

Edward Peake C of E VC Middle School



Medium Term Plan

Subject: PSHCE	Unit: Relationships Education	Term/Duration: Autumn 1 / 7 Weeks	Year Group 5
<p>Valuing Differences Respect and Bullying</p> <p>Listening to others Raise concerns and challenge Importance of friendships Positive friendships and wellbeing Mutual respect Sharing points of view Stereotypes Types of bullying and how to get help Discrimination</p> <p>PoS: H42, R19, R20, R21, R29, R30, R31, R32, R33, R34, L8, L9, L10</p>		<p>Key Vocabulary:</p> <p>Groups, clubs, members, belong, activities, outsider, meetings, valued, welcome, class charter, ground rules, circle time, community</p> <p>Belonging, community, inclusion, exclusion</p> <p>Stereotype, typical, discriminate, behaviour, characteristics, assumptions</p> <p>Discrimination, welcoming, inclusive, diversity, choices, decisions, behaviours, culture, ethnics, race, religion, gender, disability</p> <p>Loneliness, connection, feeling, wellbeing (feeling good), alone, together, strategies (actions), belonging</p>	
<p>By the end of this unit...</p>			
<p>All pupils should be able to:</p> <ul style="list-style-type: none"> • identify different groups I belong to (e.g. friendships, class, year group, clubs, faith) • describe behaviours that can help people in a group feel valued and welcome • consider how I show respect so that others feel safe and comfortable • help to establish a safe, supportive environment for discussion and activities • agree on rights and responsibilities • know how I can help myself in a new situation • help others in new situation – including our interactions and improving the environment • give a range of ideas to describe what 'belonging' may mean to different people • recognise that people can belong to different places and groups • identify examples of different types of stereotyping • describe how stereotypes can be unfair and unhelpful • explore all aspects of discrimination • help to encourage, create and sustain a welcoming and inclusive environment for all children, parents and teachers involved in school • explain what loneliness means 			

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- explain what connection means

Most pupils will be able to:

- explain what it means to belong to a group or community
- encourage equal participation by listening and taking turns
- describe some of the difficulties people may face when they move to a new place
- describe some ways I can be sensitive and kind towards someone who is new to my school – identifying personal skills and improvements that can be made to the environment
- recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves
- suggest ways of preventing discrimination
- give advice to a young person who wants to feel more connected

Some pupils will be able to:

- recognise some of the ways in which people can be made to feel that they don't belong
- explain things I could do to manage being in a new situation
- identify positive actions to challenge stereotyping

	Learning Objectives	Content	Resources / Health and Safety	Success Criteria
1	LO: To learn about belonging to a group or community and the importance of feeling that we belong	<p>Give out exercise books; label</p> <p>Establish Ground Rules for PSHCE: <i>We will listen to and respect everyone</i> <i>We will keep the conversation in the room</i> <i>We will use language that won't upset other people</i> <i>We will use the correct words and if we don't know them, we'll ask</i> <i>We will comment on what was said, not the person who said it</i> <i>We won't use names (share our own, or our friends'; personal experiences)</i> <i>We won't put anyone on the spot</i> <i>We have the right to pass if we don't want to speak</i></p> <p>Complete the PSHCE Classroom Charter – either pupils copy the rules above or teacher types them up and sticks in pupil exercise books after lesson.</p> <p>Starter/Circle Time Games: Play 'Option 1, Option 2, Neither'</p>	Ask It Basket Exercise books Classroom Charter for ground rules PSHE Association: Inclusion, Belonging & Addressing Extremism Lesson 2: Belonging to a community Sheets of A3 paper	I can identify different groups I belong to (e.g. friendships, class, year group, clubs, faith) I can explain what it means to belong to a group or community I can recognise some of the ways in which people can be made to feel that they don't belong

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	<p>e.g. Do you like chocolate ice cream, strawberry ice cream or neither. This allows pupils to form an opinion but in a passive way. Could discuss why it is important to accept others opinions.</p> <p>Main: Discuss what PSHCE is and what each letter means. Pupils can have some time to begin a Title Page displaying what each letter represents.</p> <p>Explain that in PSHCE we do not share personal experiences with the class. We are asked to think about someone. For example, <i>'someone of about your age, who goes to a school like ours'</i>.</p> <p>Explain that all questions are welcome, and if they are in doubt about something they should ask, and that it is never appropriate to ask a question to intentionally embarrass or make fun of somebody. We also use an Ask It Basket for you to place anonymous questions or concerns in before, during or after PSHCE lessons.</p> <p>Explain that if a pupil has a concern about themselves or others, they should seek support or advice. Teacher, staff member, parent, trusted adult.</p> <p>Explain that we need to take care in the use of our language in PSHCE lessons. Try and use the vocabulary that your teacher shows and teaches you in the lesson and beyond.</p> <p><u>Baseline Assessment: Group draw and write</u> Explain to the class that you want them to think about all the different groups that a child of their age might belong to both in school and at home or in the wider community. Working in small groups, ask pupils to write on post-it notes the different groups they think of. Ask a representative from one group to bring up their post-it note.</p> <p>Read out the groups they have thought of and place them on the board. Add any important groups that are missing: Friendship groups in school, school clubs, clubs they belong to outside of school, places of worship, community centres where they attend events, local library or recreation centre).</p>	<p>Resource 1: Belonging</p> <p>Resource 2: Groups I belong to</p> <p>Resource 3: Message from Beegu</p> <p>Resource 4: Helping someone feel they belong</p> <p>Storybook: Beegu by Alexis Deacon - https://www.youtube.com/watch?v=OaX_zGZO0Y8</p>	<p>I can describe behaviours that can help people in a group feel valued and welcome</p>
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Using **Resource 1: Belonging** ask pupils to write down all the words they can think of to describe how it might feel for someone to be part of a group.

