



## PSHE/RSE CLASS 5 - AUTUMN 2 – Valuing Difference - Cycle B

Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying

Understanding Bystander behaviour, Gender stereotyping

<b>Substantive Knowledge –</b> <ul style="list-style-type: none"> <li>Understand and explain the term prejudice</li> <li>Define what is meant by the word stereotype</li> <li>Know how the media can enforce gender stereotypes</li> <li>Identify and describe the different groups that make up their school/wider community</li> <li>To know the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	<b>Markers for Assessment – Substantive Knowledge</b> <ul style="list-style-type: none"> <li>To know that people are unique but that we have far more in common with each other than what is different</li> <li>To know that bullying and discriminatory behaviour can result from disrespect of people’s differences</li> <li>To know the benefits of living in a diverse society</li> </ul>	Below	Above
<b>Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Suggest strategies for dealing with bullying as a bystander</li> <li>Demonstrate ways of offering support for someone who has been bullied</li> <li>Describe qualities of a strong, positive friendship</li> <li>Demonstrate verbal and non-verbal ways of showing respect to others</li> </ul>	<b>Markers for Assessment – Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Demonstrate ways of offering support for someone who has been bullied</li> <li>Demonstrate verbal and non-verbal ways of showing respect to others</li> </ul>		
<b>Prior Substantive Knowledge</b> <ul style="list-style-type: none"> <li>To know why friendships sometimes end</li> <li>To know that sometimes people post things online about themselves that aren’t true</li> <li>To know how individuals/ group actions can impact on others in appositive or negative way</li> </ul>	<b>Vocabulary</b> Acquaintance, prejudice, stereotype, gender, media, mutual respect, bystander, diverse		
<b>Prior Disciplinary Knowledge</b> <ul style="list-style-type: none"> <li>Identify the consequences of positive and negative behaviour on themselves and others</li> <li>To describe ways of making a friendship last</li> <li>Demonstrate respectfulness in responding to others</li> </ul>	<b>SCARF Units to be Covered</b> <ul style="list-style-type: none"> <li>OK To Be Different</li> <li>We have more in common than not</li> <li>Respecting Differences</li> <li>Tolerance and Respect of Others</li> <li>Advertising Friendships</li> <li>Boys will be Boys – Challenging Stereotypes</li> </ul>		
<b>Questions (potential ‘hook’ questions for lessons)</b> <ul style="list-style-type: none"> <li>How would you deal with a situation where someone was being bullied in front of you?</li> <li>What is diverse about our class/school/community?</li> <li>How is this picture/poster/advert challenging stereotypes?</li> <li>What is the difference between a friend and an acquaintance?</li> </ul>	<b>Cross-Curricular/Enrichment</b> <ul style="list-style-type: none"> <li>English – books such as Boy in the Girl’s Bathroom – exploring themes</li> <li>Books – Wonder, The Boy at the Back of the Class etc</li> <li>Role Play – eg different bullying scenarios</li> <li>Geography – exploring religion across the world</li> </ul>		