

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Qualities of friendship	<ul style="list-style-type: none"> <li>• Define some key qualities of friendship.</li> <li>• Describe ways of making a friendship last.</li> <li>• Explain why friendships sometimes end.</li> </ul>	<p>Play the song ‘With a Little Help from my Friends’ by the Beatles. Discuss; -What is a friend?                      -Why do we need friends?                      -How do we choose our friends? What do we look for in a friend?                      Activity- In 2 groups children are given qualities which are or are not a quality of a good friend. Groups take it in turns to act out the quality and the other team guesses the quality and decides if it is a good quality for a friend.                      Share a list of qualities with the children. Are they important? Would children add any other qualities to the list? Children discuss the qualities of a good friend and select their top 3 qualities they look for in a friend. Share opinions and create a class top 3 friendship quality list. Why were these qualities so important?                      Discuss;                      -In a lifetime how many friends do you guess a person might have? Take guesses. Apparently the answer is up to 300!                      -Why might friendships come to an end?                      -Can boys and girls be friends with one another?                      -What might make such a friendship difficult?                      -Why can making a new friend be difficult sometimes?                      -How can people help a friendship to last?                      Explain that we are all different and will have a different number of friends. We cannot make someone be a friend. Friendships are like plants - they need careful looking after; they grow, change and develop.</p>	Friendship Talking Listening
2	Kind conversations	<ul style="list-style-type: none"> <li>• Rehearse active listening skills.</li> <li>• Demonstrate respectfulness in responding to others.</li> </ul>	<p>Teacher to start the class giving instructions by signs and gestures only. How did it feel to start the class without any verbal instructions? Explain today’s lesson is about listening. Invite a child to come and talk for 2 minutes about an interest of theirs but demonstrate poor listening skills; interrupting, looking around, walking off. In pairs children repeat the activity then swap. How does it feel to not be listened to? What might you do next time? As</p>	Listening skills Respect

		<p>□ Respond appropriately to others.</p>	<p>a class come up with things a skilled listener would do. Active listeners show they are listening and value what the other person is saying.                  Activity- In 3s children assume the role of talker, listener and observer. The observer will give feedback on the listener’s skills. Children rotate roles.                  There are times when a person might find it difficult to be a good listener. Can they think of any?                  In pairs take on a role and choose a conversation starter, practice active listening skills.                  Emphasise that listening is a skill and that skills improve with practice.</p>	
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<p>3</p>	<p>Happy being me</p>	<ul style="list-style-type: none"> <li>□ Develop an understanding of discrimination and its injustice, and describe this using examples.</li> <li>□ Empathise with people who have been, and currently are, subjected to injustice, including through racism.</li> <li>□ Consider how discriminatory behaviour can be challenged.</li> </ul>	<p>Start with circle time and children saying ‘In this class we all...’ and ‘Not everyone in the class..’ Explain that the session is going to explore some of the ways similarities and, more importantly, differences can affect people’s attitudes and behaviours.</p> <p>Watch clip ‘Be the one-beyond difference. Showing children being left out and then someone finding ways in which to include them. Discuss;</p> <p>-What do you think the people were feeling? (Unhappy, rejected, excluded).          -Why do you think they were feeling that way?          -Do you think their feelings were justified?</p> <p>In pairs discuss why a person may be excluded or treated unfairly. Share ideas.          Are there any circumstances when people being treated differently makes sense and has a reason behind it? Examples include:          Age – film categories for example.          Gender – to protect privacy.          Religion – food, clothing, places and opportunities for prayer.</p> <p>Activity- Read the story of Rosa Parks. In small groups, discuss; -Why do you think she refused to move when asked to?          -What do you think was her strongest emotion at the time?          -Why did the bus driver think he could do act as he did?          -What do you think might have given Rosa hope when she was in jail?          -Why do you think Rosa Parks has become famous?          -What do you think people admire about the way she carried out about her protest?</p> <p>Ask the children to consider what it might be like to live in a society/place where people are divided into separate groups, based on a particular feature, for example those who have blue eyes and those who don’t. What problems might occur? Think about how 2 groups could be different and discriminated against.</p> <p>How can people act to try and reduce these sorts of behaviours and beliefs? If we come across discrimination or prejudice being used how can we as individuals challenge it?</p> <p>Circle time ‘This made me think about....’</p>	<p>Excluded          Discrimination          Prejudice</p>
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4	The land of the red people	<ul style="list-style-type: none"> <li>□ Identify and describe the different groups that make up their school/wider community/other parts of the UK.</li> <li>□ Describe the benefits of living in a diverse society. Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.</li> </ul>	<p>Children think of the things which makes everyone in the class different- gather ideas. Explain that just as the class is made up of lots of different people, all with their individual attributes and qualities, so our society is made up of lots of different groups of people who similarly all have their own attributes and qualities. Tell the children that in this lesson we are going to think about some of those different groups of people and think about what they bring to society in the United Kingdom.</p> <p>Read the story <i>The Land of the Red People</i> story</p> <ul style="list-style-type: none"> <li>-Were the Red People happy before the other people arrived in their land?</li> <li>-How did they feel as the other people arrived in their land?</li> <li>-Do you think the land was better or worse for having all the different people living there? Why?</li> <li>-Why do you think the Leader’s son thought it would be better to have just the Red People living in the land again? Would you have agreed with him? Why / why not?</li> <li>-What do you think the message of the story is?</li> </ul> <p>Explain that the story is a metaphor.</p> <p>Ask children the different types of people which make up our community. What different religious groups are there? What different ethnic groups are there? Are there other sorts of groups?</p> <p>Activity- Children select one of the groups identified and complete a jigsaw piece to place together to show the differences in a community.</p> <p>Ask the children if they can think of the benefits of living in a diverse, multi-cultural society. Ask children to make a list of qualities that allow would allow everyone to live together harmoniously – e.g. respect , tolerance, understanding, kindness, acceptance, thoughtfulness, caring, consideration, helpfulness</p> <p>Ask children how they can show those qualities within school.</p>	Metaphor Diverse Multicultural Society
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5	Is it true?	<ul style="list-style-type: none"> <li>□ Understand that the information we see online, either text or images, is not always true or accurate.</li> <li>□ Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them.</li> <li>□ Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</li> </ul>	<p>Children share which social media sites they know. Have children seen these sites? How old do you need to be before having an account? Why?</p> <p>Activity- Children pick a piece of paper from the hat. 'Yesterday I...' some children's says, make something up which isn't true. Go around the circle. Ask children if any of they think anyone didn't tell the truth. Those who didn't then stand up. Were there any clues that gave them away e.g. looked nervous, smiled too much. fidgeted, was too extraordinary?</p> <p>If we look at something online, can we tell if it is true or not?</p> <p>Emphasise that it's much harder to tell if something is true if we don't have the person right in front of us.</p> <p>If we look at something written in a book, can we tell if it is true or not?</p> <p>Show the Facebook-style profile page (IWB slide entitled Fakebook). Ask: -What do we think her life is like?</p> <p>-How do we know?</p> <p>-Could it be different to what we think?</p> <p>When we look at a picture or a post online, can we tell whether the information it presents is an accurate record of the reality or not? Even if it's someone we know, it might not be what we think it is.</p> <p>People posting online choose how they want to present themselves. They often only present certain information (or images), to make themselves look a particular way.</p> <p>Read extracts from The Boy in the Dress by David Walliams.</p> <p>Can children work out if the extract is gender expression or gender identity?</p>	Sex Sexual orientation Gender identify Gender expression
6	It could happen to anyone	<ul style="list-style-type: none"> <li>□ Identify the consequences of positive and negative behaviour on themselves and others.</li> <li>□ Give examples of how individual/group actions can impact on others in a</li> </ul>	<p>Ask if anyone can explain what they think is meant by the term stereotype.</p> <p>Look at two definitions on IWB (see Resources needed area):</p> <ol style="list-style-type: none"> <li>1. <i>An often unfair and untrue belief that many people have about all people or things with a particular characteristic.</i> [Source: Merriam-Webster dictionary]</li> <li>2. <i>A set idea that people have about what someone or something is like, especially an idea that is wrong.</i> [Source: Cambridge dictionary]</li> </ol>	Embarrassed Reactions Consequences