The purpose of this activity is to enable you to find out pupils' existing understanding of the concept of 'belonging'. Pupils should work individually. Whilst they are working, do not prompt them in any way. Circulate around the class, noting any responses and any misconceptions that need addressing through the lesson. Pupils will return to this activity at the end of the lesson to assess their learning.

Activity 1: Belonging

Working in small groups, ask pupils to go through the list of groups from the baseline activity and identify the specific groups they feel they belong to.

Take quick feedback on anything interesting about different types of groups they belong to.

Discuss with the class what it is that they do in their respective groups which helps them feel they belong.

For example, do they wear a uniform, do they shake hands or hug, do they communicate in a certain way?

Use Resource 2: Groups I belong to to record their ideas.

Challenge them to think about how some of the different groups they belong to might be linked or connected (e.g. being friends with someone in school who also attends the same after-school club, having a classmate who also attends the same place of worship).

Teacher note: *It is possible that a pupil might refer to a gang they belong to either in their written work or during class feedback. This is a safeguarding issue and would need to be followed up after the lesson in line with the EP's safeguarding protocols.*

Activity 2: A story about wanting to belong

Explain to the class that they are going to hear a story about someone who wanted to join different groups but was made to feel they didn't belong. Watch the story of **Beegu by Alexis Deacon**.

https://www.youtube.com/watch?v=OaX_zGZO0Y8

Teacher note: *Beegu is an alien so remind the class that aliens aren't real but in this case Beegu's story helps us to talk about how we treat people who are new to our groups.*

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	<p>Ask pupils to think about all the things that happened to Beegu. How was Beegu made to feel unwelcome by the different groups? Invite pupils to share and feedback their ideas on why they think Beegu was excluded.</p> <ul style="list-style-type: none">• How do they think Beegu felt each time she was excluded from a group?• What thoughts might have been going through Beegu's mind each time?• Which group did make Beegu feel welcome?• How did they do this?• What could the other groups have done instead so that Beegu felt welcome and included? <p>Record some of their ideas and opinions on the class flipchart or whiteboard.</p> <p><u>Activity 3: Being Beegu</u> Ask the class to imagine that they are Beegu. Using Resource 3: Message from Beegu write a message to the 'small ones' explaining how they helped to make you feel included and why they made you feel hopeful.</p> <p>Support: Pupils use Resource 4: Helping someone feel they belong to record their ideas for how to make others feel they belong and are welcome in a group.</p> <p>Challenge: Ask pupils to imagine that they are Beegu and to write about what happened to them. Invite one or two of these pupils to be 'hot seated'. Ask a few members of the class to read out their messages to the pupil playing Beegu. The hot seated pupil can then give feedback 'in character' on the ideas and suggestions being offered. Did Beegu agree with some of the ideas for being included? Did Beegu think they would work? Reiterate with the class the importance of making other people feel valued and how it is sometimes easy to unintentionally make others feel they don't belong or are excluded. Remind pupils of who they can talk to in school if they or someone they know is feeling like they don't belong in any of their groups.</p> <p>Plenary <u>Class Discussion & Endpoint Assessment</u> Recap with the class the steps they can take to ensure that no-one feels excluded in any of the groups they belong to.</p>		
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		<p>Ask them to think again about why it is important that everyone feels like they belong. Imagine that Beegu planned to visit their class/group/community in the near future what reasons would he give for saying that their class or a group they belong to 'seemed hopeful'? Finally, ask the class to revisit their Belonging baseline assessment sheet. What would they now add or change? Ask them to write a concluding sentence about the importance of belonging and being valued.</p>		
2	<p>LO: To consider how we show respect so that everyone feels safe and comfortable</p>	<p>Re-establish Ground Rules</p> <p>Starter: <u>Base Assessment:</u> Pupils to create a mind map around the word 'respect' Using one colour, ask pupils to brainstorm: 1. <u>What we should respect</u> (e.g. faith/religion, gender, age, ourselves etc.)</p> <p>2. <u>What respect looks like</u> (e.g. smile, hug, handshake, etc.)</p> <p>3. <u>What respect feels like</u> (e.g. positive vibes, warm feeling, friendly)</p> <p>Main: <u>Activity 1: Respect Definition</u> Explain to pupils that we are going to learn more about what respect is. On post-it notes, pupils write down their own definition of respect.</p> <p>Support: Pupils work together to put words into order to form a definition of respect. The definition is '<i>to show consideration for other people</i>'</p> <p>Pupils to look up the definition of 'respect' in the dictionary. On a different colour post-it, pupils write the dictionary definition and put it next to theirs. All pupils put their definitions on board.</p>	<p>Ask It Basket</p> <p>Respect definition (copied and cut up into individual words (page 42 of Barnardo's Primary School Resource Pack)</p> <p>Post-it notes – 2 colours</p> <p>Respect charades cards (page 43 of Barnardo's Primary School Resource Pack)</p> <p>https://www.zerotolernce.org.uk/resources/RESPECT-Primary-Lessons.pdf</p>	<p>I can consider how I show respect so that others feel safe and comfortable</p> <p>I can help to establish a safe, supportive environment for discussion and activities</p> <p>I can encourage equal participation by listening and taking turns</p> <p>I can agree on rights and responsibilities</p>

