

PSHE

Years Reception-6

The Cranford Primary School Curriculum

Autumn Term

Being Me in my World/Celebrating
Differences

CRANFORD

PRIMARY SCHOOL

Reception		
Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
Curriculum links:	Zones of regulation	Growth Mindset
Vocabulary:	calm, peaceful, belong, similar, different, share, gentle hands, rights, responsible (+ words for a range of feelings: angry/sad/happy/excited)	proud, achievements, unique, special, old, young, male, female, family, lonely, "Stop - I don't like it!"
Knowledge:	<ul style="list-style-type: none"> ● Know how it feels to belong and that we are similar and different ● Know the different feelings that I have and start to be able to manage them ● Know that other people might have different feelings to me ● Know why it's good to be kind and use gentle hands ● Know that all children have the right to learn and play ● Know what 'responsible' means 	<ul style="list-style-type: none"> ● Know how to identify something I am good at and understand that everyone is good at different things ● Know that being different makes us all special ● Know we are all different but the same in some ways ● Know how to explain why home is special to me ● Know how to be a kind friend ● Know which words to use when someone says or does something unkind
Year 1		
Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
Curriculum links:	Behaviour policy	Anti- bullying week
Vocabulary:	safe, special, calm, proud, belonging, rights and responsibilities, learning charter, rewards, consequences, upset, disappointed	Similarity, difference, bully/bullying/bullying behaviour, deliberate, on purpose, repeated, unfair, join in/ left out, treat (others), trusted adults. racism

Knowledge:	<ul style="list-style-type: none"> ● Know that I belong to my class ● Know what makes me feel special and safe in my class ● Know how to make my class a safe place for everybody to learn 	<ul style="list-style-type: none"> ● Know how to identify similarities between people in my class ● Know how to identify differences between people in my class ● Know why I am special and unique
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	<ul style="list-style-type: none"> ● Know my rights and responsibilities as a member of my class ● Know that I can make choices about my behaviour and know the consequences for unexpected behaviour ● Know how it feels to be proud of an achievement 	<ul style="list-style-type: none"> ● Know some ways to make new friends ● Know what bullying is ● Know what racism is ● Know some trusted adults who I could talk to if I was feeling unhappy or thought I was being bullied
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Year 2

Unit name:	<u>Being me in my world</u>	<p>(Please note there should be no reference to gender identity only stereotyping - check the resources carefully)</p> <p><u>Celebrating differences</u></p>
Curriculum links:	Behaviour policy	Anti- bullying week Books: Pearl and the Toy Problem
Vocabulary:	worries, hopes, fears, rights and responsibilities, positive and negative choices, praise, rewards, consequences, actions, co-operate, problem-solving	assumptions, stereotypes, stand up for, rejected, diversity, male/female, fairness

Knowledge:	<ul style="list-style-type: none"> • Know how to help make my class a safe and fair place • Know how following the Learning Charter will help me and others learn • Know the rights and responsibilities of being a member of my class and school • Know the skills needed to work cooperatively • Know when I feel worried and know who to ask for help • Know how to identify some of my hopes and fears for this year 	<ul style="list-style-type: none"> • Know that sometimes people make assumptions about boys and girls (stereotypes) • Know that boys and girls are similar in some ways and different in other ways and this is OK some ways I am different from my friends that it is OK to be different from other people and to be friends with • Know • Know • them • Know that bullying is sometimes about difference • Know when and how to stand up for myself and others
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Year 3

Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
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Curriculum links:	Behaviour policy	Anti- bullying week
Vocabulary:	welcome, valued, achievements, proud, personal goal, acknowledge, affirm, emotions, solutions, support, fairness, challenge, group dynamics, team work, view point, ideal	connected, compliment, intention, solution, resolve, bystander, witness

