

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Family and friends	<ul style="list-style-type: none"> Recognise that there are many different types of family. Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' 	<p>In a circle, everyone has to follow the leader’s movements. At various times, change the action. Make a wave the final action. Then ask the children;</p> <p>-What reason do people usually use this gesture for? - Who would you wave to? -Who wouldn’t you wave to and why not?</p> <p>Activity: Challenge the children to name as many types of relationships as possible within 1 minute. Share a list of different types of relationship. Ask the children to spot the ones that they said. They may not have mentioned ‘adopted family’ or ‘foster family’ or ‘same-sex couple’. Draw attention to these and give the following definitions:</p> <ul style="list-style-type: none"> When someone is adopted it means that they have become part of a new family who wants to love and take care of them forever, because their own family can’t keep them safe. Sometimes children are fostered because their own family can’t keep them safe. Fostering isn’t always forever like adoption but sometimes children stay with their foster families for a long time. Sometimes they are later adopted by their foster families. A same-sex couple is when two men or two women love and care for each other and choose to spend their lives together. In this country, same-sex couples can get married and might choose to have a family. <p>Activity- groups children look at a photo. Can they identify the relationships in the photo? Can they make up a story about the people in their photo? Encourage respect of different types of families. Ask the groups to share their picture's family stories. Remind the children of the importance of having family and friends; they provide each of us with so many things. Also explain that if someone felt</p>	<p>Family Adoption Fostering Same-sex couple Blended family</p>

			that a member (or members) of their family was making them feel unhappy or unsafe, it is very important for them to find another trusted adult outside of the family that they could talk to.	
2	My community	<ul style="list-style-type: none"> □ Define the term 'community'. □ Identify the different communities that they belong to. □ Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing. 	<p>Discuss with the class what they understand by the word 'community'. What communities or community groups do they belong to? What are the good things about being part of a community? Encourage the children to think of the benefits of belonging to the community groups mentioned earlier.</p> <p>Activity- Children to draw a 'Community Web' diagram. On the whiteboard, list all the communities that the children have mentioned in their community web pictures. How many are there in total? Summarise by identifying community groups that all or most of the children belong to (e.g. school), that some of the children belong to (e.g. local football club) and that some children belong to (e.g. local church). Help the children to recognise and understand that people can belong to several different communities and that communities are comprised of people with different lifestyles.</p>	Community Belonging

3	Respect and challenge	<ul style="list-style-type: none"> ☐ Reflect on listening skills. ☐ Give examples of respectful language. ☐ Give examples of how to challenge another's viewpoint, respectfully. 	<p>Play the word game: <i>I went shopping today and I bought...</i></p> <p>-Why listening was so important in the game?</p> <p>-How listening can be helpful in other ways?</p> <p>Explain that the session focus is about listening and responding respectfully. We meet many different kinds of people in our day-to-day lives.</p> <p>Activity- Working in pairs or small groups, provide children with pictures and phrases and ask them to identify who might say these types of things to them.</p> <p>Discuss the way people respond to one another. Ask the children what they think is meant by the term 'respect'. Clarify any misunderstanding. Explore with the class why showing respect might help build healthy relationships.</p> <p>Ask the children to comment on how they may respond to some of the statements and whether the responses are respectful and to suggest further improvements.</p>	<p>Respect</p> <p>Cooperation</p> <p>Listening skills</p> <p>Politeness</p> <p>Courtesy</p> <p>Manners</p>
---	-----------------------	---	--	--