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		<p>Choose a pupil to select a word from either post-it note that appears a lot e.g. consideration Keep going until you have enough words that will create a sentence to define 'respect'.</p> <p>As a class, create your own definition of the word 'respect' *When time allows, type up the definition and print off to stick in pupils' books or get them to write the class definition</p> <p>Stress how important it is to show consideration for other people. Ask pupils to list ways of doing this. Responses could include thinking about the words we use and what we say, and how disrespectful ways of speaking can hurt others.</p> <p><u>Activity 2: Respect Charades</u> Set some ground rules for the game (watch and listen, take turns, etc.) The charades can happen individually or in groups</p> <p>Pupils to consider the many different ways in which we can show respect to other people. Pupils to be invited to pick a card that shows how people can show respect to others and act this out for the class to guess.</p> <p>Plenary Can the class think of other ways we can be respectful to other people?</p>		
3	<p>LO: To learn about different people's feelings about what it means to belong</p>	<p>Re-establish Ground Rules</p> <p>Starter: Ask pupils to complete the individual pupil assessment sheet.</p> <p>Start the lesson with pupils standing or sitting in a circle. Ask for a volunteer who leaves the classroom and waits to be called back in. Ensure this is a fairly confident child.</p>	<p>Ask It Basket</p> <p>Coram Life Education: Belonging Toolkit – part 1</p> <p>Individual pupil assessment sheet</p>	<p>I know how I can help myself in a new situation</p> <p>I can help others in new situation – including our interactions and</p>

