 ‘diversity’**  **We are all amazing!**  Exposition – How are we all different?  Let list the different ways.  Group work- Create a piece of art work demonstrating and celebrating the differences between us all.  Plenary – Share work. |

Take the objectives for the LO stickers from this section

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| Substantive Knowledge (Content) | Disciplinary Knowledge (Skills) |
| **Developing good relationships and respecting the differences between people** 4. Pupils should be taught:  a. that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;  b. to think about the lives of people living in other places and times, and people with different values and customs;  c. to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;  d. to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;  e. to recognise and challenge stereotypes;  f. that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;  g. where individuals, families and groups can get help and support. | \*I can show the teams they belong to through images  \*I can follow instructions and create a tower by applying good listening;  \*I can show kindness to others;  \*I can discuss what they could do if they saw others being teased or bullied  \*I can sort thoughts given into helpful and not-so-helpful categories;  \*I can sort images of behaviours into good and not-so-good choices. |

Progression of Learning

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| ‘Link It’ | ‘Learn It’ | ‘Check It’ | ‘Show It’ | ‘Know It’ |
| Previous learning of pupils  knowledge of bullying and racism | Activities provided during lesson  Resources  **PPT bullying and racism**  Scenario cards  Pictures,  Objects for role play dolls  Picture cards | Independent activities linked to lesson  Resources  Pictures and picture matching  Dolls | How will the pupils share knowledge during or end of lesson  Photos and PPT  Share and discuss work | Retrieve or generalization of learning after lesson   * Demonstrate knowledge of bullying and racism * Explore the different ways of keeping safe and being kind. |