			<p>Next, give each group equipment and explain that they are going to develop a playground game to play together, using the simple equipment available. Allow the children time to develop their games.</p> <p>Ask the groups to reflect on how successfully they:</p> <ul style="list-style-type: none"> -Included everyone in the group -Behaved respectfully with courtesy and manners -Organised the task -Listened to each other’s suggestions -Managed when they thought there were difficulties with the ideas shared <p>Invite a group to demonstrate their game to the class. Remind the class that when we speak we like others to listen so we should do the same. Also mention that there will be times when we disagree but we need to be careful not to upset other people. Learning how to disagree politely is a real skill and can be practised.</p>	
4	Our friends and neighbours	<ul style="list-style-type: none"> □ Explain that people living in the UK have different origins. □ Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds. Identify some of the qualities that people from a diverse range of backgrounds need in order to get on together. 	<p>Ask for two children to volunteer to come up to the front of the class and stand facing the rest of the children. Ask the class if they can think of five things that make the two children similar to each other. What makes them different? Explain that these difference help to make up our identity.</p> <p>Activity-Show the class the photo of a group of friends. What makes them similar? What makes them different? As well as looking different they will each have other things that make up their identity – their beliefs, customs, religions, tastes etc.</p> <p>Children to complete the <i>Friends and neighbours</i> Activity sheet. Explain that there are no right wrong answers, the aim of the activity is to try and think of things that might make up their identity, even if those things aren’t actually true.</p> <p>Then ask what might be different and special about their:</p> <ul style="list-style-type: none"> -Religious beliefs -Places where they work -Jobs they do 	<p>Similarities Differences Identity Respect</p>

			<ul style="list-style-type: none"> -Families -Food they eat -Languages they speak -Music they listen to -Clothes -Customs <p>Despite their differences, what were the things that they all had in common? As well as being neighbours these people are all friends. What sort of things might they do together? How do they treat each other? What qualities do they need in order to get on with each other? (e.g. respect, care, friendliness, politeness etc.).</p> <p>Show the photo of children sitting on the carpet. What makes them similar/different? What are the ways that they will behave towards each other to show that they appreciate and respect each other?</p>	
--	--	--	--	--

5	Let's celebrate our differences	<ul style="list-style-type: none"> ☐ Recognise the factors that make people similar to and different from each other. ☐ Recognise that repeated name calling is a form of bullying. ☐ Suggest strategies for dealing with name calling (including talking to a trusted adult). 	<p>Play 'fruit salad' (children cross the circle if they meet certain criteria, e.g. have an older brother). Explain that the game shows us how everyone is different. We are all the same in some ways but different in others. Should someone be treated differently if they live in a house with an even number? Or if they have shoes with laces? Ask the children whether sometimes people might be treated differently because they are in some way different? Is this fair?</p> <p>Activity- Share a version of the story The Ugly Duckling with the class. After the story, discuss with the children the basic plot. Draw out the different way the duckling was treated, especially the physical and verbal abuse that the duckling was subjected to.</p> <p>One of the ways the duckling suffered was because of name calling. Discuss how that might have made him feel.</p> <p>Freeze frame different parts of the story, ensuring the children display emotions of the character as well as what is happening. Name calling is a very hurtful behaviour. If it continues, it is a form of bullying. The memory of the hurtful feeling can stay for a very long time.</p> <p>Hans Christian Anderson has written a powerful story that can teach us a lesson. What lesson can we learn from this?</p>	<p>Similarities Differences Name calling Bullying</p>
			<p>If a person was being called names what could they do about it? Who might be able to help? Draw out the importance of talking to a trusted adult.</p> <p>Finish with a circle activity using a sentence stem: 'It is great that we are different in some ways because...'</p>	

6	Zeb	<ul style="list-style-type: none"> □ Understand and explain some of the reasons why different people are bullied. □ Explore why people have prejudiced views and understand what this is. 	<p>Think about what people can do if they are being bullied, including how to keep safe online. Make a list of why people might be bullied.</p> <p>Activity- Read the story of Zeb, one section at a time. Answer questions as we go.</p> <p>In our country, we don't have blue people, some of whom have red noses. But we do have examples of people being prejudiced against certain people. What might be the things that people are prejudiced against? [People with disabilities, different gender, people of colour, sexuality etc.]</p> <p>Why do some people think that way? Working in pairs or small groups, ask the children to think of reasons why people have prejudiced views.</p> <p>Discuss the explanation from encyclopedia.com</p> <p><i>'The term prejudice means 'prejudgement.' A person is prejudiced when s/he has formed an attitude towards a particular social group of people before having enough information on which to form a knowledgeable opinion. A negative prejudice is when the attitude is hostile towards members of a group.'</i></p>	<p>Prejudice Disability Gender Race Colour Sexuality</p>
---	-----	---	--	--