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	<p>Choose someone to be the leader. The leader claps and taps out a rhythm and keeps repeating it with a regular pulse. E.g. clap, tap thighs, clap, tap thighs, clap. They change the rhythm after every 30 seconds or so e.g. clap, clap, tap thighs, clap, clap, tap thighs and keep repeating it. The class follows the leader. Once a rhythm is going steadily ask the volunteer to come into class. They stand in the middle of the circle and try to work out who the leader is. When they guess correctly, a new volunteer is chosen who goes to wait outside, a new leader is chosen and the process starts again. Do this for about 5 minutes.</p> <p>After the last time ask the group to consider how it may have felt for the person in the middle – e.g. on own, confused, a bit left out.</p> <p>Then ask them what it might have felt like for the people who were joining in with the pattern – e.g. part of something; included.</p> <p>Repeat the activity but this time send two (fairly confident) pupils out of the room together. If they are willing, one could be a child who has already done this on their own. Afterwards, ask the class how this might have been different from being in the middle on their own. Reflect on how having someone to work with can lessen the feelings of being confused and lost.</p> <p>Record the list of words used on a class whiteboard.</p> <p>Main: <u>Activity 1: Belonging</u> Introduce the topic of belonging – like the people joining in with the pattern in the last activity may have felt. Explain that we are going to think about what it means to belong and how we can help people to feel they belong. Ask pupils to write a word or sentence to show what 'belong' means to them. Specify that this is about being part of something rather than owning something (i.e. belongings). Pupils share their words with their table group.</p>	<p>Supporting sheet: Individual pupil assessment sheet with Word Bank</p> <p>People Profiles – one per pair</p> <p>Large flower with petals outline for class 'Friendly Flower'</p> <p>Large hand outline for class 'Network of Support'</p> <p>Videos: https://www.coramlifeeducation.org.uk/belonging/belonging-two-sessions</p>	<p>improving the environment</p> <p>I can give a range of ideas to describe what 'belonging' may mean to different people</p> <p>I can describe some of the difficulties people may face when they move to a new place</p> <p>I can explain things I could do to manage being in a new situation</p> <p>I can describe some ways I can be sensitive and kind towards someone who is new to my school – identifying personal skills and improvements that can be made to the environment</p> <p>I can recognise that people can belong to</p>
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	<p>Volunteers can share their words with the whole class. Add their ideas to the list of words started earlier (how it felt to be joining in the pattern).</p> <p>With the pupils in pairs, give each pair one of the People Profiles.</p> <p>Support: The profiles of Jimmy, Mazin and Siti are shorter and have simpler sentences than the others.</p> <p>In their pairs, ask the pupils to 'introduce' the person of their card to different pairs, by showing the card, saying "This is... (name)" and then say a little bit about them. The pair they speak to does the same with their card. Repeat so that all the pupils have a turn.</p> <p>Watch the first part of the film and pause it after the answers have been given to the question; "What does it mean to belong?" (0 – 1.14)</p> <p>Discuss – did the pupils in the film think of similar words? Was there anything they said that anyone here related to?</p> <p><u>Activity 2: First Day</u> Introduce and watch the 2nd part of the film. 'Describe a first day in a new place' (1.15 – 3.15) Ask pupils to discuss in pairs how some young people in the film felt when they were in a new place for the first time. Record their ideas on a class list or white board. If they don't raise it, ensure they recognise that Ijeoma was excited by seeing snow for the first time. It is important that they understand people can feel a range of emotions about the same experience. Watch the 3rd part of the film 'Has there been a time when you didn't feel like you belonged?' (3.16 – 5.48) As a class, discuss some of the things the people did to 'fit in and belong'. Recognise that while they may have wanted or felt able to do these things, not everyone can and that we have a very important role to do things to help people who are new feel that they belong.</p>		different places and groups
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	<p>Activity 3: How does it feel?</p> <p>In their pairs, ask the pupils to focus on their People Profile card. Imagine it is the first day for that person at a new school and they need help to find the dining hall. Think about:</p> <p>a) What their person could do to find out. b) What others who know the school could do to help.</p> <p>Feedback ideas as a class, with the teacher recording them on the white board. Try to include things that might be in school – maps; signs – as well as asking for help. Think about what both sets of people could say and how they might say it – consider body language; listening skills.</p> <p>In their pairs role play the scenario using the ideas gathered as a class and ensure the pupils swap and play both roles. Ensure there are clear signals to mark the start and end of the role plays so that the pupils can de-role from the characters effectively. This could be a bell/clap/tambourine. Some pupils may benefit from direct support from an adult to fully engage in this activity. They might find it useful to have two or three key phrases to use written out for them.</p> <p>Provide clear ways of enabling pupils to come out of role, for example, ask them to imagine their character is sitting in a chair in front of them. The pupils can then thank the character for allowing them to play them, perhaps offer them some further advice and say goodbye. This will help to ensure safe closure of the role play.</p> <p>Some pupils may feel uncomfortable about taking part in role play. If this is the case with any pupils in your group, an alternative activity can be provided. For example, they could instead think about the kind of conversation that might happen between the two people – what each might say – and write ‘speech bubbles’ for both characters, in the form of a storyboard or cartoon.</p> <p>If any pairs are willing, they could share their role play or storyboards with the class. The others act as a respectful audience and feedback things that both parties did to make this a successful interaction. Reassure the pupils that sometimes they may not be able to help but should then consider their ‘Network of Support’ – people they know and trust and seek their support.</p> <p>Extend the role plays by giving pairs different scenarios. One plays their People Profile person going to their first session of a club e.g. football; dance; choir; art. The other is someone who has been going to that club for a while. Ensure the pupils swop roles and reinforce the start and end signals.</p> <p>Plenary:</p> <p>Reflect upon how someone who is new, someone who might not speak English, someone who might have come from an unsafe place might feel and the valuable role we can all play to help that person feel they belong.</p> <p>Ask the class to summarise some of the things we could do.</p>		
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		Hand out the large petal activity sheet - one per child. Pupils write their ideas on their petals. Display the 'friendly flowers' in the classroom. Using a large hand symbol – reflect upon and record people in school to whom they can turn if they need help to support a new person – a 'Network of Support'.		
4	LO: To learn about different people's feelings about what it means to belong	<p>Re-establish Ground Rules</p> <p>Starter/Circle Time Games: Remind the pupils that we are thinking about what it means to belong and how we can help people to feel that they belong. As a class, ask them to suggest 5 words/phrases for each of the following:</p> <ul style="list-style-type: none"> - What does it mean to belong? - How might someone feel if they felt they didn't belong? - What can we do to help someone who is new? <p>Ask the pupils (and staff) to participate in a game. Ask them to stand up if any of the following apply to them:</p> <ul style="list-style-type: none"> - They belong to class 5__ - this ensures everyone stands for at least one - They go to a sports club - They like ice cream - They are in year 5 – this ensures everyone stands for at least a second one - They enjoying watching TV <p>You can think of more examples if needed but ensure there are some that will 'capture' everyone and avoid gender specific statements.</p> <p>Summarise that we are all different – 'unique'. There will be things we have in common with other people and there will be differences. These may also change as we grow up. This is all fine but sometimes when people are new to a place or a situation, they may feel different and this can cause anxiety. We are going to explore further what someone new could do and how we can help, in these situations.</p>	<p>Ask It Basket</p> <p>Coram Life Education: Belonging Toolkit – part 2</p> <p>Belonging video: https://www.coramlifeeducation.org.uk/belonging/belonging-two-sessions</p> <p>Character email Resource - one between two</p> <p>Person Profile cards – 1 each</p>	<p>I know how I can help myself in a new situation</p> <p>I can help others in new situation – including our interactions and improving the environment</p> <p>I can give a range of ideas to describe what 'belonging' may mean to different people</p> <p>I can describe some of the difficulties people may face when they move to a new place</p> <p>I can explain things I could do to manage being in a new situation</p>

