

<p>Learning Objective: Relationship To understand why we should respect others</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To recognise conflict and where it could happen To know who I am and the importance of my own opinion To understand what stereotyping is To understand what discrimination is and who it can affect To know the laws related to discrimination To know how to respond to aggressive behaviour <p>Thinking Skills:</p> <ul style="list-style-type: none"> Empathise with how others are feeling/thinking about something Encourage others to join in discussions Draw upon evidence and own experiences Suggest reasoned conclusions Show a willingness to illustrate the ideas of others with own experiences Identify associated concepts and explain their relevance and connections
<p>Vocabulary: Responsibilities, privacy, confidence, discrimination, prejudice, aggressive, inappropriate, empathise, stereotype, equality, human rights</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p>Recap of prior learning:</p>	
<p>1</p>	<ul style="list-style-type: none"> To know who to tell if I'm worried To know what makes me uncomfortable and how to respond To be resilient when asking for help To know how to resolve arguments To know how actions can affect others feelings To recognise unhealthy friendships To recognise emotions in others through body language To use peer mediation to resolve difficulties 	<p>L.O. To recognise conflict and where it could happen</p> <p>Skills Focus: Empathise with how others are feeling/thinking about something</p> <p>Start the session by giving an example of a situation on the playground. Can anyone think of any issues that may arise during this time? Have you ever experienced any conflicts?</p> <p>Explain that the word conflict means when people have differing opinions and strongly disagree with one another. This can often result in arguments.</p> <p>Allow the children to suggest different conflicts that may occur. Make the link that the conflicts don't resolve the issue and often make it much worse.</p> <p>How could we resolve the issue? Take children's responses and then either provide them with compromise as a solution or use an example of compromise given by the children as the example.</p> <p>Activity – Children to be given conflict scenario cards. Ask them to enact them and provide the compromise that could resolve the issue.</p> <p>Ask the children to present these scenarios to the class and during this time ask the children if everyone is always happy with the compromise? (Sometimes yes, but sometimes no). Is the compromise better than the conflict though?</p>

		<p>Challenge: Are there any conflicts that we shouldn't compromise on?</p>
<p>2</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To know what makes me uncomfortable and how to respond • To be resilient when asking for help 	<p>L.O. To know who I am and the importance of my own opinion</p> <p>Skills Focus: Draw upon evidence and own experiences</p> <p>Activity – How well do you know yourself? Give the children a target sheet. In the centre, the children will write things about themselves. This could be talents, skills, likes and dislikes. Once the children have done this, ask them to swap with their learning partner, where they will write on the outside of the circle what they know about this person. Children to have their sheets back and discuss with their learning partner.</p> <p>Bring the children together and ask them if their own thoughts about themselves matched up. Explain that sometimes the way we see ourselves can be different from how others see us but knowing how others see us helps us to know who we are.</p> <p>Do we all have to be the same? Why is difference good?</p> <p>Next, ask the children if they included any opinions within their sheet. E.g. things they like. Take an example and ask if this opinion is shared by anyone else? Highlight that some people don't have the same opinions but this is ok and it's fine to have your own opinion.</p> <p>Activity – At the end of the lesson, ask the children to return to their How well do you know yourself sheet and fill in the outer circle with information about how they would like others to see them.</p>
<p>3</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know what makes me uncomfortable and how to respond • To know how actions can affect others feelings • To recognise why someone needs help and what you can do • To know what exclusion is 	<p>L.O. To understand what stereotyping is</p> <p>Skills Focus: Identify associated concepts and explain their relevance and connections</p> <p>Activity – Provide the children with a picture of a boy and girl with a range of statements around them. Ask the children to link the statements to each of the children and put ones you think they would both do in the middle.</p> <p>Bring the children together and share and discuss some of the different results. Highlight that some of you have put the statements in different places.</p> <p>Introduce the word stereotype and explain that this is when someone presumes information about someone else based on what that person looks like or is interested in.</p> <p>Provide the children with something like a gender example. E.g., All boys like football. Ask the children if they think this is true or can think about examples where this is not the case.</p>

