Springfield School

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

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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 lessonPhotos 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.
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