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	<p>Main: <u>Activity 1: Email response</u> Watch the first part of the film 'Advice on starting school for refugee and migrant children' – 'What advice do you have for someone who is new at school?' (0 – 1.12) Pause and collect the advice that these young people had for someone who is new, from the class. Record on a large sheet. Watch the second part of the film 'Advice on starting school for refugee and migrant children' – 'What advice do you have on how to make a new class member welcome?' (1.13 – 2.37) Through class discussion, record ideas these young people had on how to welcome a new class member. Hand out the Person Profile cards to individuals. It doesn't matter whether they get the same person or someone different from before. Ask the pupils to read the information on the card. Some pupils may need support to do this and may be able to work with an adult 1:1 or in a small group. Show email received from your character. "Hi, I'm starting at your school next week and I'm really worried about being new. I wondered whether you could give me any advice please? Thank you." Ask to pupils to write an individual email response. Ask them to:</p> <ul style="list-style-type: none"> - Write the email reply to the person on their People Profile card. - Be friendly and welcoming. - Describe something they will do to help the new person. - Show an interest in something they have shared. - Sign off in an appropriate and friendly way. <p>Support: Those needing more support can work with an adult 1:1 or in a small group. Alternatively, or in addition, provide appropriate sentence starters to support these pupils, which can be displayed on the whiteboard, or written on a separate piece of paper, for example:</p> <ul style="list-style-type: none"> - Thank you for writing to me... - I hope that... - I can understand how you feel... - I'm really looking forward to... <p>Please adapt or add to these examples, to match your pupils' specific needs.</p> <p>If willing, ask a couple of children to share their responses.</p>		<p>I can describe some ways I can be sensitive and kind towards someone who is new to my school – identifying personal skills and improvements that can be made to the environment</p> <p>I can recognise that people can belong to different places and groups</p>
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	<p><u>Activity 2</u> Explain to the class that in situations where someone is new we have thought about:</p> <ul style="list-style-type: none">- Things they can do.- Things that we can do as individuals. <p>We are going to watch one more piece of film – ‘What does belonging mean to you?’ (Primary) ‘How were you made to feel welcome?’ (5.49 – 7.20)</p> <p>Discuss that as well as other children and teachers being friendly, Sadie talks about being shown around the school by another pupil.</p> <p>Explain that in groups we are going to do an audit of our school and reflect on:</p> <ul style="list-style-type: none">- How welcoming and clear it is to someone new?- How could we improve things? <p>Whilst doing this activity, you might want to write these two questions on the whiteboard.</p> <p>Split the class into six groups and give each group an area to review. These could include:</p> <p>The entrance to the school from the outside – are there welcoming signs? Are different languages used? Is it clear where to go?</p> <p>The reception area inside the school – is it clear what to do? Are there pictures as well as words? Does it feel welcoming?</p> <p>The toilets – are the signs clear? Do all the doors lock securely?</p> <p>The dining hall – is it clear how to line up? Is it clear where to sit in assembly? Is it clear how lunchtime ‘works’?</p> <p>Classroom doors – do they have signs saying which class they are? Are the teachers’ and teaching assistants’ names there? Are there pictures?</p> <p>The playground – is it clear what you can do outside at break times? Are there rotas for some pieces of equipment/activities? Are there pictures to help?</p> <p>Allow about 15 minutes for this audit. Pupils who need support would benefit from an adult supporting their group.</p> <p>Ensure there is time for each group to feedback their findings and suggestions for improvements. It is important that the class feel they can have some input into things improving. Consider two changes that each group could actually put forward to the Senior Leadership Team, to improve the area they reviewed.</p>		
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		<p>Plenary: Ask the class to reflect on their learning, individually. Invite those who wish to, to share with the class. It may help for the teacher and other staff to share their learning first, to provide examples.</p> <p><u>Signposting pupils for further support:</u> NB: at the end of the lesson, please ensure that pupils are signposted to sources of further support, including: Key staff in school, as appropriate Their 'Network of Support' – people they know and trust Any local organisations that provide support in this area National organisations that provide support (e.g. Childline)</p>		
5	LO: To learn about how negative stereotypes can influence behaviours and attitudes towards different groups of people	<p>Re-establish Ground Rules</p> <p>Starter/Circle Time Games: <u>Baseline Assessment: Stereotype activity</u> Give each pupil Resource 1: Stereotype baseline activity. Explain that you want them to think about everything they know and understand about the word 'stereotype'. Give pupils time to draw or write their responses in each section. The purpose of this activity is to enable you to find out pupils' existing understanding of the word <i>stereotype</i> and the concept of stereotyping. Pupils should work individually. Whilst they are working, do not prompt them in any way. Circulate around the class, noting any responses and misconceptions that may need addressing through the lesson.</p> <p><u>Defining 'stereotype'</u> Take feedback on the first box ('What does the word <i>stereotype</i> mean?'). As a class, agree a shared definition of what a stereotype is. Share the following definitions if helpful: <i>A stereotype is an assumption about what someone will be like (e.g. their personal qualities or attributes) based on a group they belong to.</i> Cambridge Dictionary definition: <i>"a set idea that people have about what someone or something is like, especially an idea that is wrong"</i></p>	<p>Ask It Basket</p> <p>PSHE Association Inclusion, Belonging & Addressing Extremism Lesson 3: Stereotypes</p> <p>Resource 1: Stereotype baseline activity</p> <p>Resource 2: Sentence stems</p> <p>Resource 2a: Sentence stems support</p>	<p>I can identify examples of different types of stereotyping</p> <p>I can describe how stereotypes can be unfair and unhelpful</p> <p>I can recognise how stereotyping may have a negative effect on someone's behaviour, aspirations and feelings about themselves</p> <p>I can identify positive actions to challenge stereotyping</p>