		<p>Explain that this can be a negative thing when people stereotype others. How do you think it would make others feel? Can I be a boy and not like football? Can I be a girl and like football? Link back to the previous lesson, in the way we are all different and people don't know everything about what makes us unique.</p> <p>Activity – Ask the children to go back to their first activity and see if they would change anything.</p> <p>Next, ask the children to make up a new child who is coming into the class. They need to write three things about the child and write down if they are a boy or a girl. Share this with their learning partner can they guess the gender? Make sure to reinforce that you should not use gender stereotypes, as they are not always true.</p> <p>End the session by asking the children what they should do if they hear a stereotype. Should you challenge someone for saying them e.g. All boys like football. What would you say to someone who says this?</p>
<p>4</p>	<ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To know what makes me uncomfortable and how to respond • To know how actions can affect others feelings • To recognise why someone needs help and what you can do • To know what exclusion is 	<p>L.O. To understand what discrimination is and who it can affect</p> <p>Skills Focus: Show a willingness to illustrate the ideas of others with own experiences</p> <p>Start the session by asking all children with brown hair to stand at the back of the room, whilst everyone else is either sitting in their chairs or on the carpet. Explain to the whole class that this is a new government strategy to help everyone concentrate.</p> <p>Take responses from those children on the carpet and then ask the children at the back how they feel about this new strategy.</p> <p>How does it make them feel? Is this fair? Why would the government only pick certain people?</p> <p>Bring all the children back to the carpet and explain that this was not the case but is a possible example of discrimination. What do you think this word means? Explain the meaning and then ask the children who they think might be discriminated against (possible links to black history month, suffragettes, Judaism during WW2)</p> <p>Introduce the word Human Rights. Explain that human rights are the basic rights and freedoms that belong to every person in the world. That includes all children; in fact, children also have a range of different rights associated with them.</p> <p>The United Nations Convention on the Rights of the Child (UNCRC) is an internationally binding human rights agreement</p> <p>Here are some of the things children have the right to.</p> <ul style="list-style-type: none"> • the right to life, survival and development

		<ul style="list-style-type: none"> the right to have their views respected and to have their best interests considered at all times the right to a name and nationality, freedom of expression and access to information about them <p>Can you think of anything else that everyone is entitled to?</p> <p>Activity – Children create a list of different rights that everyone should have to protect them from discrimination.</p> <p>Putting these rights into law helps to avoid discrimination.</p>
5	<ul style="list-style-type: none"> To know what makes me and other people special To explore similarities and differences To know what makes me uncomfortable and how to respond To know how actions can affect others feelings To recognise why someone needs help and what you can do To know what exclusion is 	<p>L.O. To know the laws related to discrimination</p> <p>Skills Focus: Suggest reasoned conclusions</p> <p>Start the lesson with a recap on the key vocabulary from the previous lesson. What does discrimination mean?</p> <p>What if one day you found yourself being discriminated against? What could you do?</p> <p>Take the children’s responses and either elaborate on or explain that one of the things they could do is to tell a police officer. Why would a police officer help? Highlight that they would have to because discrimination is against the law and is dealt with very seriously wherever it is encountered (potentially refer to schools policies e.g. anti-bullying/behaviour policy)</p> <p>Overtime the UK has wanted to abolish discrimination, recognising how harmful it can be. This all started with the Magna Carta.</p> <p>Show the children the following video about the Magna Carta and how it has been adopted by other countries as well as changing and improving over time.</p> <p>https://www.youtube.com/watch?v=XTWQzF1027I</p> <p>Today laws against discrimination are based on the Equalities act 2010. This protects all races, genders, relationships etc.</p> <p>Activity – Aliens have visited and we need to protect them from discrimination too. What rules would you write that could be included within the Equalities Act?</p>
6	<ul style="list-style-type: none"> To know who to tell if I’m worried To know what makes me uncomfortable and how to respond To be resilient when asking for help To know how to resolve arguments To know how actions can affect others feelings 	<p>L.O. To know how to respond to aggressive behaviour</p> <p>Skills Focus: Encourage others to join in discussions</p> <p>Start the session by unpicking the phrase ‘aggressive behaviour’</p> <p>What does this mean? Where could it take place? Is it always physical or can it be psychological?</p>

	<p>Year Three</p> <ul style="list-style-type: none"> • To recognise unhealthy friendships • To recognise emotions in others through body language • To use peer mediation to resolve difficulties 	<p>Link back to the body language episode and explain how sometimes peoples body language can also be quite aggressive e.g. blocking a door.</p> <p>Activity – Provide the children with scenario where a child is constantly shouting at another child. Pick two children (potentially before the lesson to give them time to prepare) who will hot seat as the aggressive child and the victim. Ask both children to leave the room, then work together to create a list of questions for both children. Ensure some questions focus on how this situation could be resolved or how it could be deescalated.</p> <p>Bring them in one at a time and then allow the children to ask the prepared questions. Note down good strategies to deescalate and whom this should be reported to.</p> <p>Review at the end of the session. How could we make the situation better? What should you do if you feel unsafe? How could the situation be made worse?</p>
<p>Evidence for assessment will be from:</p>	<ul style="list-style-type: none"> • How to be polite and courteous in different situations and recognise the respectful behaviour they should receive in return • That everyone should feel included, respected and be aware of the process of stereotyping; how to respond if they witness or experience exclusion, disrespect or discrimination • How to recognise and respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concern 	
<p>Resources needed for project:</p>	<p>Scenario Cards Equality Act Horrible histories video Male/Female stereotyped worksheet</p>	
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>	<p>Challenge through questioning and provide own links between lessons and own experiences.</p> <p>Scaffolds and in class support</p>	