

PSHCE- Recognising and celebrating differences KS3

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Subject curriculum intent:	All learning at NRHS is based on the principle that people should treat each other with respect whatever their gender, race, sexual orientation, religious belief, educational need or disability. In PSHCE pupils are taught to develop a positive attitude towards themselves and other people with a focus on our shared values. By building resilience and self-esteem pupils learn not be influenced by the negative peer pressure they may encounter and to think for themselves. PSHCE provides valuable opportunities for discussing and questioning within the context of learning based on knowledge and understanding. This is in line with Prevent Strategy which is embedded within PSHCE and the whole curriculum.			
End of KS3 intent/outcome	End of KS4 intent/outcome	End of KS5 intent/outcome		
At the end of KS3 pupils will be aware of differences between themselves and other and find the positive of these differences. Pupils will learn how to tolerate and respect others and the differences between them. Pupils will be aware of and may begin to quote the rights linked with this topic.	By the end of KS4 pupils will be able to celebrate differences and be tolerant and respectful of all others. Pupils will be aware of what to do if they see or are subject to prejudice and discrimination in their immediate surroundings. Pupils will know and use the language of the rights related to making choices and identity.	By the end of KS5 pupils will be able to celebrate differences and be tolerant and respectful of all others. Pupils will be aware of what to do if they see or are subject to prejudice and discrimination in their immediate surroundings and will discuss current affairs both nationally and globally that involve prejudice and discrimination. Pupils will begin to be active global citizens and will be clear of the rights/articles linked to this topic.		
Intent for this topic:	In this unit pupils will develop their understanding of how differences in race, gender, religion, needs etc. should be celebrated and that they are something to be proud of. Pupils will become aware of their rights as outlined by the UNCRC. Pupils will demonstrate their understanding of the topic by being kind friends and tolerant of others.			
Core vocabulary needed for this subject/topic:	Same, Different, race, gender, equal, rights, diversity, prejudice, discrimination, kind, unkind, friend			
Vocabulary pupils will have accessed in other topics or subject areas:	Kind, unkind, safe, unsafe, friend, same, different			
Key vocabulary taught within this topic:	Same, Different, race, gender, equality, diversity, prejudice, discrimination, kind, unkind, friend			
Prior knowledge: what pupils may already have studied				
Key stage	Subject	Topic title	Term/year taught	Content/What might pupils already know?
KS3	RSE	Relationships	Summer - all years	Understanding how to be a kind friend, be kind to others and use of kind words. Pupils may also already be able to recognise differences between

				themselves and others and be understanding towards themselves and others where differences occur.
KS3	PHSCE	Rights of the child & worlds largest lesson	year 1	Learning about the rights of the child and linking this to wider global issues.
KS3	RE	Expressing: How and why do we celebrate special and sacred times?	Year 1	Learning about different celebrations from a range of religions, accepting and tolerating the belief of others.
Links to other subjects: RE, RSE				

RRS Articles: This unit of work is linked **Articles 2, 8, 12 & 13** of the UN Convention on the Rights of the Child
See the link for a summary of the Rights Of the Child.

	<u>B2 P 5-6</u>	<u>B2 P 7-8</u>	<u>B2 Step 1</u>	<u>B2 Step 2</u>
Theme- Understanding myself and my differences - self awareness				
<u>Key learning focus</u>	<p>Knows that people are different in a variety of ways.</p> <p>Knows that people are different e.g. can highlight differences in gender and basic appearance.</p>	<p>Is aware of themselves as part of a multicultural community</p> <p>Knows that everyone is different and can highlight differences between themselves and peers though a range of different ways.</p>	<p>Can match the terms diversity, same and different to their meanings.</p> <p>Explores a range of materials e.g. photos/videos of how people are treated fairly and unfairly, begins to recognise correct and incorrect behaviours and can discuss these with others.</p> <p>Knows and expresses their qualities using their chosen form of communication.</p>	<p>Understands the terms diversity, prejudice, same, different, kind and unkind and can give a good explanation of their meaning.</p> <p>Knows differences between themselves and others and can list the qualities of their differences.</p> <p>Knows what they are good at and what they need to work on when looking at a range of different circumstances e.g. in school, at home, physically etc.</p> <p>Understands the terms diversity, prejudice and discrimination and can give a good explanation of their meaning.</p> <p>Can actively find information about times (historically and present) when communities and/or individuals have been treated unfairly. Describes these and explains what could have been different.</p>