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	<p>Write the agreed definition on a class working wall on 'Stereotyping' and keep it on display throughout the lesson.</p> <p>Main: <u>Activity 1: Different types of stereotyping</u> Explain to the class that you want them to think about the different kinds of stereotyping they may have seen or heard. Using Resource 2: Sentence stems and working in pairs, ask pupils to fill in what they think the rest of each sentence could be (e.g. All girls... like to wear pink). Invite groups to feedback their ideas to the rest of the class. What different kinds of stereotyping have the class identified? Draw out that these sentences have focussed on gender and age but stereotyping can relate to many things, such as gender, age, religion, race, nationality, disability, job, area someone lives etc.</p> <p>Support: Resource 2a: Sentence stems support has fewer sentences and some words pupils can use to help them.</p> <p>Challenge: Write a few sentences which promote a positive assumption (e.g. boys sometimes cry, girls don't always like ink, old people have a lot to contribute to society).</p> <p><u>Activity 2: How stereotyping can be unfair and negative</u> Explain to the class that sometimes we make assumptions about people which are entirely unfair because we have been influenced by stereotypical thinking. Ask pupils to consider the negative messages that stereotyping can sometimes promote (e.g. only boys like football, only girls enjoy playing with dolls). Working in small groups on large sheets of paper, pupils brainstorm all the reasons why, and ways in which they think stereotypes can negatively affect people's behaviour. Take feedback (ideas might include: they can be rude or offensive; they're not true of everyone in the group; they might stop people doing what they want to do; people might get bullied for not 'fitting in'; they put people under pressure to behave in certain ways).</p> <p>Finally, ask them to re-write their original sentences from a non-stereotypical viewpoint. Share and discuss their responses. Split the class into single sex groups Give each group the handout 'It's a Choice'</p>	<p>Resource 3: Overheard comments</p> <p>Resource 4: Challenging stereotyping (one set of cut up prompts per pair)</p>	
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	<p>Ask each group to consider how to deal with the situation. They must not use bullying or violence or abuse to remedy the situation. Bring the pupils together and ask:</p> <ul style="list-style-type: none"> • Was it difficult to think of other options? • If it was difficult, why? • Was it easier to think of violent or negative options? • If it was easier to be violent, why? <p><u>Activity 3: Challenging stereotyping</u> Explain to the class that sometimes the way to reduce the impact that stereotyping can have on people is to challenge it where we can. Tell pupils that they will be working in small groups in order to take the stereotype challenge! Give each group Resource 3: Overheard comments which contains overheard comments that promote stereotypical assumptions, together with an envelope containing a set of cut up prompts from Resource 4: Challenging stereotypes.</p> <p>Allocate one speech bubble to each group. Ask pupils to read their overheard comment, then pull out a challenge question from the envelope and respond to it for their comment. Repeat this until they have responded to three or four of the cut-up strips. Ask groups to feedback to the rest of the class on how they dealt with one of the different challenges. What was the hardest challenge to manage? Which of the responses pupils decided upon would have the best outcome?</p> <p>Plenary: Ask pupils to consider the different ways for challenging stereotyping they have discussed. Invite them to consider one strategy they think they could use in their own lives in order to avoid promoting stereotypical assumptions. Ask them to write it on a sticky note and to add it to the class working wall on stereotyping.</p> <p><u>Endpoint assessment</u> Pupils revisit their baseline assessment activity with the four headings and amend in light of their new learning or add any further ideas, thoughts or questions using a different coloured pen or pencil.</p>		
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6	<p>LO: To explore all aspects of discrimination and ways to prevent it</p>	<p>Re-establish Ground Rules</p> <p>Starter/Circle Time Games: Start by getting the pupils to find similarities between themselves. Call out a category – e.g. eye colour, height, hair length – something that suits the class. Ask the pupils to form groups with pupils who share the same attribute. Once the group is formed, explain that this particular trait is common to them all, but that in many other ways they are different.</p> <p>Main: Repeat the activity again using different criteria – e.g. their favourite book, football team or music. Ask the pupils to check to see whether they are in a group with the same people as last time.</p> <p>Share ideas about similarities and differences between people. On the board make lists of similarities and differences; include race, gender, sexuality, faith, nationality, disability, etc. Emphasise that we are all unique and we need to value our differences as well as our similarities.</p> <p>Suggest that people use differences to sometimes insult, discriminate against, bully and persecute others, no matter how large or small the difference is. Point out that some groups of people are, or feel, discriminated against constantly. Discuss this briefly.</p> <p>Get the pupils to think of and discuss:</p> <ul style="list-style-type: none"> - Any ideas of how they could help to stop any such forms of abuse taking place; - (for the victims of discrimination), how to cope with discrimination, insults and other unkind/unfair forms of behaviour when they occur. (Suggest being confident; remembering the problem is theirs, not yours; using humour to defuse the situation; talking to people you trust about it.) <p>In groups, get the pupils to follow up this general discussion by listing ways they could help someone who is the victim of discrimination or abuse. (Supporting your friends; reporting incidents of discrimination or abuse; being tolerant of other people's differences; learning about issues that surround discrimination; gaining knowledge of different disabilities, religions or sexual orientation to dispel prejudices, etc.)</p>	<p>Ask It Basket</p> <p>LCP PSHE & Citizenship Lesson 9: Diversity page 125</p>	<p>I can explore all aspects of discrimination</p> <p>I can suggest ways of preventing discrimination</p> <p>I can help to encourage, create and sustain a welcoming and inclusive environment for all children, parents and teachers involved in school</p>
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		<p>Plenary: Groups to share with the class what their suggestions are for helping someone who feels they are a victim of discrimination or abuse. Add these suggestions in a difference colour to Lesson 1's mindmap to show new learning</p>		
7	LO: To explore what loneliness and connection mean	<p>Re-establish Ground Rules</p> <p>Starter/Circle Time Games: Show pupils the slide – Similarities and differences - and ask them to move around the classroom. When you clap your hands, they should pair up with the person closest to them. Ask them to talk to their partner and find one similarity and one difference between them. When they have found a similarity and a difference they can sit down in their usual seat. Support pupils by showing prompts they could discuss (for example, favourite subject, food or drink that they both like, or favourite hobby). If pupils need extra challenge, see if they can find new similarities/differences, i.e. things that they didn't know about before they started talking. Ask some of the pupils to share their examples. Introduce pupils to the topic of connection and explain to them that sometimes connecting is easier than we think. Explain that this lesson will also be about loneliness and that loneliness is a normal emotion that everyone experiences from time to time.</p> <p>Main: <u>Baseline assessment: How do you feel?</u> Show pupils the statements A-C and ask them to rate their confidence in each using a scale from 0-10 (0 = not confident, 10 = extremely confident). There are lots of ways you might do this activity. Pupils could respond to the statements individually by writing their three numbers down on paper, or verbally by discussing their feelings in pairs/groups. Alternatively, you could ask pupils to reflect silently, before holding up the relevant number of fingers in response to each statement. How confident are you in: A) explaining what loneliness means? B) explaining what connection means? C) giving advice to a young person who wants to feel more connected?</p> <p><u>Activity 1: Gallery of loneliness and connection</u></p>	<p>Ask It Basket</p> <p>Every Mind Matters Building Connections PowerPoint</p> <p>Support Squad writing frame (for pupils who may need support)</p> <p>Strips of coloured paper (one per pupil)</p> <p>2 pieces of plain A5 paper per pupil</p> <p>Loneliness vs. connection video: : https://bcove.video/37NJ5v7</p>	<p>I can explain what loneliness means</p> <p>I can explain what connection means</p> <p>I can give advice to a young person who wants to feel more connected</p>