			<p>Ask the class to think of any well-known stereotypes [e.g. an absent-minded professor; boys don't wear pink; girls don't play football; girls can cry but boys can't; all gay men act like females.] Ask children to reflect on whether these stereotypes are based on fact or on assumptions and prejudice, concluding that some people might be like this but many won't be. (You can show the definition of prejudice at this point, to help explain that stereotypes are based on pre-judging people, (prejudice) before knowing them. See definition on IWB slide in Resources needed area). There are often stereotypes around the issues of sex, gender and sexual orientation. These definitions may be helpful when introducing this:</p> <ul style="list-style-type: none"> <li>• <b>Biological sex*</b>: refers to the biological aspects of an individual determined by their anatomy, which is produced by their chromosomes, hormones and interactions. Generally male or female. Assigned at birth.</li> <li>• <b>Gender/Gender identity*</b>: is a personal internal perception of oneself based on labels of masculinity and femininity. A person may see themselves as a boy/man, girl/woman, having no gender or as non-binary (somewhere on the spectrum between man and woman).</li> <li>• <b>Gender expression</b>: how a person shows their gender by the way they act, behave, dress, etc.</li> <li>• <b>Sexual orientation</b>: who someone is attracted to, physically and emotionally, e.g. a person of the opposite sex (heterosexual/straight), a person of the same sex (homosexual/gay/lesbian), both (bisexual) or all sexualities and genders (pansexual).</li> </ul> <p>For further information regarding children who feel uncomfortable with the gender they were assigned at birth, or are unhappy with the gender role that society requires see the <a href="#">Gender Identity Development Service website commissioned by NHS England</a>.</p> <p>*Definitions provided by the <a href="#">Office for National Statistics and the UK government</a> as of 23.06.22</p> <p>People who are seen to be different are often bullied.</p>	
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			<p>Discuss together how this behaviour can be stopped. Take several ideas. Look at what is written in the red circle then ask:</p> <ul style="list-style-type: none"> <li>• What could someone start to do to make this behaviour better?</li> </ul> <p>On a separate piece of A4 paper, each child now draws a green circle, writing START at the top, inside the circle. They then write in the middle what behaviour should replace the bullying behaviour (words or actions) e.g. In the STOP circle, the phrase 'shouting poof at a gay man' would be countered with START smiling and being friendly. Similarly, STOP saying boys don't cry. START saying everyone should be able to show their feelings.</p> <p>Summing up - Cut out all the circles and keep the pairs together. Make a chain all the way around the walls of the classroom with the red followed by the green. Ask for volunteers to read theirs to the class. Everyone reads along the chain.</p> <p>Summarise by reminding everyone that bullying of any kind, verbal or physical, is unacceptable. Also ask children to list people that can help if someone is being bullied [e.g. trusted adult, parent, friend, lunchtime supervisor, grandparent etc.]</p>	
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