<p>Key skills</p>	<p>Is able to sort similarities and differences between themselves and others.</p> <p>Is able to respond with curiosity to stimuli about the ways in which we are special.</p> <p>Is able to participate in a variety of diverse activities and explore cultures and traditions of others.</p>	<p>Is able to recognise and begin to describe using one or two words the difference and similarities between themselves and others</p> <p>Is able to recognise signs of unkind behaviour and begin to link these to emotions.</p> <p>Can participated in lifestyles and values of different ethnic groups</p>	<p>Recognise, from given material, one example of when differences between people have not affected how they were treated.</p> <p>Is able to list a range of differences between themselves and others from their immediate surroundings and the wider community.</p>	<p>Understands how society is enriched by diversity</p> <p>Can draw on their own experiences to describe times when they have been victims of discrimination</p> <p>Can draw on their own experiences to describe times when they have been treated fairly despite their differences.</p>
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Theme- Developing good relationships and respecting the differences between people

<p>Key learning focus</p>	<p>Encounters a variety of situations alongside a variety of people in school</p> <p>Encounters a variety of situations alongside a variety of people out of school</p>	<p>Encounters and takes part in a variety of situations alongside a variety of people in school</p> <p>Encounters and takes part in a variety of situations alongside a variety of people out of school</p> <p>Knows and lists, using symbols, why it is important to listen to other people.</p> <p>Knows who to tell if they see or encounter others being unkind.</p>	<p>Explores a range of different traditions and cultural experiences of others and describes what is happening and why using a range of given stimulus/materials.</p> <p>Is able to list and describe a range of different relationships they have with others.</p> <p>Is able to tell others when they see or encounter people being unkind and can explain why it was wrong.</p>	<p>Explores a range of different traditions and cultural experiences of others and describes what is happening and why</p> <p>Can explain to their peers in verbal and written format how to respectfully treat others</p> <p>Explores a range of materials e.g. photos/videos of how people are treated fairly and unfairly, is able to recognise correct and incorrect behaviours and can lead discussions about these with others.</p>
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<p>Key skills</p>	<p>Is able to treat others in the community with respect, kindness and care.</p> <p>Is able to model 'good listening'.</p> <p>Is able to 'take turns' as modelled by both adults and peers.</p>	<p>Is able to treat others in the community with respect, kindness and care and begin to describe how they do this..</p> <p>Is able to recognise a range of emotions from observations of others</p>	<p>Is able to treat others in the community with respect, kindness and care and is able to describe how and why they do this.</p> <p>Is able to recognise, from given material, two examples of people being treated unfairly because of differences between them.</p> <p>Is able to observe others and describe how they might be feeling and why.</p>	<p>Is able to treat others in the community with respect, kindness and care and is able to describe how and why they do this.</p> <p>Is able to observe others/themselves and describe how they might be feeling and why.</p> <p>Is aware that people may be feeling different to how they present themselves and can begin to explain why.</p>
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			Is aware that people may be feeling different to how they present themselves.		
<u>Personal development</u>	Team work Problem solving Communication skills Self-belief Self-management				
<u>Suggested activities</u>					
<p>Sorting activities - recognising differences, begin to describe differences</p> <p>Identify key words/symbols that describe how we should treat others</p> <p>Show example of kind and unkind behaviours through role play</p> <p>Can create artwork to show their qualities and differences</p> <p>Can show difference between themselves and others/peers through artwork.</p> <p>Discuss a range of emotions and when/how they may arise</p> <p>Begin to look at differences and similarities within different cultures.</p>					