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Give pupils two pieces of A5 paper each. On their first piece of A5 paper, ask pupils to spend two minutes drawing a picture that represents loneliness, and then another two minutes drawing a picture that represents connection.

You may wish to share these definitions before or after pupils do their drawings:

- **Loneliness** is an unwanted feeling of sadness that can come from being left out or not having others to talk or connect with. People can still feel lonely in the company of others.
- **Connection** is a feeling of being included, of belonging and being able to enjoy being with others and in our own company.

In pairs or small groups, ask the pupils to share their images of loneliness and connection and write down any key words that link to their images.

Note that the images can be as abstract as they like. For example, pupils might think about colours or shapes they associate with loneliness/connection, or they might draw a situation where someone feels lonely/connected.

Activity 1: Gallery of loneliness and connection (continued)

Show pupils the discussion questions and give them a few moments of thinking time.

Before asking them to discuss the questions in pairs or small groups, show them the first part of the video (on the following slide) to give them some further ideas.

What might happen to make someone feel lonely?

For example, being left out, finding it hard to make new friends, feeling different, change, moving to a new area/new school, having no one to play with at the weekend or during holidays.

What might happen to make someone feel connected?

For example, new experiences, being part of a group, spending quality time with friends or family, having people know you and remember things about you, doing hobbies or activities alone or with others.

Challenge:

What is the difference between being alone and loneliness?