Knowledge:	<ul style="list-style-type: none"> ● Know how to identify positive things about myself and my achievements (L1 Jigsaw) ● Know how to set personal goals (L1 Jigsaw also) ● Know how to face new challenges positively and ask for help when I need it (L2 Jigsaw) ● Know why rules are needed and how they relate to rights and responsibilities (L3 Jigsaw) ● Know that my actions affect myself and others, how to care about other people's feelings and try to see things from others' points of view (L4 Jigsaw) ● Know how to make responsible choices and take action to work cooperatively (L5 Jigsaw) ● 	<ul style="list-style-type: none"> ● Know that everybody's family is different and important to them ● Know that differences and conflicts sometimes happen among family members ● Know what it means to be a witness to bullying ● Know that witnesses can make the situation better or worse by what they do ● Know that some words are used in hurtful ways ● Know how to reflect on my own behaviour and choice of words
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Year 4

Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
Curriculum links:	Behaviour policy	Anti- bullying week
Vocabulary:	included, excluded, role, job description, school community, responsibility, democracy/democratic, voting, authority, contribution, UN Convention on Rights of Child	character/characteristics, judgement, impressions, appearance, physical features, accept, influence, attitude, power, cyber bullying, troll,

Knowledge:	<ul style="list-style-type: none"> ● know my attitudes and actions make a difference to the class team ● know how good it feels to be included in a group and understand how it feels to be excluded ● know who is in my school community, the roles they play and how I fit in ● Know how groups come together to make decisions ● know how democracy and having a voice benefits the school community ● Know what the 'UN Convention on Rights of Child' is and explore some of the articles in more detail 	<ul style="list-style-type: none"> ● Know what is special about me and value the ways in which I am unique (including my physical appearance) ● Know that sometimes we make assumptions based on what people look like ● Know what influences me to make assumptions based on how people look ● Know why it is good to accept people for who they are ● Know that sometimes bullying is hard to spot and know what to do if I think it is going on but I'm not sure ● Know why witnesses sometimes join in with bullying and sometimes don't tell
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Year 5

Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
Curriculum links:	Behaviour policy	Anti- bullying week
Vocabulary:	appreciation, motivation, citizen, empathise, refugee, persecution, conflict, asylum, migrant, wealth, poverty, prejudice, privilege, deprive, collaboration, co-operation, participation	culture, racism, race, colour, discrimination, rumour, direct/indirect bullying, material things (relating to wealth)

Knowledge:	<ul style="list-style-type: none"> ● Know how to make choices about my own behaviour because I understand how rewards and consequences feel ● Know how an individual's behaviour can impact a group ● Know my rights and responsibilities as a citizen of my country and a member of my school and empathise with people in this country whose lives are different to my own ● Know how democracy and having a voice benefits the school community 	<ul style="list-style-type: none"> ● Know that cultural differences can sometimes cause conflict ● Know what racism is ● Know how rumour-spreading and name-calling can be bullying behaviours ● Know the difference between direct and indirect types of bullying ● Know how my life compares with people in the developing world ● Know how to show respect for my own and other people's cultures
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	<ul style="list-style-type: none"> ● Know how to face new challenges positively, how to set personal goals and motivate myself to achieve them. 	
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Year 6

Unit name:	<u>Being me in my world</u>	<u>Celebrating differences</u>
Curriculum links:	Behaviour policy	Anti- bullying week
Vocabulary:	community, wants, needs, Maslow's Triangle, legal, illegal, lawful	normal, ability, disability, visual impairment, perception, power imbalance, harassment, Equalities Act, Para Olympian, accolade

Knowledge:

- Know that I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities
- Know how an individual's behaviour can impact on a group and how to best contribute to the group
- Know that my actions affect other people locally and globally
- Know that there are universal rights for all children but for many children these rights are not met
- Know how democracy and having a voice benefits the school community and how to participate in this
- Know how to identify my goals for this year, understand my fears and worries about the future and know how to express them

- Know there are different perceptions about what 'normal' means
- Know how being different could affect someone's life
- Know some of the ways in which one person or a group can have power over another
- Know some of the reasons why people use bullying behaviours
- Know examples of people with disabilities who lead amazing lives
- Know ways in which difference can be a source of conflict and a cause for celebration