Being alone can be positive and doesn't mean you are lonely, for example people can enjoy reading or listening to stories, writing, drawing or spending time outside on their own. People can also be in groups and feel lonely.

Why might loneliness be hard to talk about?

For example, people might feel embarrassed or that it's their own fault if they are feeling lonely.

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	<p><i>Can you think of examples when people might have felt lonely or connected during Covid-19?</i> For example, elderly people or people who missed seeing their friends may have felt lonely. People who took part in community projects or who spent more time with their family might have felt connected. You may wish to emphasise to pupils that a person can be virtually connected (or connecting to others through technology, such as social media) but still be lonely. Face-to-face connection is important.</p> <p><u>Activity 1: Gallery of loneliness and connection (continued)</u> Show pupils the first part of this video (up to 01:36) to give them some further ideas about the discussion questions. To play the video, either click on the play button on the slide or copy and paste this URL into your web browser: https://bcove.video/37NJ5v7</p> <p><u>Activity 2: Support Squad</u> Put pupils into groups of three and explain to them they are going to become a support squad – a group of pupils who can offer advice about what to do if other young people are feeling lonely. You may wish to give them paper to take notes. Pupils will need to assign themselves a letter (A, B or C) to decide which area of connection they will focus on: A) Connect with themselves: help young people think of what they can do when they are on their own to feel more connected to themselves. B) Connect with friends and family: help young people think about what they can do to feel more connected to friends and family. C) Connect with the community: help young people think about what they can do in their local communities (schools, parks, leisure centres, faith groups) to feel more connected to others and the place they live. Note: Remind pupils that connecting safely is very important and that they should speak to their parents or carers before finding out about, or signing up to, any community activities. Ask pupils to come up with some ideas that might help young people to build connections in their area. As they watch the video and look at the images on the following slides, they can add more ideas to their list. Highlight to pupils that we all have a responsibility to look out for others who might feel lonely. What can we do to help others feel included?</p> <p>Support:</p>		
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for pupils who need additional support you may wish to print out this slide and ask pupils to circle A, B or C so they can have their role in front of them. This may be particularly useful for pupils with autism and SEND who may struggle with this task.

Activity 2: Support Squad (continued)

Once they have thought of their own ideas, show pupils the second part of this video, from 01:37 to the end, and ask them to add in any new ideas.

Activity 2: Support Squad (continued)

Click to reveal the different actions that can help pupils to manage loneliness and build connections. Ask them to add any new ideas to their lists.

- Thinking positively
- Showing kindness to others
- Getting active
- Getting to know someone new at break time
- Talking to people you trust about how you feel
- Being in nature or spending time outdoors
- Speaking to a parent or carer about starting a new club or activity
- Volunteering is a great way to get connected
- Doing things you enjoy, like listening to music

Activity 2: Support Squad (continued)

Explain that sometimes it can be hard to know what to say to other people to make new friends. Here are some tips and suggestions for making friends in school.

Activity 2: Support Squad (continued)

Give each support squad one of the three case studies. Note each case study is on a separate slide. You can print these out or have pupils read them from the board.

Ask pupils to write a letter together to Kya, Myles or Ruby to give them some support.

Alternatively, pupils could act out their messages of support – they could even record their message as a voice note or in a video response.

Remind pupils to think about the different areas of connection (A, B and C) and make sure that the advice includes things from each of them.

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	<p>Support: For any pupils who need more support, print the Support Squad writing frame to help them structure their response.</p> <p><u>Peer assessment</u> Ask groups to give their letter (or deliver their voice note or video response) to another group. The groups can give feedback using these prompt sentences. What could you do to help this young person feel more included and less lonely?</p> <p><u>Follow up assessment</u> Show pupils the statements A-C from the initial assessment and ask them to rate their confidence in each using a scale from 0-10 (0 = not confident, 10 = extremely confident) or whichever response method was used in the initial activity. It is an opportunity for pupils to reflect on what they have learnt in the lesson. Ask pupils to consider why their scores have changed and give an example of something new they have learned or thought about. How confident are you in: A) explaining what loneliness means? B) explaining what connection means? C) giving advice to a young person who wants to feel more connected?</p> <p>Plenary: <u>The chain of connection</u> Give each pupil a strip of coloured paper and ask them to add to their paper two things they have learned about building connection in this lesson (one on each side). Pupils can use glue to assemble the strips of paper into a 'chain of connection'. This could be done in small groups or you could create a whole class chain! This can then then be displayed in the classroom as a reminder of what pupils can do if they feel lonely.</p> <p><u>Signposting</u> Remind pupils that if they are finding things difficult, it is important that they speak to an adult they can trust. Organisations like Childline are open 24 hours, 7 days a week. Shout 85258 is a free, confidential, 24/7 text messaging support service for anyone who is struggling to cope.</p>		
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Find time in your lesson once this half term for circle time - subject: to discuss what is going well, what needs to improve within the class. Pupils should come up with possible solutions too. Use a pencil case or cuddly toy for talking stick - can only speak if holding this. Please feedback to tutor (if you are not them) outcomes for them to address in their own Community Circle time